

# STATE TEACHERS COLLEGE BULLETIN

BLOOMSBURG ♦ PENNSYLVANIA



ANNUAL CATALOG

1953 ♦ 1954 ♦ 1955

## *Bending the Twig*

**W**HAT WE WISH the world to be ten, fifteen, twenty years from now we must instill within the lives of the young people today. America's future sits now at classroom desks. We must arouse in pupils a desire to achieve, to accomplish, to rise above the dead level of ordinary living. So, the thought "as the twig is bent" serves for a guide as we endeavor to develop creative, inspired young citizens to direct tomorrow's future.

—CARL C. BYERS

Clearing House—October, 1952

Selected by Sharon C. Dotter  
Wilkes-Barre, Pennsylvania

### ACCREDITED BY

Pennsylvania State Council of Education (State)  
Middle State Association of Colleges and Secondary Schools (Regional)  
American Association of Colleges for Teacher Education (National)

### MEMBER OF

American Association of Education  
National Association of Business Teacher Training Institutions  
National Office Management Association

### APPROVED BY

Department of Public Instruction, Commonwealth of Pennsylvania,  
August 27, 1952, to offer the courses listed in this catalog to veterans  
meeting the provisions of Public Law 550, 82nd Congress.

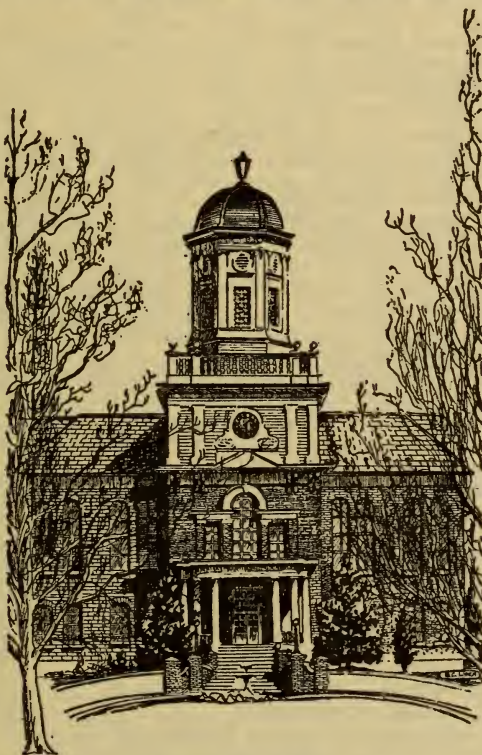
# State Teachers College Bulletin

Vol. 22

DECEMBER, 1953

No. 1

## ANNUAL CATALOGUE



CARVER HALL

### BLOOMSBURG, PENNSYLVANIA

The State Teachers College Bulletin is issued in August, December, January, February, March, and April, by the State Teachers College at Bloomsburg.

Entered as Second-Class Matter at the Post Office at Bloomsburg, Pennsylvania, under the Act of August 24, 1912

## TABLE OF CONTENTS

	Page
Map of Motor Routes .....	3
Bloomsburg Teachers College Offers .....	4
Calendar for 1953-1954 .....	5
Calendar for 1954-1955 .....	7
Teacher Education and Certification .....	9
State Council of Education .....	9
Board of Trustees .....	9
Administrative Personnel .....	10
Standing Committees—Chairmen .....	10
Faculty .....	11
School Districts Providing Laboratory Schools .....	15
Cooperating Teachers .....	15
Bloomsburg State Teachers College History .....	18
Campus, Buildings, and Equipment .....	21
Development of Aeronautics .....	23
Fees, Deposits, and Repayments .....	24
Summary of Expenses .....	28
Types of Student Assistance .....	30
Admission Requirements .....	31
Academic Requirements .....	32
Probation .....	33
Placement Service .....	34
In-Service Education of Teachers .....	35
Extension and Campus Classes .....	35
Laboratory School Facilities .....	36
Summer Sessions .....	37
Student Participation in College Government .....	38
Extra-Curricular Activities .....	39
Professional Fraternities .....	42
Choosing a Curriculum .....	44
Four Year Elementary Curriculum (Effective September, 1951) .....	45
Specialization and Electives in Elementary Curriculum .....	47
Four Year Secondary Curriculum (Effective September, 1951) .....	49
Specialization and Electives in Secondary Curriculum (Effective September, 1951) .....	50
Areas of Specialization in Secondary Curriculum .....	50
Curriculums in Special Class Education .....	57
Course Descriptions—Aeronautics Teachers .....	59
Course Descriptions—Elementary and Secondary Curriculums .....	62
Special Education for the Mentally Retarded .....	86
Speech and Hearing for Handicapped Children .....	89
Degree Curriculum for Dental Hygienists .....	91
Degree Curriculum for Public School Nurses .....	92
Department of Business .....	93
Certification of Business Education Teachers .....	94
Placement of Business Graduates .....	95
Four Year Curriculum in Business Education (Effective September, 1951) .....	96
Basic First Year Business Education Curriculum .....	99
Course Description—Business Education Curriculum .....	100
Department of Music .....	103
Evening Artists' Courses .....	106
Analysis of Enrollment .....	107
Forms for Bequests .....	107
Citizenship Education Project .....	108
Preliminary Enrollment Blank .....	109-110
Map of Campus .....	Inside Back Cover





**BLOOMSBURG TEACHERS COLLEGE OFFERS**  
**on the**  
**Most Beautiful Campus in Pennsylvania**

**ACADEMIC AND PROFESSIONAL OFFERINGS**

Specialized College Faculty (20% Hold Doctor's Degree)

**Fully Accredited by Regional and National Agencies, Including**

American Association of Colleges for Teacher Education  
Middle State Association of Colleges and Secondary Schools  
Pennsylvania State Council of Education

**Membership held in the following professional associations:**

American Council on Education  
National Association of Business Teacher Training Institutions  
National Office Management Association  
Offerings in Aviation, Business, Speech Correction, Special Education  
Superior Higher Education at Reasonable Cost (\$600-\$700 a year)

**ATHLETICS**

Three Gymnasiums  
Sunlighted Indoor Tile Swimming Pool  
Two Athletic Fields  
Quarter-Mile Running Track  
Nine Tennis Courts  
Handball Courts  
Archery Range  
Intercollegiate Teams:  
Football, Basketball, Soccer, Baseball, Track, and Field Sports

**EXTRA-CURRICULAR OFFERINGS**

Music, Athletics, Dramatics, Nature Study, Journalism  
Professional Fraternities and Specialized Clubs  
Adequate Social Rooms  
State Parks and Recreation Areas  
Hunting and Fishing



## CALENDAR FOR 1953-1954

1953		JUNE							1953
S	M	T	W	T	F	S			
		1	2	3	4	5	6		
7	8	9	10	11	12	13			
14	15	16	17	18	19	20			
21	22	23	24	25	26	27			
28	29	30							

**1953 PRE SESSION—Three Weeks**  
 Begins ----- Monday, June 8  
 Ends ----- Friday, June 26

1953		JULY							1953
S	M	T	W	T	F	S			
			1	2	3	4			
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				

**1953 REGULAR SESSION—Six Weeks**  
 Registration ----- Monday, June 29  
 Classes Begin ----- Tuesday, June 30  
 Classes End ----- Friday, August 7

1953		AUGUST							1953
S	M	T	W	T	F	S			
							1		
2	3	4	5	6	7	8			
9	10	11	12	13	14	15			
16	17	18	19	20	21	22			
23	24	25	26	27	28	29			
30	31								

**1953 POST SESSION—Three Weeks**  
 Begins ----- Monday, August 10  
 Ends ----- Friday, August 28

1953		SEPTEMBER							1953
S	M	T	W	T	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30						

**FIRST SEMESTER—1953-1954**  
 Registration of  
 Freshmen ---- Tuesday, September 8  
 Registration of Upper-  
 classmen -- Wednesday, September 9  
 Classes Begin with First  
 Period ----- Thursday, September 10

1953		OCTOBER							1953
S	M	T	W	T	F	S			
					1	2	3		
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

Thanksgiving Recess Begins at Close  
 of Classes ---- Tuesday, November 24  
 Thanksgiving Recess Ends at  
 8:00 A. M. ---- Monday, November 30

1953		NOVEMBER							1953
S	M	T	W	T	F	S			
1	2	3	4	5	6	7			
8	9	10	11	12	13	14			
15	16	17	18	19	20	21			
22	23	24	25	26	27	28			
29	30								

## CALENDAR FOR 1953-1954

1953		DECEMBER							1953	
S	M	T	W	T	F	S	S	M	T	
		1	2	3	4	5				
6	7	8	9	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29	30	31						

Christmas Recess Begins at Close  
of Classes -- Wednesday, December 16

1954		JANUARY							1954	
S	M	T	W	T	F	S	S	M	T	
					1	2				
3	4	5	6	7	8	9				
10	11	12	13	14	15	16				
17	18	19	20	21	22	23				
24	25	26	27	28	29	30				
31										

Christmas Recess Ends at  
8:00 A. M. ----- Monday, January 4  
First Semester Ends at  
Noon ----- Thursday, January 21  
**SECOND SEMESTER — 1953-1954**  
Registration ----- Monday, January 25  
Classes Begin at  
8:00 A. M. ----- Tuesday, January 26

1954		FEBRUARY							1954	
S	M	T	W	T	F	S	S	M	T	
		1	2	3	4	5	6			
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28										

1954		MARCH							1954	
S	M	T	W	T	F	S	S	M	T	
		1	2	3	4	5	6			
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29	30	31							

1954		APRIL							1954	
S	M	T	W	T	F	S	S	M	T	
					1	2	3			
4	5	6	7	8	9	10				
11	12	13	14	15	16	17				
18	19	20	21	22	23	24				
25	26	27	28	29	30					

Easter Recess Begins at Close  
of Classes ----- Tuesday, April 13

Easter Recess Ends at  
8:00 A. M. ----- Tuesday, April 20

1954		MAY							1954	
S	M	T	W	T	F	S	S	M	T	
						1				
2	3	4	5	6	7	8				
9	10	11	12	13	14	15				
16	17	18	19	20	21	22				
23	24	25	26	27	28	29				
30	31									

Alumni Day ----- Saturday, May 22

Baccalaureate  
Services ----- Sunday, May 23

Commencement  
Exercises ----- Monday, May 24

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

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



CALENDAR FOR 1954-1955

1954	JUNE							1954
S	M	T	W	T	F	S		
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30					

1954 PRE SESSION—Three Weeks  
 Begins ----- Monday, June 7  
 Ends ----- Friday, June 25

1954	JULY							1954
S	M	T	W	T	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

1954 REGULAR SESSION—Six Weeks  
 Registration ----- Monday, June 28  
 Classes Begin ----- Tuesday, June 29  
 Classes End ----- Friday, August 6

1954	AUGUST							1954
S	M	T	W	T	F	S		
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						

1954 POST SEASON—Three Weeks  
 Begins ----- Monday, August 9  
 Ends ----- Friday, August 27

1954	SEPTEMBER							1954
S	M	T	W	T	F	S		
		1	2	3	4			
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30				

FIRST SEMESTER—1954-1955  
 Registration of  
 Freshmen ---- Tuesday, September 7  
 Registration of Upper-  
 classmen -- Wednesday, September 8  
 Classes Begin with First  
 Period ----- Thursday, September 9

1954	OCTOBER							1954
S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

1954	NOVEMBER							1954
S	M	T	W	T	F	S		
		1	2	3	4	5	6	
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						

Thanksgiving Recess Begins at Close  
 of Classes ---- Tuesday, November 23  
 Thanksgiving Recess Ends at  
 8:00 A. M. ---- Monday, November 29

## CALENDAR FOR 1954-1955

1954		DECEMBER							1954	
S	M	T	W	T	F	S				
				1	2	3	4			
5	6	7	8	9	10	11				
12	13	14	15	16	17	18				
19	20	21	22	23	24	25				
26	27	28	29	30	31					

Christmas Recess Begins at Close  
of Classes -- Wednesday, December 15

1955		JANUARY							1955	
S	M	T	W	T	F	S				
									1	
2	3	4	5	6	7	8				
9	10	11	12	13	14	15				
16	17	18	19	20	21	22				
23	24	25	26	27	28	29				
30	31									

Christmas Recess Ends at  
8:00 A. M. ----- Monday, January 3  
First Semester Ends  
at Noon ----- Thursday, January 20

**SECOND SEMESTER—1954-1955**  
Registration ----- Monday, January 24  
Classes Begin at  
8:00 A. M. ----- Tuesday, January 25

1955		FEBRUARY							1955	
S	M	T	W	T	F	S				
				1	2	3	4	5		
6	7	8	9	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28									

1955		MARCH							1955	
S	M	T	W	T	F	S				
				1	2	3	4	5		
6	7	8	9	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29	30	31						

1955		APRIL							1955	
S	M	T	W	T	F	S				
									1 2	
3	4	5	6	7	8	9				
10	11	12	13	14	15	16				
17	18	19	20	21	22	23				
24	25	26	27	28	29	30				

Easter Recess Begins at Close  
of Classes ----- Tuesday, April 5

Easter Recess Ends at  
8:00 A. M. ----- Tuesday, April 12

1955		MAY							1955	
S	M	T	W	T	F	S				
1	2	3	4	7	6	7				
8	9	10	11	12	13	14				
15	16	17	18	19	20	21				
22	23	24	25	26	27	28				
29	30	31								

Alumni Day ----- Saturday, May 21  
Baccalaureate  
Services ----- Sunday, May 22  
Commencement  
Exercises ----- Monday, May 23

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

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

**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION**

**FRANCIS B. HAAS**, Superintendent of Public Instruction  
Chairman, Board of State Teachers College Presidents  
Chairman, State Council of Education  
Ex-officio Member, Board of Trustees

**JOHN M. LUMLEY**, Deputy Superintendent

**CARL E. SEIFERT**, Deputy Superintendent

**TEACHER EDUCATION AND CERTIFICATION**

Henry Klonower, Director

John K. Trayer  
Assistant Director

Stanley A. Wengert  
Assistant Director

**STATE COUNCIL OF EDUCATION**

W. Floyd Clinger	-----	Warren
Elsie M. Heckman	-----	Allentown
Donald L. Helfferich	-----	Collegeville
Miles Horst	-----	Lebanon
Robert C. Shaw	-----	Camp Hill
G. Morris Smith	-----	Selinsgrove
Herbert J. Stockton	-----	Johnstown
John J. Sullivan	-----	Philadelphia
Bishop Brown	-----	Pittsburgh
Secretary, Mrs. Margaret Sultzaberger		

**THE BOARD OF TRUSTEES**

Reg. S. Hemingway, President	-----	Bloomsburg
Fred W. Diehl, Vice President	-----	Danville
Mrs. Elsie Yorks Jones, Secretary	-----	Bloomsburg
Earl V. Wise	-----	Berwick
George L. Weer	-----	Kingston
Howard S. Fernsler	-----	Pottsville
Charles D. Steiner	-----	Shamokin
C. Wm. Kreisher	-----	Catawissa
Victor C. Diehm	-----	Hazleton
Harvey A. Andruss	-----	President of the College

## ADMINISTRATIVE PERSONNEL

Harvey A. Andruss	President
Mrs. Anna M. Knight	Secretary to the President
Thomas P. North	Dean of Instruction
Marguerite W. Kehr	Dean of Women
Ethel A. Ranson	Assistant Dean of Women
Mary E. Macdonald	Assistant Dean of Women
John A. Hoch	Dean of Men
Jack W. Yohe	Assistant Dean of Men
Ralph S. Herre	Assistant Dean of Men
Edna J. Hazen	Director of Elementary Education
Ernest H. Engelhardt	Director of Secondary Education
Richard G. Hallisy	Director of Business Education
M. Beatrice Mettler	Graduate Nurse
Mrs. Rebekah S. Hufcut	Dietitian
Paul G. Martin	Business Manager
Edward Sharretts	Superintendent of Buildings and Grounds

## STANDING COMMITTEES

## CHAIRMEN

Assembly and Evening Entertainment	Howard F. Fenstemaker
Athletics	John A. Hoch
Audio-Visual Education	Charles H. Henrie
Commencement Week Activities	Walter S. Rygiel
Extra-Curricular Accounts	William C. Forney
Faculty Affairs	President of P. S. E. A. Unit
Fraternities	Nell S. Maupin
Freshman Week Activities	Mary E. Macdonald
Homecoming	Kimber C. Kuster
Library Policy Committee	Ralph S. Herre
Publications	Edward T. DeVoe
Public Relations	John A. Hoch
Scholarships and Grants	Kimber C. Kuster
Student Progress	Edna J. Hazen
Student Teaching	Thomas P. North
Testing	E. Paul Wagner

The Dean of Instruction, Dean of Men, and Dean of Women are members of all committees. The Business Manager, Dietitian, and Superintendent of Grounds and Buildings are advisory members of all committees, subject to the call of the Chairman.



## FACULTY

- HARVEY A. ANDRUSS** *President*  
University of Oklahoma, A. B.; Certificate in Public and Private Business, Northwestern University; M. B. A.; Graduate Study, *ibid.*; Research Reader, Bodleian Library, University of Oxford, England; Pennsylvania State College, Ed. D.
- MRS. LUCILE J. BAKER** *Assistant Professor of Elementary Education, Grade I, Benjamin Franklin Laboratory School*  
Western State College, Colorado, A. B.; Tri-State College, Indiana, Mus. B.; Columbia University, A. M.; Graduate Study, Pestalozzi-Froebel School, Chicago, Illinois; Denver University, Colorado.
- EDNA J. BARNES** *Associate Professor of Elementary Education and Supervisor of Student Teaching*  
McMurray College, Jacksonville, Illinois; Western State College, Macomb, Illinois, B. S.; Columbia University, M. A.; Graduate Study, University of Colorado, Columbia University.
- MRS. IVA MAE V. BECKLEY** *Assistant Professor of Elementary Education, Grade II, Benjamin Franklin Laboratory School*  
State Teachers College, Lock Haven, Pennsylvania, B. S.; Pennsylvania State College, M. Ed.; Graduate Study, Columbia University.
- MRS. OLIVE PAYNE BEEMAN** *Assistant Professor of Art*  
University of Chicago, Ph. B.; Graduate Study, University of Indiana; University of Chicago.
- ELSIE BOWER** *Assistant Librarian with rank of Assistant Professor*  
Pennsylvania State College, B. S.; Drexel Institute, Library Science B. S.
- EDWARD T. DEVOE** *Associate Professor of English*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; Bucknell University, M. S. in Ed.; Graduate Study, Pennsylvania State College.
- ERNEST H. ENGELHARDT** *Professor of Education and Director of Secondary Education, Placement, and Extension Service*  
Bucknell University, A. B., New York University; Bucknell University, M. A.; University of Pittsburgh, Ed. D.
- HOWARD F. FENSTEMAKER** *Assistant Professor of Foreign Languages*  
State Normal School, Bloomsburg, Pennsylvania; University of Michigan, B. A.; New York University, M. A.; Graduate Study, University of Pennsylvania.
- WILLIAM C. FORNEY** *Assistant Professor of Business Education*  
Temple University, B. A.; New York University, M. A.; Graduate Study, Harvard University; Chicago University.
- EARL A. GEHRIG** *Assistant Professor of Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; Northwestern University, M. B. A.; Graduate Study, Bucknell University, Pennsylvania State College.

- RICHARD G. HALLISY** *Associate Professor of Business Education and Director of Business Education*  
State Teachers College, Whitewater, Wisconsin, B. Ed.; University of Iowa, M. A.; University of Pittsburgh.
- EDNA J. HAZEN** *Assistant Professor of Education and Director of Elementary Education*  
State Normal School, Edinboro, Pennsylvania; Allegheny College, Meadville, Pennsylvania; Columbia University, B. S.; M. A.; Graduate Study, New York University.
- CHARLES H. HENRIE** *Assistant Professor of Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; Temple University, M. Ed.; Graduate Study, University of Pittsburgh; New York University.
- RALPH S. HERRE** *Professor of Social Studies and Assistant Dean of Men*  
Colgate University, B. S.; Teachers College, Albany, New York, M. A.; Graduate Study, Clark University; New York University; University of Buffalo; Pennsylvania State College, Ed. D.
- CLAYTON H. HINKEL** *Assistant Professor of Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; Temple University, M. Ed.; Graduate Study, New York University; Pennsylvania State College; Columbia University.
- JOHN A. HOCH** *Dean of Men and Director of Public Relations with rank of Assistant Professor*  
Pennsylvania State College, A. B.; Bucknell University, M. A.; Graduate Study, Pennsylvania State College.
- MRS. REBEKAH S. HUF CUT** *Dietitian*  
Teachers College, Columbia University, B. S.
- WARREN I. JOHNSON** *Assistant Professor of Elementary Education Grade VI, Benjamin Franklin Laboratory School*  
State Teachers College, West Chester, Pennsylvania, B. S.; Pennsylvania State College, M. Ed.
- ELINOR R. KEEFER** *Librarian with rank of Associate Professor*  
Muskingum College, A. B.; University of Pittsburgh, L. L. M.; Library School, George Peabody College, Library Science B. S.
- MARGUERITE W. KEHR** *Professor of Philosophy and Dean of Women*  
University of Tennessee, B. A.; Wellesley College, M. A.; Bryn Mawr College; Cornell University, Ph. D.
- KIMBER C. KUSTER** *Professor of Biology*  
State Normal School, Bloomsburg, Pennsylvania; University of Michigan, B. S., M. S., Ph. D.
- HAROLD H. LANTERMAN** *Associate Professor of Physical Sciences*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; New York University, M. A.; Graduate Study, New York University, Pennsylvania State College.
- MARY E. MACDONALD** *Assistant Professor of Education and Assistant Dean of Women and Coordinator of Guidance Services*  
University of Michigan, A. B.; Columbia University, A. M.

- NELL MAUPIN** *Professor of Social Studies*  
Peabody Teachers College, B. A.; Vanderbilt University; Chicago University; University of Iowa, M. A.; Ph. D.; New York University.
- LUCY McCAMMON** *Assistant Professor of Physical Education*  
Southwest Missouri Teachers College, Springfield, Mo., A. B.; Columbia University, M. A.; Graduate Study, Alabama University; Columbia University.
- M. BEATRICE METTLER** *Nurse*  
Bucknell University, A. B.; University of Pennsylvania, M. A.; Graduate of the Johns Hopkins Hospital School of Nursing, Baltimore, Maryland; Graduate Study, University of Chicago; Registered in Pennsylvania and Maryland.
- THOMAS P. NORTH** *Dean of Instruction and Professor of Education*  
Pennsylvania State College, B. S., M. S.; Cornell University, Ph. D.; Graduate Study, New York University.
- HONORA M. NOYES** *Associate Professor of Business Education*  
George Washington University, B. A.; University of Pittsburgh, M. Ed.; Graduate Study, Pennsylvania State College, Columbia University.
- ETHEL A. RANSON** *Assistant Professor of Mathematics and Assistant Dean of Women*  
University of Illinois, A. B.; Columbia University, M. A.; Graduate Study, Columbia University.
- J. ALMUS RUSSELL** *Professor of English*  
Dartmouth College, A. B.; Cornell University, A. M., Ph. D.; London University, Certificate.
- WALTER S. RYGIEL** *Associate Professor of Business Education*  
Temple University, B. S., M. Ed.; Graduate Study, Temple University, University of Pennsylvania, Pennsylvania State College.
- RUSSELL F. SCHLEICHER** *Assistant Professor of Elementary Education Grade V, Benjamin Franklin Laboratory School*  
Pennsylvania State College, B. S.; Lehigh University, M. A.
- MRS. ANNA GARRISON SCOTT** *Assistant Professor of Elementary Education Grade IV, Benjamin Franklin Laboratory School*  
State Normal School, Bloomsburg, Pennsylvania; Columbia University, B. S., M. A.
- HAROLD S. SHELLY** *Assistant Professor of Physical Education*  
Ohio Northern University, A. B.; University of Michigan, M. A.; Graduate Study, University of Cincinnati.
- RALPH FISHER SMITH** *Assistant Professor of Music Education*  
New York University, B. S.; Temple University, Ed. M.
- WILLIAM B. STERLING** *Assistant Professor of Earth and Aviation Sciences*  
Plattsburgh State Normal School, Diploma; University of Buffalo, B. S.; Syracuse University, M. S. Ed.; Flight Instructors Rating, Designated Flight Examiner No. 3499 (C. A. A.); United Air Lines Pilot School, Cheyenne, Wyoming.



- MARCELLA M. STICKLER *Assistant Professor of Elementary Education Grade III, Benjamin Franklin Laboratory School*  
State Teachers College, Lock Haven, Pennsylvania, B. S.; St. Bonaventure College, M. S.; Graduate Study, Pennsylvania State College.
- E. MARJORIE STOVER *Assistant Professor of Elementary Education Special Class, Benjamin Franklin Laboratory School*  
State Teachers College, Bloomsburg, Pennsylvania, B. S.; Graduate Study, Temple University, University of Michigan.
- E. PAUL WAGNER *Professor of Psychology*  
Pennsylvania State College, B. S.; M. Ed.; Ed. D.
- MARGARET E. WALDRON *Assistant Professor of Mathematics*  
Wellesley College, B. A.; Columbia University, M. A.; Graduate Study, University of Southern California, Harvard University.
- CLARA B. WEIR *Assistant Professor of Speech Correction*  
Syracuse University, B. O. E.; Teachers College, Columbia University, M. A.
- MARYLAND W. WILSON *Professor of Speech*  
Winthrop College, B. A.; University of Michigan, M. A.; Ph. D.
- GRACE H. WOOLWORTH *Assistant Professor of Elementary Education Kindergarten, Benjamin Franklin Laboratory School*  
State Teachers College, Kearney, Nebraska; University of Chicago, Ph. B.; University of California; Columbia University, A. M.; Graduate Study, Columbia University.
- JACK W. YOHE *Associate Professor of Education and Physical Education and Assistant Dean of Men*  
State Teachers College, Lock Haven, Pennsylvania, B. S.; Temple University, M. Ed.



## SCHOOL DISTRICTS PROVIDING LABORATORY SCHOOLS

### BLOOMSBURG JUNIOR-SENIOR HIGH SCHOOL AND ELEMENTARY SCHOOLS

Berwick, Pennsylvania  
Junior and Senior High Schools

Danville, Pennsylvania  
Junior-Senior High School

Williamsport, Pennsylvania  
Thaddeus Stevens Junior High School  
Williamsport Senior High School

---

### COOPERATING TEACHERS

- |  |  |
|--|--|
| Adams, Harriet Elizabeth<br>Bloomsburg State Teachers College, B. S.                                     | <i>Elementary</i>                      |
| Baird, Ralph Wesley<br>Bloomsburg State Teachers College, B. S.; University of Pittsburgh, M. Ed.        | <i>Business</i>                        |
| Banghar, Lee W.<br>Bloomsburg State Teachers College, B. S.  | <i>Social Studies</i>                  |
| Barton, William Hughes<br>Bloomsburg State Teachers College, B. S.; Bucknell University, M. S.           | <i>Business</i>                        |
| Birth, Jennie Allena<br>George Washington University, A. B.; Columbia University, M. A.                  | <i>Science</i>                         |
| Brink, Jay Frank<br>Bloomsburg State Teachers College, B. S.; Bucknell University M. S.                  | <i>Physical Science</i>                |
| Bundens, Mrs. Elizabeth Victoria<br>Bloomsburg State Teachers College, B. S.; Bucknell University, M. S. | <i>Elementary</i>                      |
| Campbell, Lawrence J.<br>St. Bonaventure, B. S.; Bucknell University, M. A.                              | <i>Mathematics and Science</i>         |
| Christian, Willard A.<br>Bloomsburg State Teachers College, B. S.; Bucknell University, M. S.            | <i>Business</i>                        |
| Cox, Charles N.<br>Bloomsburg State Teachers College, B. S.  | <i>Related Mathematics and Science</i> |
| Derr, Clarence F.<br>Susquehanna University, A. B.; Columbia University, M. A.                           | <i>Social Studies</i>                  |
| Engelhart, Beatrice Marie<br>Bloomsburg State Teachers College, B. S.                                    | <i>Elementary</i>                      |

Fisher, Warren L. Pennsylvania State College, A. B.; Columbia University, M. A.	<i>Mathematics</i>
Gardner, Gertrude Bucknell University, A. B.	<i>Business</i>
Green, Bert M. Susquehanna University, A. B.	<i>Business</i>
Guffy, Wellard T. Bucknell University, B. S.	<i>Business</i>
Harter, Edna S. Ursinus College, A. B.; New York University, M. A.	<i>Mathematics</i>
Hartline, Florence Sara Bloomsburg State Teachers College, B. S.; Bucknell University, M. S.	<i>Elementary</i>
Hidlay, Clarissa B. Bloomsburg State Teachers College, B. S.	<i>Languages</i>
Hutton, Robert Bloomsburg State Teachers College, B. S.; New York University, M. A.	<i>Geography</i>
Kessler, Mary Ellen M. Bloomsburg State Teachers College, B. S.; Bucknell University, M. S.	<i>Business</i>
Kline, Mrs. Harriet H. Bloomsburg State Teachers College, B. S.; New York University, M. A.	<i>English</i>
Klinger, Paul, Jr. Bloomsburg State Teachers College, B. S.	<i>Business</i>
Livingston, Edward Susquehanna University, B. S.; Ohio State University, M. A.	<i>Business</i>
Maneval, Leon H. Bucknell University, B. S.; M. S.	<i>Languages</i>
Maust, Laura M. Bloomsburg State Teachers College, B. S.	<i>Business</i>
McKinstry, Cleora M. Bloomsburg State Teachers College, B. S.; Pennsylvania State College, M. Ed.	<i>English</i>
Mercer, Robert H. Gettysburg College, B. S.; Bucknell University, M. A.	<i>Mathematics</i>
Miller, Clair A. Bloomsburg State Teachers College, B. S.	<i>Business</i>
Miller, Harold L. Bloomsburg State Teachers College, B. S.	<i>Business</i>
Miller, Harold R. Bloomsburg State Teachers College, B. S.; Columbia University, M. A.	<i>Geography</i>

- Miller, I. Kerr *Business*  
Bloomsburg State Teachers College, B. S.; Bucknell University,  
M. S.
- Mordan, Geo. M. *Mathematics*  
Gettysburg College, B. S.; Bucknell University, B. S.
- Myerley, Geo. G. *Social Studies*  
East Stroudsburg State Teachers College, B. S.
- Pennington, Maynard James *Science*  
Bloomsburg State Teachers College, B. S.
- Pensyl, Maree E. *Social Studies*  
Bucknell University, B. S., New York University, M. A.
- Pooley, Ruth Esther *Elementary*  
Bloomsburg State Teachers College, B. S.
- Reed, William I. *Business*  
Bloomsburg State Teachers College, B. S.; University of Penn-  
sylvania, M. S.
- Richards, Margaret H. *Speech*  
Bloomsburg State Teachers College, B. S.; Columbia University,  
A. M.
- Riffel, Margaret B. *Elementary*  
Bloomsburg State Teachers College, B. S.
- Rowlands, Clarence C. *Elementary*  
Bloomsburg State Teachers College, B. S.
- Sharpless, Myra S. *Social Studies*  
Bloomsburg State Teachers College, B. S.
- Smith, Christine F. *Elementary*  
Bloomsburg State Teachers College, B. S.; Bucknell University,  
M. S.
- Smith, Delmar L. *Social Studies*  
Bloomsburg State Teachers College, B. S.
- Taylor, Frank M. *Business*  
Bloomsburg State Teachers College, B. S.; Bucknell University,  
M. S.
- Thomas, Ruth Hartman *Business*  
Bloomsburg State Teachers College, B. S.
- Troutman, William Miller *Science*  
Bloomsburg State Teachers College, B. S.; Bucknell University,  
M. S.
- Wanich, Jack C. *Business*  
Bloomsburg State Teachers College, B. S.; Bucknell University,  
M. S.
- Watts, Murray D. *Business*  
Temple University, B. S. C.; Pennsylvania State College, M. Ed.
- Williams, Robert R. *Business*  
Bloomsburg State Teachers College, B. S.

## BLOOMSBURG STATE TEACHERS COLLEGE HISTORY

## PRINCIPALS AND PRESIDENTS

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

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

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

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

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

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

On April 4, 1867, that building, the present Carver Hall, was dedicated with gala observance by the townspeople. Members of the first class at the new school—D. J. Waller, Jr., the late George E. Elwell, and the late Charles Unangst—by popular subscription raised \$1,200 in a single week for the fine bell which formerly called the students to their classes. The first faculty comprised Professor Carver, teacher of



mathematics and the higher English branches; Rev. J. R. Dimm, teacher of Latin and Greek; and Miss Sarah Carver, teacher of the lower English branches.

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

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

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

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

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

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

Dr. D. J. Waller, Jr., served a second time as principal until 1920. Dr. Waller gave the Bloomsburg State Normal School 27 years of splendid service as its principal.

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

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

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

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

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

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

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

Before the passage of the first Selective Service Act in 1940, it was apparent that the upsurge of industrial activity would decrease enrollments in technical and professional institutions. Thus a transition made over a three-year period required only gradual adjustment in plant, personnel, and student body.

War programs involving contracts with the Department of Commerce, Navy Department, National Office of Education, and the Bloomsburg Hospital, enabled the college to inaugurate educational services in addition to teacher preparation, as follows:

Aviation began for college undergraduates in September, 1940; Army and Navy Aviation Cadets in July, 1942; Naval Flight Instruction School in November, 1942; V-5 Program, Naval Aviation Cadets in July, 1943; Naval Officers Candidates—V-12 Basic Curriculum began July, 1943; Engineering Science, and Management War Training Courses for industrial workers in September, 1940; Nursing Education in Cooperation with Bloomsburg Hospital in September, 1940.

Plant improvements in the war and post-war periods include the cafeteria, renovation of North Hall and wing of Waller Hall for use of men students, construction of fireproof staircases in clock tower, remodeling of Noetling Hall so as to provide Day Men's Lounge facilities, faculty offices, and Audio-Visual Classroom, remodeling of Waller Hall Gymnasium to provide lounge and recreational facilities for students, renovation of Science Hall, and improvements in heating plant.

Parallel with the plant improvements, the curriculum offerings were extended to the field of Liberal Arts in a cooperative agreement existing with Pennsylvania State College, and extension centers were established for teachers-in-service in Wilkes-Barre, Kingston, Hazleton, Sunbury, Shamokin, and West Pittston.

## CAMPUS, BUILDINGS, AND EQUIPMENT

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

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

**CARVER HALL.** Carver Hall, erected in 1867, and named for Henry Carver, the first Principal, stands at the head of Main Street. Its white belfry and pillared entrance form a picturesque approach to the College campus and buildings. The building which contains an auditorium seating 800, has recently been completely equipped for motion pictures with sound equipment as well as with a public address system. A number of classrooms are also located in this building.

**NOETLING HALL.** Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is in the rear of Carver Hall. On the first floor are housed the psychological and speech clinics, each with a suite of modern offices and consultation rooms.

**WALLER HALL.** The main dormitory, Waller Hall, named for D. J. Waller, Jr., Principal of the College for 27 years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet. This building is equipped with one passenger and two freight elevators. The ground floor of this building contains the lobby, the dining room and kitchen, the administrative and business offices, and the post office. Five modern enclosed fire towers minimize fire hazards. The library and infirmary are on the second floor. The women's dormitory occupies the second, third, and fourth floors; and the rooms contain beds, dressers, chairs, and study tables.

The Alumni Room on the first floor of Waller Hall is beautifully furnished as a reception room for Alumni and Faculty. College cups and other trophies are displayed in this room. The dining room is sunny and cheerful with white woodwork and decorative built-in cupboards. Students are seated at round tables in groups of eight. A dietitian directs the purchase, preparation, and serving of food. The lobby with its tapestries and comfortable chairs is a favorite social meeting place.

Students are kept in good physical condition. A registered nurse is in charge of the infirmary where students may have proper care and quiet when they are ill. Doctors are called when the nurse deems it advisable. Fresh air, pure water, and well-balanced meals make the sick at Teachers College a negligible number.

The library on the second floor of Waller Hall contains over 30,000 standard works of history, fiction, education, and other subjects. It is



satisfactorily equipped with reference works, good magazines, and newspapers.

The third and fourth floors of Waller Hall above the Library were opened in 1942 to college men students.

In 1949 a brick and tile structure replaced "The Long Porch" overlooking The View—the Susquehanna River beyond the town and Catawissa Mountain beyond the river. In spring, summer, and autumn, students have gathered here for more than half a century.

**NORTH HALL.** North Hall, the men's dormitory, is a short distance from Waller Hall. It is a three-story building, 50 by 90 feet, accommodating 70 men.

**WALLER HALL LOUNGE.** This former Gymnasium adjoins Waller Hall. The floor area measures 45 by 90 feet, and the wings each side of this space provide an adequate lounge. Beneath these wings are ample dressing-room facilities, including showers.

**SCIENCE HALL.** Science Hall, built in 1906, is equipped for laboratory work in biology, chemistry, and physics. It contains a number of classrooms and two lecture rooms with lanterns, screens and other visual education apparatus. There are two large, well-lighted art studios in this building. Modern laboratory desks and other equipment for the teaching of chemistry and physics were installed at the beginning of the school year of 1937 to provide for the increasing demand for Science on the part of students who are entering the teaching profession. This building has been recently renovated and rewired; and modern fire towers have been added at a cost of \$50,000.

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

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

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



This building was dedicated on May 26, 1942, to commemorate the first century of the existence of the institution from 1839-1939.

Governor Arthur H. James and Dr. Francis B. Haas, State Superintendent of Public Instruction, gave addresses on this occasion.

**NAVY HALL.** This building was made available to the United States Navy for its V-12 officer training program. The building has classrooms, a large auditorium, home economics and industrial laboratories, library, and offices. It is now occupied chiefly by the Department of Business.

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

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

**CAMPUS COTTAGE.** A cottage on the campus is set aside for the home of the Superintendent of Grounds and Buildings.

## DEVELOPMENT OF AERONAUTICS

In the fall of 1940 the State Teachers College at Bloomsburg, Pennsylvania, was asked, along with approximately 600 other institutions of higher learning, to participate in the program of Civilian Pilot Training sponsored by the Civil Aeronautics Administration. This flight and ground school training for college men was on an extra curricular basis and was to form a reservoir of pilots in case of an emergency developed in the United States. This emergency became a crisis December 7, 1941, and fortunately ready to meet this situation was a group of trained pilots, including 100 trained at Bloomsburg. Since that time over 900 men have been trained at Bloomsburg for the Army and Navy as Service Pilots, Aviation Cadets, and Naval Flight Instructors.

The Department of Public Instruction announced in April, 1943, that the State Teachers College at Bloomsburg had been approved by the State Department of Public Instruction as the first institution to offer courses leading to a Bachelor of Science Degree in Education with specialization in the field of Aeronautics.

## UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN STATE TEACHERS COLLEGES, PENNSYLVANIA

(Subject to change)

### A. FEES

#### I. Student Activities Fee

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

#### II. Contingent Fee.

1. Semester of eighteen weeks.

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

#### SEMESTER FEES

	Regular	Special	Total
Elementary Curriculums .....	\$45.00	(none)	\$45.00
Secondary Curriculums .....	45.00	(none)	45.00
Business Education .....	45.00	\$12.00	57.00

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

- (b) Students taking seven or fewer semester hours shall pay at the rate of \$7.50 per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees; contingent fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.
- (c) Students taking extension courses shall pay at the rate of \$7.50 per semester hour; provided that the regular fees for special curriculums, shall be prorated on the basis of an eighteen semester hour load.
- (d) The president of the college may, at his discretion, authorize payments for not less than one month in advance by worthy students.

2. Summer Sessions.

- (a) Seven dollars and fifty cents per semester hour.  
A minimum contingent fee of twenty-two dollars and fifty cents (\$22.50) will be charged.
- (b) Contingent Fees—Special Curriculums.  
In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops, or studios of the special curriculums.

## SIX WEEKS' SUMMER SESSION

## Additional Contingent Fees:

Business -----\$4.00

- (c) Students enrolled for periods of instruction differing from the schedule, pay fees in addition on a pro rata basis of the schedule of fees provided for the regular summer session.

### III. Housing Fees (Subject to Change)

1. Housing rate for students shall be \$108.00 per one-half semester and \$72.00 for the Summer Session. This includes room, meals, and limited laundry .
- (a)\* For rooms with running water an additional charge of \$9.00 per student per semester or \$3.00 for the Summer Session may be made.
- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the president of the college, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
- (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining-room, and to meet the requirements of the Home Management Clubs in institutions maintaining home economics curriculums, the housing rates shall be divided as follows: \$3.00 for room and laundry, (room \$2.00 and laundry \$1.00), and \$9.00 for table board.
2. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, and others) shall be \$13.00 per week. The housing fee shall be divided at \$4.00 for room and laundry (room \$3.00 and laundry \$1.00), and \$9.00 for table board.
3. The rate for transient meals shall be:  
Breakfast, \$0.50; Lunch, \$0.75; Dinner, \$1.00.

### IV. Damage Fee

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

### V. Infirmary Fee

After three days in the college infirmary, students shall be charged an additional \$1.00 for each day in excess of that period.

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

\*Not available at Bloomsburg.



### VI. Isolation Hospital Fee.

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

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

### VII. Fees for Out-of-State Students. (Subject to change)

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$7.50 per semester hour.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in Item II, 1-a, in addition to the regular contingent fee of \$7.50 per semester hour.

### VIII. Private Instruction Fees.

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

1. Voice, piano, band, or orchestral instruments, \$28.00 per semester—for one half-hour lesson per week; single lesson rate, \$2.50; \$56.00 for two half-hour lessons per week. Pipe organ, \$42.00 per semester—for one half-hour lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester. Rental of pipe organ for practice, 1 period per day, \$36.00 per semester. Rental of band or orchestral instruments, \$6.00 per semester (for Summer Session the charge is one-third of above rates.)
3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows:

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

### IX. Degree Fee.

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

### X. Record of Transcript Fee.

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



**XI. Delinquent Accounts.**

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

**XII. Fee for Late Registration and Late Payments.**

Each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of Late Registration Fee shall not exceed \$5.00, except when because of illness or any other unavoidable causes, permission for late registration has been secured in advance from the President. The same regulations shall apply to approved inter-semester payments.

**B. DEPOSITS****Advance Registration Deposit**

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee.

*If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made on application from the student through the college authorities.*

Check or Money Order for this amount must be drawn to the Commonwealth of Pennsylvania. All Post Office Orders must be drawn on the Post Office at Harrisburg.

**C. NO OTHER FEES OR DEPOSITS PERMITTED**

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

**D. REPAYMENTS****I. Repayment will not be made:**

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

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

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

## SUMMARY OF EXPENSES

(Subject to change)

The cost of one semester for students living at	Home	College
Contingent Fee -----	\$45.00	\$ 45.00
Housing Fee (Board, Room, and Laundry) -----	(none)	216.00
Activities Fee -----	15.00	15.00
Books and Supplies (Estimated) -----	30.00	30.00
Total -----	\$90.00	\$306.00

Business students pay \$12.00 additional.

Out-of-State students pay \$7.50 per semester hour credit.

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

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

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

### Keys.

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

### Baggage.

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

### Guests.

Arrangements for room guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates in the college dining room, payable to the Dietitian, are as follows: Breakfast, \$0.50; Luncheon, \$0.75; Dinner \$1.00.

### Books and Supplies.

The estimated cost of books and supplies is \$30.00 for each semester. Students may secure these at the Community Store connected with the college. This store is operated on a cash basis.

### School Banking.

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

### Notice of Withdrawal.

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

**Music.**

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

**Athletic Equipment.**

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

**Laundry.**

A typical laundry list to be the equivalent of twelve articles of plain clothing is as follows:

For Men		For Women	
Underwear -----	4 sets	Socks -----	6 pairs
Shirts -----	5	Blouses -----	3 *
Wash trousers -----	1	Dresses (housecoats) ---	2 *
Pajamas -----	1	Pajamas -----	2
Handkerchiefs -----	6	Towels, bath -----	2
Towels, bath -----	2	Towels, face -----	4
Towels, face -----	2	Washcloths -----	2
Washcloths -----	1		

\*This is maximum for Spring and Summer.

An extra charge will be made for laundry in excess of twelve articles.

**Student Resident.**

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

**Residence on Campus.**

Each dormitory room is furnished with double-decker or single beds, mattresses and pillows, dressers, study table and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:

1. A mattress pad for mattress 36 by 75 inches.
2. A cloth or plastic cover for pillow 21 by 27 inches.
3. Blankets or bed comforts.
4. Towels.
5. A large laundry bag plainly marked with the student's name.

All clothing and other articles to be sent to the college laundry must be marked with woven name tapes (women students), and hot-iron transfer tape or woven name tapes (men students).

6. Metal wastebasket.

**Residence Off Campus.**

Clubroom headquarters are provided for women and men students who do not live on the campus.

The women's day rooms on the first floor of Noetling Hall include an attractive lounge, lunchroom and office for the Assistant Dean of Women. In the lunchroom an apartment house unit provides an electric stove, a sink, and a refrigerator. Luncheon tables and chairs are available. The lounge with its new plastic furniture and radio-record player provides an attractive setting for rest, relaxation, and parties. Locker space and facilities for study are also provided.

The men's day rooms are on the second floor of Noetling Hall. The spacious lounge has units for study, recreation, lunch, and locker storage with a kitchenette adjoining.



## TYPES OF STUDENT ASSISTANCE

### Employment.

1. Student employment by the college is limited chiefly to the dining room, kitchen, library, and college offices. Rates of pay range from \$.40 to \$.60 per hour, and a student may not be employed more than twenty hours per week, except in emergency situations, where the maximum is twenty-five hours per week. Upperclass, or experienced students are given preference, and it is expected that the earnings in some cases will be sufficient to pay the housing fees of the student, including board, room, and laundry. If a student wants to live in the dormitory and earn money by working in the college he should secure an "Application for Student Assistance" from the office of the President.

2. Household work in private homes in Bloomsburg is available for prospective students. This work may be secured with the help of the college or of friends. These homes must be approved by the Assistant Dean of Men or Assistant Dean of Women. If students wish to live in a Bloomsburg home and earn board and room by giving household service, they should secure an "Application for Employment in a Home" from the office of the President and follow the directions listed thereon.

3. Other employment is available from time to time through the requests that reach the Dean of Men, who will make a general announcement to the student-body, and will arrange for interviews between prospective students and employers.

### Scholarships.

1. The Alumni Association offers scholarships ranging from \$50.00 to \$100.00 per year, depending upon demonstrated need and ability of the student. Application blanks may be secured from the Dean of Instruction, and preference is given to worthy Freshmen and Sophomore students. Selection is made by the Faculty Scholarship Committee and approved by the President of the College.

2. College Community Scholarships, payable from profits of the College Retail Book Store, are administered under the same general policy as stated for Alumni Scholarships, as explained above.

3. Other scholarships which are awarded to college students are the Bruce Albert Memorial Scholarship of \$100.00, the President's Scholarship of \$50.00, the Classes of 1950 and 1951 Scholarships of \$50.00 each. The local Chapter of the American Association of University Women, the Kiwanis Club, and the State Parent-Teacher Association also award scholarships from time to time to college students, with the recipients of these scholarships selected by these organizations.

### Loan Fund

1. The Alumni Loan Fund is available to Junior and Senior students, without interest. Information may be secured from the Chairman of the Alumni Loan Fund Committee, Mr. H. F. Fenstermaker, or the President of the Alumni Association, Dr. E. H. Nelson. The amount loaned to any one person may not exceed \$200.00, and loans are to be repaid in monthly installments of not less than \$10.00, beginning four months after graduation.

2. The Ward Temporary Loan Fund is available for loans not exceeding \$50.00 on a temporary basis. This fund was established in memory of Miss Irma Ward by the Alumni who worked in the Dining Room while she was College Dietitian from 1924 to 1939. These loans are repayable within the college year in which they are made.



## ADMISSION REQUIREMENTS

### Entrance Requirements.

Regulations for admission to the State Teachers College of Pennsylvania require the applicant to appear at the College on days announced during the summer in addition to the regular registration day at the opening of the fall semester. Following is a statement of the general principles controlling the new admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following five paragraphs:

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

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

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

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

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

### Students Enrolling for First Time Note Carefully:

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

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

These blanks will be forwarded on request. Personal conferences may be had by arrangement with the Dean of Instruction. These personal interviews may be arranged for any day from 1:30 P. M. to 3:00 P. M., Saturdays and Sundays excepted. The written examinations (required only of those in the lower half of the graduating class), will be given on dates to be announced.

(2) NEW APPLICANTS STANDING IN THE UPPER HALF OF THE GRADUATING CLASS as ranked by the high school principal are exempt only from the written entrance examination.

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

## ACADEMIC REQUIREMENTS

### Scheduling Student's Work.

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

### Provision for Superior Students.

A student whose work for a semester averages 2.0,—“B,” or above,—may carry in the next semester one course in addition to that normally scheduled for that semester.

### Transfers and Evaluations.

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

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

All evaluations are made by the Dean of Instruction and are subject to change according to revisions in the requirements for graduation.

Advanced credit will be given for equivalent courses in approved institutions of college grade, but no student may obtain a Bachelor of Science degree at Bloomsburg without a minimum residence of one year in the curriculum in which student intends to graduate. Students desiring to take work at any other institution must make written application to the Dean of Instruction for approval in advance. Otherwise credits may not be accepted. Correspondence courses are not offered or accepted by this college.

### Progress Reports and Records.

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete grade report is made.

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

### System of Grading.

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

A grade of A carries with it 3 quality points for each semester hour.  
A grade of B carries with it 2 quality points for each semester hour.  
A grade of C carries with it 1 quality point for each semester hour.  
A grade of D carries with it 0 quality points for each semester hour.

A grade of E carries with it -1 quality point for each semester hour. A grade of W is not considered in computing quality points.\*

Condition is not considered in computing quality points.

Incomplete is not considered in computing quality points.

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

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

#### **Removal of Grades "Conditions" and "Incompletes."**

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

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

*If the condition is not removed within one year, the grade becomes an E and the course must be repeated. This is also true of the grade "Incomplete."*

#### **Pre-Requisite for Student Teaching.**

A student is eligible to begin teaching if he has attained a quality point average of 1.0 in not less than 90 semester hours.

#### **Residence Required for Graduation.**

The minimum period of residence at this college is one year or its equivalent. Former students certified for teaching by having completed two or three years of college work who are candidates for the Bachelor of Science Degree in Education, must complete at least one-half of the remaining work required for the degree in residence at Bloomsburg. Residence credit may be earned in the classes of a regular semester, in summer school, or in Saturday classes for Teachers-in-Service.

#### **Probation.**

At the end of any grading period a student who has a quality point average of .80, but not less than .50, will be placed on probation until the next grading period. If at the end of the second grading period he has not improved, he will be advised to withdraw from college. Such students may be permitted to enroll, subject to the following conditions:

1. Written application signed by the student and his parents in advance.
2. The application shall state that the student
  - (a) Will pursue a limited program of work.
  - (b) Is on probation.
  - (c) Will voluntarily withdraw from college if a quality point average of at least 1.0 is not earned in the following grading period.

Any student having at the end of any grading period a quality point average of less than .50 will be automatically disenrolled. Such students may be placed on probation for another grading period on the recommendation of the Student Progress Committee.

\*See 1952-1953 Pilot, p. 86.



## PLACEMENT SERVICE

A measure of a college's contribution to American education might well be the success it has in placing its graduates in the educational field. Bloomsburg is proud of its placement record. Continuous follow-up studies of graduates of the past nineteen years indicate that practically ninety percent have taught school, and that another seven percent have been gainfully employed outside of the teaching profession.

The college maintains the Placement Service for a two-fold purpose: to serve the public schools of Pennsylvania by bringing to the attention of school officials worthy candidates for teaching positions, and to help our graduates secure their first placements. The Director of Placement Service, with offices in the Benjamin Franklin School, has the following responsibilities:

To serve as chief contact person with those employing teachers, with candidates, and with professional groups.

To recommend certain candidates for each particular vacancy reported to his office.

To counsel with seniors concerning placement; including preparation of complete credential folders, techniques of applying for a position, and routines to be followed in aiding the Placement Service to perform efficiently.

To maintain a follow-up study of graduates each year.

The preparation and distribution of a distinctive brochure of seniors to all school officials in a five state area.

Alumni of the college are urged to regard the Placement Service as a permanent point of contact. The office frequently has calls for experienced teachers. Alumni interested in changing positions should confer with the Director and then keep his records up to date, notifying the office of graduate work pursued, changes in his certification, new addresses, and other pertinent information.

The Placement Service consistently tries to adhere to these general policies of operation:

1. To offer to employing officials a service that is professional, prompt, courteous, and reliable. Such service includes: nominating candidates for teaching positions or for substituting work, information on salary trends, or any service desired by school administrators.

2. To prepare for all candidates credential folders that give an accurate and complete description in order to help employers evaluate a candidate's qualifications.

3. To recommend a candidate for the type of position and for the community where it is judged he will have the best opportunity to serve and succeed.

4. To encourage close contact with alumni and thus be in a position to aid employers in finding experienced teachers as well as to further the professional careers of graduates.

5. To serve as an information center to those in college concerning placement trends, areas of demand, and salary schedules.

6. To cooperate with other placement agencies, educational organizations and governmental services in furthering the college's service to education.

All communications relating to placement should be addressed to Dr. Ernest H. Engelhardt, Director of Placement Service, State Teachers College, Bloomsburg, Pennsylvania. Telephone 2307-R.

## IN-SERVICE EDUCATION OF TEACHERS

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

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

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

Regular members of the faculty will teach the courses. A fee of \$7.50 is charged for each semester hour credit. In accordance with the certification regulations of the Department of Public Instruction, six (6) semester hours per college semester is the maximum amount which may be taken by a regularly employed teacher.

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

## EXTENSION AND CAMPUS CLASSES

The college will offer extension courses in any community within the college service area provided there is a sufficient demand for such courses. During the past several years extension work has been given in Danville, Hazleton, Kingston, West Pittston, Shamokin, Sunbury, Wilkes-Barre, and Mt. Carmel. Classes for Teachers-in-Service are generally held on Saturdays each semester.

## COLLEGE LABORATORY SCHOOL FACILITIES

Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the training school facilities of the State Teachers College at Bloomsburg. The Benjamin Franklin School on our campus houses a kindergarten, special classes for the mentally retarded, and grades one to six inclusive. There is a training teacher in charge of each class; consequently, close supervision is given to student teaching.

Student teaching in the secondary field is done in the junior-senior high schools of Bloomsburg, Berwick, and Catawissa, the high school of Danville, and in three junior high schools and the Senior high school of Williamsport. The complete cooperation of the school authorities of the towns of Bloomsburg, Berwick, Catawissa, Danville, and Williamsport makes it possible to have a variety of adequate facilities for the training of teachers for the graded and secondary schools.

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

Elementary Education provides preparation in these special fields: Early Childhood Education, including Kindergarten, Grades One, Two, and Three; Intermediate Education, Grades Four, Five, and Six; and Rural Education for consolidated schools.

The Special Class in the Benjamin Franklin School offers facilities for observation and student teaching of the Mentally Retarded. The student observes and works with children who range in age from eight to sixteen years, and whose physical and mental abilities may vary to an even greater extent.

The slow learning child acquires knowledge and information through his own experiences. Manual activities have a prominent place in the school program because they not only bring the satisfaction that results from having achieved some success but also because they provide a means for developing habits and attitudes of work which may prove helpful to the pupils when they are faced with the problem of earning a living. In many cases, through handwork, idleness in school is replaced by some worthwhile activity. In other cases an attitude of not belonging is changed into one of cooperation; and embarrassment and defeat no longer characterize the child.

The student teaching program in the secondary field includes opportunities for learning to teach the general fields of the junior-senior high school by actual teaching and observation under the supervision of specifically prepared training teachers. These general fields include: Aviation, English, social studies, mathematics, the sciences, geography, and foreign languages. Training teachers in secondary education are



selected on the basis of certification, thorough preparation to teach their respective subject matter fields, professional preparation to educate others to teach, and desirable personality factors. These specially prepared master teachers have, therefore, two responsibilities: that of teaching children efficiently, and of guiding young men and women in learning to teach.

## SUMMER SESSIONS

The summer sessions are designed primarily to enable Pennsylvania teachers to advance professionally and to meet the certification standards approved by the State Council of Education. All of the courses offered will be on a collegiate basis, and will be of particular interest to the following:

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

Students attending the summer sessions may schedule as many semester hours as there are weeks in the session.

Special opportunities will be provided during the summer sessions for persons certified to teach on the secondary level to work toward certification to include teaching on the elementary level. A feature of the regular summer session will be the workshop in elementary education conducted by the laboratory school staff in connection with the work of the Benjamin Franklin School. The methods involved will consist of group discussion, lectures by prominent authorities in their fields, with observations as an integral part of the workshop. The Benjamin Franklin Laboratory School affords an excellent opportunity for observation and participation by experienced teachers, especially at this time of emphasis on elementary education.

The enrollment in the summer session will be limited to teachers, presently enrolled students of the college, and others who have been in attendance at an accredited college. Students enrolling at Bloomsburg for the first time should present a transcript of their college record or other evidence of having attended another college.

A copy of the current summer session bulletin will be sent upon a request addressed to the Dean of Instruction.

## STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

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

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

### **Community Government Association.**

The Community Government Association cooperates with the responsible authorities in promoting personal and group responsibility in regulating the affairs of all students.

The College Council, which meets every two weeks, acts as the executive board of the Community Government Association. The presidents of the association automatically become officers of the Council. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violations of the Community Government regulations.

### **Waller Hall Association**

This association is an organization of the women students living in dormitories. Its administrative body is the Governing Board whose members are selected from each of the various classes. The Governing Board has the power to make and enforce regulations, to direct the social life, and to promote the general welfare of all women students of Waller Hall.

### **Day Women's Association.**

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

The women's day rooms, consisting of recently remodeled lounge,

lunch room, and office for the Assistant Dean of Women, are located on the first floor of Noetling Hall.

#### **Day Men's Association.**

The Day Men's Association is an organization of men not living in the college dormitories. The governing board consists of a President, Vice President, Secretary, and Treasurer. The Association carries on a varied program of activities for its own welfare and for the benefit of the college community.

The governing board consists of a President, Vice President, Secretary, and Treasurer.

#### **Dormitory Men's Association.**

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

## **EXTRA-CURRICULAR ACTIVITIES**

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

#### **Assembly Programs.**

Assembly programs are presented each week in Carver Hall auditorium. A joint student-faculty committee plans these to include a variety of programs by student organizations, visiting lecturers and entertainers, and high school groups. In addition, the assembly serves as the nerve center for college community life. A brief Bible reading and prayer precede the assembly programs.

#### **Athenaeum Club.**

The purpose of the Athenaeum Club is to enable students to become acquainted with, and appreciative of classical music.

#### **Athletics.**

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

#### **Athletic Club.**

The Athletic Club is composed of men who have won either a major or minor letter award in any authorized inter-collegiate sport. All men students who have won such an award are eligible to apply for membership.

#### **Aviation Club.**

The objective of the Aviation Club is to stimulate and develop an interest in flying. The club which promotes sporting aviation is both educational and entertaining.



**"B" Club.**

The "B" Club is an organization of women who have achieved a given number of athletic points. This club tries to create an increasing interest in sports and sportsmanship.

**Cheerleaders.**

Cheerleaders, who stimulate an active interest in all sports, are chosen from the members of the student body.

**Class Organizations.**

For purposes of government and conduct of social affairs, the *Senior, Junior, Sophomore, and Freshman Classes* are organized under officers entitled President, Vice President, Secretary, Treasurer, Man Representative, Woman Representative, Class Adviser. The last officer is a member of the Faculty.

**Bloomsburg Players.**

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

**Business Education Club.**

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

**Men's Glee Club.**

The Men's Glee Club presents yearly many fine programs including radio broadcasts. Membership in this Club is open to all male students.

**Women's Chorus.**

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

**Future Teachers of America.**

The Future Teachers of America is an organization of students who are preparing for the teaching profession. The purpose of the organization is to promote interest in education and to familiarize prospective teachers with the problems and tasks as well as with the opportunities awaiting them in the near future.

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

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

**(b) Maroon and Gold Band**

An excellent group of fifty-five members offers training in group

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

#### **Photography Club.**

The Photography Club was organized for the purpose of learning about cameras and photography. Anyone seriously interested in either of these activities is invited to join.

#### **The Poetry Club.**

This club is for a small discussion group interested in securing wider acquaintance with the fundamentals of poetry, and a broader appreciation through studying, writing, and reading.

#### **Science Club.**

The Science Club consists of members of the student body who are interested in natural and physical science. Subjects for study and observation include topics dealing with history of the various branches of science, plant and animal life, geology and mineralogy, chemistry, and physics.

#### **Varsity Club.**

The Varsity Club is composed of men who have won a major letter award in any authorized intercollegiate sport. All men students who have won such an award are eligible to apply for membership.

#### **The Maroon and Gold.**

The Maroon and Gold is the college paper, published weekly by a student staff. It aims to keep the student body informed of current happenings at the college.

#### **The Obiter.**

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

#### **The Bloomsburg Alumni Quarterly.**

The Bloomsburg Alumni Quarterly, published four times a year, keeps the alumni informed of the activities and progress of the Alma Mater. It is sent to all alumni who pay the alumni fee of \$2.00 a year. This publication is available in the college library.

#### **The Pilot.**

The Pilot is an annually published hand book which aims to inform students about college life at Bloomsburg. It serves as a guide to freshmen and also as an informative booklet for upper classmen.

#### **Student Christian Association.**

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

#### **Local Churches.**

Students at Teachers College are cordially invited to attend services in the churches of Bloomsburg. Students attend Sunday School, Young People's Meetings, and sing in the church choirs. The Catholic, Episcopal, Lutheran, Methodist, Presbyterian, and Reformed Churches have organized student clubs with Faculty sponsors.

## PROFESSIONAL FRATERNITIES

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

### **Kappa Delta Pi (National Coeducational Honor Society in Education)**

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Education Fraternity. On October 4, 1932, this title was changed to Kappa Delta Pi, an Honorary Society in Education, and was so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women who have a scholarship record in the upper quartile of the institution, are eligible for membership. Kappa Delta Pi is both an undergraduate and graduate society, now comprising 148 chapters with more than 70,000 members. It has the unique distinction of having a Laureate Chapter composed of outstanding educators throughout the world, the intent being to make this an academy of educators similar to the academy of science or academy of letters.

The Educational Forum, official magazine of the society, is issued quarterly. Other publications of value are the Lecture Series and the Research Publications.

Gamma Beta Chapter has sponsored a commemorative plate of Bloomsburg State Teachers College, the center picture of which is Carver Hall. The plates are made by the Josiah Wedgwood Potteries, England.

### **Phi Sigma Pi (National Honorary Educational Fraternity for Men)**

The Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The fraternity has 20 active chapters. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on high scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government. The Bloomsburg Chapter, Iota, has 30 active members, 6 faculty members, and 6 honorary members.

### **Alpha Psi Omega (National Coeducational Honorary Dramatic Fraternity)**

Alpha Psi Omega, national honorary dramatic fraternity, was organized in 1922 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics, and to secure for them the mutual helpfulness provided by a large national fraternity. At present there are 245 chapters



located in colleges and universities in the United States and Canada. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928, and now has an alumni membership of 190.

### **Gamma Theta Upsilon**

(National Coeducational Honorary Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized by seven Junior and Senior members of the Geographic Society of Bloomsburg in October, 1931. The chapter now has 69 on the roll. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation. A national loan fund to promote graduate study of geography has been established. The roster of chapters totals 15, representing 11 states and having a membership of 835.

### **Pi Omega Pi (National Professional Commercial Education Fraternity)**

The organization of Pi Omega Pi was started in the spring of 1923 at the Northeast Missouri State Teachers College at Kirksville. Alpha Delta Chapter was installed at State Teachers College, Bloomsburg, on May 28, 1935. The Fraternity is composed of 21 chapters.

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

### **Iota Chapter of Sigma Alpha Eta**

(National Honor Speech and Hearing Fraternity)

The Iota Chapter of Sigma Alpha Eta, National Honor Speech and Hearing Fraternity, was installed at Bloomsburg, February 19, 1951.

This fraternity has the following objectives: to create and stimulate an interest in the fields of Speech and Hearing; to encourage professional growth by providing learning experiences not offered in formal courses; to foster a spirit of unity among persons with a common goal; to offer opportunities for social and professional fellowship; to inspire a high plane of achievement in academic and clinical activities. With its three planes of membership, Associate, Key, and Honor, this organization offers a continuous incentive for higher attainment in the fields of Speech and Hearing.

## CHOOSING A CURRICULUM

### Individual Guidance.

Every new student entering Bloomsburg State Teachers College is required to take a battery of American Council of Education tests covering English, reading, intelligence, social studies, science, mathematics, and contemporary affairs. The results of the tests are converted into percentiles, both local and national, and are projected on a graph called a profile. These profiles are available through the services of the Co-ordinator of Guidance. Every student is given an opportunity to go over his profile, noting the area of his strengths and weaknesses. He sees himself in relation to the group of students entering Bloomsburg State Teachers College as well as to the national group of students entering liberal arts colleges and pre-professional schools.

### Group Guidance.

In order that entering students may have an opportunity to explore their interests, and try out their abilities and their aptitudes in a college situation, a uniform curriculum is followed by all students the freshman year. This includes a course, **professional orientation**, to introduce students to the study of education with emphasis on the historical development of education, its philosophy in a democracy, and its organization and administration. An additional laboratory period once a week gives students the following opportunities: experience in areas significant for the personal and professional development of prospective teachers, class visitations to the Benjamin Franklin Training School, acquiring specialized information about the elementary, secondary, and business curriculums by means of lectures and guidance by the directors of the respective curriculums.

At the conclusion of the course each student should be able to assess his interest in teaching objectively, to evaluate himself honestly in terms of meeting the requirements of the teaching profession, and to choose his future course of study intelligently.

### Change in curriculum.

A student may request a change of curriculum by submitting a request in writing to the Dean of Instruction.

# THE FOUR YEAR ELEMENTARY CURRICULUM

New Curriculum Effective September, 1951

(Sequence of Courses Subject to Change for Administrative Reasons)

## First Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
Communications I ..... 5	5	5
or English I (3-3) and Speech I (2-2)		
Professional Orientation	3	3
Basic Biology .....	4	3
Health .....	2	2
World Geography .....	3	3
Electives .....	0	0
	<hr/>	<hr/>
	17	16

## Second Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
Communications II ..... 5	5	5
or English II (3-3) and Speech II (2-2)		
**Introduction to Art .....	3	2
**Introduction to Music ..	3	2
Basic Physical Science ..	4	3
*Physical Education I ...	2	1
Geography of the United States and Penna. ....	3	3
Electives .....	0	0
	<hr/>	<hr/>
	20	16

## Third Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
World Culture I ..... 5	5	5
or Literature I (2-2) and History of Civiliza- tion I (3-3)		
Music for the Elementary Grades .....	2	2
*Physical Education II ..	2	1
Science for the Element- ary Grades .....	3	3
Art for the Elementary Grades .....	2	2
Electives .....	3	3
	<hr/>	<hr/>
	17	16

## Fourth Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
World Culture II..... 5	5	5
or Literature II (2-2) and History of Civiliza- tion II (3-3)		
Audio-Visual Education	3	2
Teaching of Music in the Elementary Grades ....	4	3
Teaching of Art in the Elementary Grades .....	4	3
*Physical Education III ..	2	1
Electives .....	2	2
	<hr/>	<hr/>
	20	16

## Fifth Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
History of the United States and Penna. I ..	3	3
Language Arts in the Elementary Grades ....	9	9
or Teaching of Reading (3-3), Language (3-3), Children's Literature (3-3)		
General Psychology .....	3	3
Teaching of Health .....	3	2
Electives .....	0	0
	<hr/>	<hr/>
	18	17

## Sixth Semester

Course Titles	Hours	
	Clock	Sem.
<b>Required</b>		
History of the United States and Penna. II ..	3	3
Child Development .....	3	3
Social Living in the El- ementary Grades or ...	9	9
Teaching of Arithmetic (3-3), Elementary Sci- ence (3-3), Social Studies and Geography (3-3)		
Electives .....	3	3
	<hr/>	<hr/>
	18	18

\*Physical Education I, II, and III, may be individual or group activity.

\*\*All or any part of these courses may be divided or scheduled as a part of the unit in World Culture, and the corresponding semester hours added to World Culture.



Seventh Semester			Eighth Semester		
Course Titles	Hours Clock	Sem.	Course Titles	Hours Clock	Sem.
<i>Required</i>			<i>Required</i>		
American Citizenship	6	6	Student Teaching and Direction of Pupil Ac- tivities	30	12
Option I — Home and Family Living (3-3) and American Gov- ernment (3-3)			Professional Practicum, including School Law	2	2
Option II — Introduction to Philosophy (3-3) and American Govern- ment (3-3)			Electives	0	0
Educational Psychology and Evaluative Tech- niques	3	3		<u>32</u>	<u>14</u>
Electives	6	6			
	<u>15</u>	<u>15</u>	GRAND TOTAL		128

## ELEMENTARY CURRICULUM SPECIALIZATION AND ELECTIVES

Provisional College Certificates issued on the basis of the four-year elementary curriculum are valid for kindergarten and Grade One to Six inclusive; and for Grades Seven and Eight if not in an approved junior high school or a junior-senior high school.

Students may specialize in Early Childhood, in Intermediate Grades, or in upper-grade teaching by selecting appropriate electives. A minimum of six semester hours in any of these areas will constitute specialization in the area.

**REQUIRED:** Courses listed in the elementary curriculum outline.

**ELECTIVES:**

	Hours Clock Sem.	
Arts and Crafts .....	3	3
Child Adjustment .....	3	3
Child Psychology .....	3	3
Creative Activities in the Elementary School .....	3	3
Creative Art .....	3	3
Creative Design .....	3	3
Diagnostic and Remedial Reading .....	3	3
Harmony I .....	3	3
Harmony II .....	3	3
History and Appreciation of Music .....	3	3
Pre-School Education .....	3	3
Problems in Elementary School Art .....	3	3
School and Community .....	3	3
Speech Development and Improvement .....	3	3
Speech Problems .....	3	3
Teaching the Exceptional Child .....	3	3

Students may also elect courses in academic fields as well as in special curriculums offered at the college.

## SPECIAL EDUCATION

(in Elementary Grades)

## Special Education for Mentally Retarded

SPECIAL EDUCATION FOR MENTALLY RETARDED ..... 24 Sem. Hrs.

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

## Speech Correction

SPEECH CORRECTION ..... 24 Sem. Hrs.

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
I. Required	15		II. Electives	9	
Psychology or Education of Exceptional Children	3	3	*Mental Tests (Individual)	3	3
Diagnostic Testing and Remedial Teaching	3	3	*Speech Clinic II	4	2
Mental Hygiene	3	3	*Voice and Diction	3	3
Speech Problems	3	3	Clinical Psychology	3	3
Speech Clinic	4	2	Mental Tests (group)	3	3
Psychology of Speech and Hearing	3	3			
Phonetics	3	3			
Speech Pathology	3	3			

\*Preferred electives.



# THE FOUR YEAR SECONDARY CURRICULUM

New Curriculum Effective September, 1951

(Sequence of Courses Subject to Change for  
Administrative Reasons)

First Semester			Fourth Semester		
<i>Course Titles</i>	Hours Clock Sem.		<i>Course Titles</i>	Hours Clock Sem.	
<i>Required</i>			<i>Required</i>		
Communications I ..... 5	5		World Culture II ..... 5	5	
or English I (3-3) and Speech I (2-2)			or Literature II (2-2) and History of Civiliza- tion II (3-3)		
Basic Biology ..... 4	3		Introduction to Music .. 3	2	
Health ..... 2	2		Physical Education III .. 2	1	
World Geography ..... 3	3		Electives .....	9	9
Electives .....	2	2	—	—	—
—	—	—	19	17	
16	15				

## Second Semester

<i>Course Titles</i>	Hours Clock Sem.	
<i>Required</i>		
Communications II ..... 5	5	
or English II (3-3) and Speech II (2-2)		
Basic Physical Science .. 4	3	
Physical Education I ..... 2	1	
Professional Orientation 3	3	
Fundamentals of Mathe- matics .....	3	3
Electives .....	2	2
—	—	—
19	17	

## Fifth Semester

<i>Course Titles</i>	Hours Clock Sem.	
<i>Required</i>		
History of the United State and Penna. I .... 3	3	3
Audio-Visual Education 3	2	
General Psychology ..... 3	3	3
Electives .....	8	8
—	—	—
17	16	

## Third Semester

<i>Course Titles</i>	Hours Clock Sem.	
<i>Required</i>		
World Culture I ..... 5	5	
or Literature I (2-2) and History of Civiliza- tion (3-3)		
Introduction to Art ..... 3	2	
Physical Education II .. 2	1	
Science in Modern Civ- ilization .....	3	3
Electives .....	6	6
—	—	—
19	17	

## Sixth Semester

<i>Course Titles</i>	Hours Clock Sem.	
<i>Required</i>		
History of the United States and Penna. II .. 3	3	3
Problems of Secondary Education, including Guidance .....	3	3
Educational Psychology and Evaluative Tech- niques .....	3	3
Electives .....	7	7
—	—	—
16	16	

Seventh Semester		Eighth Semester	
Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<i>Required</i>		<i>Required</i>	
American Citizenship .. 6	6	Student Teaching and Di- rection of Student Ac- tivities .....	30 12
Option 1 — Home and Family Living and American Government, both are (3-3)		Professional Practicum Including School Law	2 2
Option 2 — Introduc- tion to Philosophy (3-3) and American Govern- ment (3-3)		Electives .....	0 0
Electives .....	10 10		32 14
	16 16	GRAND TOTAL .....	128

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. The first field shall require not fewer than thirty (30) semester hours, except the general field of science where the requirement is thirty-eight (38) semester hours, and the field of English where the requirement is thirty-five (35) semester hours. The fields included in this recommendation are:

History, Social Science, Biological Science, Social Studies, Physical Science, Chemistry, and Physics, and not fewer than twenty-four (24) semester hours in: Aeronautics, Foreign Languages, Geography, Mathematics, and Speech.

2. The second field shall require not fewer semester hours than the minimum required for certification.

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course.

## AREAS OF SPECIALIZATION AND ELECTIVES IN THE SECONDARY CURRICULUM

Effective for Freshmen, September 1, 1951

### I. Aeronautics\*

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<i>Required</i>		<i>Electives</i>	
Aviation Mathematics .. 3	3	Aircraft Engines .....	12 6
Aircraft Communications and Regulations .....	3 3	Identification of Aircraft	3 3
General Service and Structure of Aircraft .. 3	3	Climatology .....	3 3
Aerial Navigation .....	3 3	Commercial Air Trans- portation .....	3 3
Meteorology .....	3 3	Flight Experience—(Var- iable Credit) .....	3-6
Aerodynamics and Theory of Flight .....	3 3		

The following hourly fees are charged for flight instruction given by the Columbia Aircraft Services at the Bloomsburg Municipal Airport:

	Dual	Solo
Piper—65 Hp. ....	\$10.50	\$ 7.50
Stinson—150 Hp. ....	17.00	14.00
Ercoupe—75 Hp. ....	10.50	7.50
Instrument Flight Instruction, Stinson, 150 Hp. ....	19.00	19.00
Multi-Engine Instruction .....	40.00	40.00
Link Trainer Instruction: \$6.50 per hour.		

\*Subject to revision

## II. Biological Science

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Biological Science will not be required to take Basic Biology.

	Hours	
	Clock	Sem.
<i>Required</i>		
Botany 1 .....	6	4
Botany 2 .....	6	4
Zoology 1 .....	6	4
Zoology 2 .....	6	4
Teaching Science in the Secondary School .....	3	3

*Electives:* (at least one course to be selected from each group)

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<i>Group 1. Field Course</i>			<i>Group 2. Laboratory Course</i>		
Field Zoology .....	5	3	Vertebrate Anatomy .....	5	3
Field Botany .....	5	3	Physiology .....	5	3
Ornithology .....	5	3	Microbiology .....	5	3
Entomology .....	5	3	Parasitology .....	5	3
Ecology .....	5	3	Genetics .....	5	3

## III. General Field of Science

(First field 38 S.H.; no Second field)

Students demonstrating competency to specialize in General Science will not be required to take Basic Biology or Basic Physical Science.

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<i>Required</i>			<i>Required</i>		
Botany 1 .....	6	4	Earth Science .....	3	3
Botany 2 .....	6	4	Physics 1 .....	6	4
Zoology 1 .....	6	4	Physics 2 .....	6	4
Zoology 2 .....	6	4	Teaching of Science in the Secondary School	3	3
Chemistry 1 .....	6	4			
Chemistry 2 .....	6	4			



### IV. Physical Science

(First field 30 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Physical Science will not be required to take Basic Physical Science.

Course Titles	Hours		Electives To be selected from Chemistry, Earth Science, or Physics.
	Clock	Sem.	
<i>Required</i>			
Chemistry 1 .....	6	4	
Chemistry 2 .....	6	4	
Physics 1 .....	6	4	
Physics 2 .....	6	4	
Teaching of Science in the Secondary School	3	3	

### V. English

(First field 35 S.H.; Second field 18 S.H.)

Title of Courses	Hours		Hours	
	Clock	Sem.	Clock	Sem.
<i>Required</i>				
Communications 1 .....	5	5		
or English 1 .....	4	3		
Speech 1 .....	2	2		
Communications 2 .....	5	5		
or English 2 .....	4	3		
Speech 2 .....	2	2		
•World Culture 1 .....	2	2		
or Literature 1 .....	5	5		
Social Studies 1 .....	3	3		
•World Culture 2 .....	2	2		
or Literature 2 .....	5	5		
Social Studies 2 .....	3	3		
Recent Trends in Teaching English .....	3	3		

*Electives:* At least one course must be selected in each of Groups 1, 2, and 3. Group 4 is intended for students especially interested in writing.

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<i>Group 1. Survey Courses</i>					
American Literature .....	3	3	Criticism .....	3	3
English Literature .....	3	3	Modern Drama .....	3	3
American Poetry .....	3	3	The Novel to 1870 .....	3	3
American Prose .....	3	3	Contemporary Novel .....	3	3
Children's Literature and Story Telling .....	3	3	Essay .....	3	3
<i>Group 2. Period Courses</i>					
Pre-Shakespearean Liter- ature .....	3	3	Contemporary Poetry .....	3	3
Shakespeare .....	3	3	Short Story .....	3	3
Eighteenth Century Lit- erature .....	3	3	Literature of Biography .....	3	3
The Romantic Movement .....	3	3	<i>Group 4. Composition</i>		
Victorian Literature .....	3	3	Creative Writing .....	3	3
			Journalism .....	3	3
			English Philology and Grammar .....	3	3
			Advanced Composition .....	3	3

\*World Culture 1 and 2 are composite courses. Each course will carry 2 semester hours toward certification in the field of English.

## VI. French

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<i>Required</i>		<i>Electives</i>	
*French 1 .....	3 3	French 5 — Survey of Literature .....	3 3
*French 2 .....	3 3	French 6 — Survey of Literature .....	3 3
French 3 .....	3 3	French 7—Advanced and Technical Language ..	3 3
French 4 .....	3 3	French 8—French Class- ical Drama .....	3 3
		French 9—French Litera- ture of the 19th Cen- tury .....	3 3
		French 10—Development of the French Novel ..	3 3

\*Not required if a student has had two years of French in a secondary school and demonstrates competence to specialize in this field.

## VII. German

Not Offered—1953-1955

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<i>Required</i>		<i>Electives</i>	
*German 1 .....	3 3	German 5 and 6—Survey of German Literature	3 3
*German 2 .....	3 3	German 7 — Intensive Grammar and Teach- ing Techniques .....	3 3
German 3 .....	3 3	German 8 — Advanced Conversation and Com- position .....	3 3
German 4 .....	3 3	German 9—Special Pro- jects .....	3 3
		German 10—The Drama in German Literature	3 3
		German 11 — Lyric Po- etry in German Liter- ature .....	3 3

\*Not required if student has had two years of German in secondary school and demonstrates competence to specialize in this field.

## VIII. Latin

Not Offered—1953-1955

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.
<i>Required</i>	
Latin 1—Ovid and Virgil .....	3 3
Latin 2—Livy .....	3 3
Latin 3—Cicero and Tacitus ( <i>De Senectute</i> and <i>De Amicitia</i> )	3 3
Latin 4—Horace .....	3 3
Latin 5—Plautus and Terence .....	3 3
Latin 6—Roman Civilization .....	3 3

\*Subject to revision.

Note: To specialize in Latin, students must present not less than two years of secondary school Latin and demonstrate competence to specialize in this field.

## IX. Spanish

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<b>Required</b>			<b>Electives</b>		
Elementary Spanish 1 and 2	6	6	Advanced Spanish Conversation	3	3
Intermediate Spanish 1 and 2	6	6	Commercial Spanish	4	4
Introduction to Spanish Literature	3	3	Spanish-American Literature	6	6
Spanish Conversation	3	3	Contemporary Spanish Drama	6	6

Note: Students presenting two years of secondary school Spanish will not be required to take Spanish 1 and 2 but must demonstrate competence to specialize in this field.

## X. Geography

(Second field 18 S.H.)

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<b>Required</b>					
World Geography	3	3			
Teaching Geography in Secondary Schools	3	3			
<b>Restricted Electives:</b> At least one course to be chosen from each group.					
<b>Group 1. Earth Studies</b>			<b>Group 3. Regional Studies</b>		
Climatology	3	3	Geography of the United States and Penna.	3	3
Geology	3	3	Geography of Penna.	3	3
Meteorology	3	3	Geography of Asia	3	3
Cartography	3	3	Geography of Africa and Australia	3	3
<b>Group 2. Economics</b>			Geography of Europe	3	3
Economic Geography	3	3	Geography of the Far East	3	3
Commercial Air Transportation	3	3	Geography of Latin America	3	3
Conservation of Natural Resources	3	3	Geography of United States and Canada	3	3
Geographic Influences in American History	3	3	World Problems in Geography	3	3
Trade and Transportation	3	3	Field Courses (as approved)	3	3

## XI. Mathematics

(First field 24 S.H.; Second field 18 S.H.)

Students demonstrating competence to specialize in Mathematics will not be required to take Fundamentals of Mathematics.

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<b>Required</b>			<b>Electives</b>		
College Algebra	3	3	Advanced College Algebra	3	3
Trigonometry	3	3	Synthetic Geometry	3	3
Analytic Geometry	3	3	Spherical Trigonometry and Navigation	3	3
Calculus 1 (Differential)	3	3	Statistics	3	3
Calculus 2 (Integral)	3	3	History of Mathematics	3	3
Teaching of Mathematics in Secondary Schools	3	3	College Geometry	3	3
			Teaching Mathematics in Secondary Schools	3	3
			Field Work in Mathematics	3	3
			Calculus 3	3	3
			Mathematics of Finance	3	3



**XII. General Field of Speech**

(First field 24 S.H.; Second field 18 S.H.)

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<b>Required</b>					
*Communications I -----	5	5	<b>Electives</b>		
English Com- position 1 -----	3	3	Stagecraft, Scenic Design, and Lighting .....	3	3
*Communications II -----	5	5	Debate, group discussion, and parliamentary pro- cedure .....	3	3
English Com- position 2 -----	3	3	Radio 1 .....	3	3
Speech 2 -----	2	2	Radio 2 .....	3	3
Phonetics and Voice ----	3	3	Creative Dramatics and Story Telling .....	3	3
Oral Interpretation -----	3	3	Costume and Make-up ..	3	3
Play Production -----	3	3	Choral Speaking .....	3	3
Speech Program in Sec- ondary Schools -----	2	2	Community Dramatics and Pageants .....	3	3
			Speech Development and Improvement .....	3	3

\*Communications 1 and 2 are composite courses. Each course will carry 2 S.H. credit toward specialization.

**XIII. Social Studies**

(First field 30 S.H.; 15 in History, 15 in Social Science)

Course Titles	Hours		Course Titles	Hours	
	Clock	Sem.		Clock	Sem.
<b>Required</b>					
*World Culture 1....	5	5	<b>Electives</b>		
or Social Studies 1 and Literature 1 (3) .....	2	2	History of Europe to 1815 .....	3	3
*World Culture 2 ..	5	5	History of Europe since 1815 .....	3	3
or Social Studies 2 and Litera- ture 2 .....	2	2	History of Pennsylvania ..	3	3
History of the United States and Penna. 1 ....	3	3	History of England .....	3	3
History of the United States and Penna. 2 ....	3	3	20th Century World .....	3	3
American Citizen- ship .....	6	6	Diplomatic History of the United States .....	3	3
or American Government .....	3	3	International Relations 1919 to present .....	3	3
and Home and Family Living ..	3	3	History of Latin America ..	3	3
or Living Issues in Philosophy ..	3	3	Renaissance to Reforma- tion .....	3	3
Principles of Sociology .....	3	3	History of the Middle East and India .....	3	3
Principles of Economics .....	3	3	History of the Far East ..	3	3
Teaching Social Studies in Secondary Schools .....	3	3	Contemporary Social Problems .....	3	3
			Comparative Government ..	3	3
			Contemporary Economic Problems .....	3	3
			Consumer Education .....	3	3
			Municipal Government ..	3	3
			Industrial Relations .....	3	3
			The United Nations Or- ganization and Func- tion .....	3	3

\*World Culture 1 and 2 are composite courses. Credit in each is 3 S.H. for certification in Social Studies.

## XIV. History

(First field 30 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
*World Culture 1 or Social Studies 1 and Literature 1 (3)	5 5 3 3 2 2	History of Europe to 1815	3 3
*World Culture 2 or Social Studies 2 and Literature 2 (3)	5 5 3 3 2 2	History of Europe since 1815	3 3
History of the United States and Penna. 1	3 3	History of Pennsylvania	3 3
History of the United States and Penna. 2	3 3	History of England	3 3
American Citizenship or American Gov- ernment	6 6 3 3	20th Century World	3 3
and Home and Family Living	3 3	Diplomatic History of the United States	3 3
or Introduction of Philosophy	3 3	International Relations 1919 to present	3 3
Teaching Social Studies in Secondary Schools	3 3	History of Latin America	3 3
		Renaissance to Reforma- tion	3 3
		History of the Middle East and India	3 3
		History of the Far East	3 3
		Principles of Sociology	3 3
		Principles of Economics	3 3
		The United Nations Or- ganization and Function	3 3

\*World Culture 1 and 2 are composite courses. Each course will count 3 S.H. toward certification in History.

## XV. Social Science

(First field 30 S.H.; Second field 18 S.H.)

Course Titles	Hours Clock Sem.	Course Titles	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
*World Culture 1 or Social Studies 1 and Literature	5 5 3 3	Contemporary Social Problems	3 3
*World Culture 2 or Social Studies 2 and Literature 2	5 5 3 3 2 2	Contemporary Economic Problems	3 3
History of the United States and Penna. 1	3 3	Consumer Education	3 3
History of the United States and Penna. 2	3 3	Municipal Government	3 3
**American Citizenship or American Gov- ernment	6 6 3 3	Comparative Government	3 3
and Home and Family Living	3 3	Industrial Relations	3 3
or Introduction of Philosophy	3 3	The United Nations, Or- ganization and Function	3 3
Principles of Sociology	3 3		
Principles of Economics	3 3		
Teaching Social Studies in Secondary Schools	3 3		

\*World Culture 1 and 2 are composite courses. Credit in each is 3 S.H. for certification in Social Science.

\*\*American Citizenship does not count toward second field.

## CURRICULUMS IN SPECIAL CLASS EDUCATION

Curriculums as follows have been arranged as variants of the Elementary Four Year Curriculums and the Secondary Four Year Curriculums.

### 1. For Teachers of Mentally Retarded Classes

	Hours	Clock Sem.
<i>Required: 12 Semester Hours</i>		
Psychology or Education of Exceptional Children .....	3	3
Mental or Educational Hygiene .....	3	3
Special Class Arts and Crafts .....	6	3
Student Teaching in Classes for Mentally Retarded Children	3	1
Special Class Methods or Administration .....	2	2
<i>Electives: 24 Semester Hours</i>		
Diagnostic Testing and Remedial Teaching .....	3	3
Abnormal Psychology .....	3	3
Clinical Psychology .....	6	3
Mental Tests .....	3	3
Speech Problems .....	3	3
Corrective Physical Education .....	4	2
Educational and Vocational Guidance .....	3	3
Related Courses in Sociology .....	3	3
Psychology of Childhood .....	3	3
Psychology of Adolescence .....	3	3
Child Development .....	3	3
Special Methods of Teaching Reading .....	3	3
Parent Education .....	3	3
Personality Adjustment .....	3	3

Students who choose this area of specialization may take fourteen semester hours of electives in Special Education courses. In addition, they may, with the approval of Dean of Instruction, receive credit for Child Development for three semester hours and also three semester hours of the twelve required in student teaching, provided the three hours are done in special classes.

Successful experience in teaching; in social service such as visiting teacher, probation officer, or social worker; in public health work such as school nurse, public health nurse, etc.; or in a psycho-educational or psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of nine semester hours at the rate of three semester hours a year.

### 2. For Teachers of Speech and Hearing Handicapped Classes.

	Hours	Clock Sem.
<i>Required: 27 Semester Hours</i>		
Psychology or Education of Exceptional Children .....	3	3
Mental Hygiene .....	3	3
Speech Problems .....	3	3
Elementary Clinical Practice .....	6	3
Speech Education and Re-education in Elementary and Secondary Schools .....	3	3
Speech Pathology .....	3	3
Hearing Problems .....	3	3
Auditory Training and Speech Reading .....	3	3
Advanced Clinical Practice .....	6	3
<i>Electives: 5 Semester Hours</i>		
Diagnostic Testing and Remedial Teaching .....	3	3
Measurement of Hearing Loss .....	2	2
Anatomy of Speech and Hearing Mechanisms .....	2	2
Phonetics .....	3	3
Methods of Psychological Counselling .....	3	3
Child and/or Adolescent Psychology or Child Development .....	3	3
Personality Adjustment .....	3	3
Voice and Diction .....	3	3
Clinical Methods in Speech and Hearing .....	3	3
Parent Education .....	3	3



Students who choose this area of specialization may take fourteen semester hours credit in electives in Special Education courses. In addition, they may receive credit for Child Development, three semester hours, and three semester hours of the twelve required in student teaching, if done in speech and/or hearing classes. Through this arrangement students will be able to earn a total of twenty credits of the thirty-two credits required for certification. They will be graduated with regular elementary certification and will be able to complete the special class certification in one summer of study, either prior to or following graduation.

## DESCRIPTION OF COURSES FOR AERONAUTICS TEACHERS

### I. REQUIRED

#### **Aerial Navigation** **3 Sem. Hrs.**

This course includes the study of the various types of map projections and their use in air navigation. Navigational instruments and methods are explained and worked in detail. Attention is given to contact, dead reckoning, radio and celestial navigation.

#### **Aerodynamics and Theory of Flight** **3 Sem. Hrs.**

This course includes nomenclature of the full scale airplane and develops the presently accepted theories of flight. Attention is paid to the importance of airflow pressure distribution, lift, drag and other forces acting on the airplane in flight.

#### **Aircraft Communications and Regulations** **3 Sem. Hrs.**

Emphasis is placed on C. A. A. regulations governing flight rules and safety procedures. Regulations governing certification of pilots, aircraft, and power plants are included. The communications area covers rudimentary knowledge of Morse code and the use of two-way radio in aircraft.

#### **Aviation Mathematics** **3 Sem. Hrs.**

This course will prepare the student to use certain mathematical procedures necessary for computation in meteorology, navigation, and theory of flight. This includes computing height of clouds, wind velocity, etc., in meteorology; figuring compass courses with corrections in navigation; and formulas involved in the various load-factors in airplane structure.

#### **General Service and Structure of Aircraft** **3 Sem. Hrs.** (Including gliders and model airplanes)

This course includes aircraft and engine inspection; use of log books and records; inspection and servicing of propellers and instruments; major and minor aircraft repairs; and precautions in servicing aircraft and aircraft engines.

#### **Meteorology for Aviators** **3 Sem. Hrs.**

This course includes a study of cloud formations and their relation to flying. Stress is laid on the importance of air masses and their movement; icing conditions; thunder storms; fog; humidity; wind; precipitation; warm and cold fronts. A portion of the course is devoted to a study of composing and decoding weather maps.

## II. ELECTIVES

### Aircraft Engines

3 Sem. Hrs.

Attention will be paid to power plant requirements and the principles of engine design and construction. Comparisons will be made of air and liquid-cooled engines. Generators, ignition systems, supercharger systems, starters, carburetors, and the various octane gas requirements will be investigated.

### Climatology

3 Sem. Hrs.

This course will discuss the relationship of atmospheric conditions found in different parts of the world with the various phases of flying. The importance, origin and movement of air masses, will also be considered.

### Commercial Air Transportation

3 Sem. Hrs.

This course will include a study of global airlines, their means of linking the people of the world together, and the social implications involved.

### History and Identification of Aircraft

3 Sem. Hrs.

A study will be made of man's attempts to fly up to the present-day Air Age. Types of aircraft used in military and commercial aviation will be considered with regard to the various types of aircraft designs, wing and fuselage constructions, and the various tail assemblies.

### Flight Experience

3 Sem. Hrs.

This course includes all maneuvers necessary to understand the physical principles of flight and safety factors involved.

## PRE-FLIGHT AERONAUTICS FOR HIGH SCHOOL TEACHERS

The College has instituted a four-year curriculum leading to certification of teachers in Aviation to instruct in the high schools of Pennsylvania in the field of Pre-Flight Aeronautics.

Growing out of an active participation in the Aviation Program for college students and Army and Navy Flyers, which has offered an opportunity for over 1,000 young men and women to become airline personnel, teachers of pre-flight aeronautics, and combat pilots in the Army and Navy of the United States, the State Teachers College at Bloomsburg is planning to offer a specialized field in Aviation to pre-service secondary teachers.

### Primary or Elementary Ground School Course

4 Sem. Hrs.

Will include: Civil Air Regulations; Elementary Meteorology; Air Navigation; General Service or Aircraft Instruments and Parachutes; Engines and Power Plants; and Theory of Flight.



## Secondary or Advanced Ground School Course

6 Sem. Hrs.

Will include: Aerodynamics; Advanced Meteorology, and Navigation; History of Aviation; Aircraft Engines; Use of Airways Communications and Lighting Aids; Theory of Flight; Flight Techniques; and Psychology of Flight Instruction.

These courses are to be paid for at the usual rate of \$6.00 per credit hour, and may be applied in the fields of Mathematics, Science, and Geography for the purposes of meeting graduation and certification requirements. They may also be applied in other fields with the preapproval of the Dean of Instruction.

During the 1953 Summer Session, the college will continue classes for teachers of Pre-Flight Aeronautics on both the primary and advanced levels. These courses may be used as electives for the fields of Science, Geography, or Mathematics to meet the requirements for the Degree of Bachelor of Science in Education, and the College Provisional (or Permanent) Certificate.

Since the enrollment is limited, persons interested in Pre-Flight Aeronautics should make immediate reservations by addressing Dr. Thomas P. North, Dean of Instruction, State Teachers College, Bloomsburg, Pennsylvania.

The Bloomsburg State Teachers College will continue a course in Pre-Flight Aeronautics for secondary school teachers which was begun last year. On June 1, 1941, a letter was sent to Pennsylvania school officials by the Bloomsburg State Teachers College, announcing a class for teachers of Aeronautics. Later the Civilian Pilot Training Program developed plans for teachers to receive instruction along with Aviators who were being trained for the Army and Navy.

Bloomsburg State Teachers College organized the first class in the United States devoted exclusively to the instruction of teachers of Pre-Flight Aeronautics. The enrollment was limited to twenty. College instructors certified by the National Government carried the first group through to a successful conclusion. A large number of these teachers returned to their high schools to begin teaching Pre-Flight Aeronautics in September, 1942. Others are now teaching Aviation at leading Universities, and occupy positions on the staff of the Civilian Aeronautics Administration.

## DESCRIPTION OF COURSES IN ELEMENTARY AND SECONDARY CURRICULUMS

### EDUCATION and PSYCHOLOGY

#### Adolescent Psychology 2 Sem. Hrs.

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

#### Audio-Visual Education 2 Sem. Hrs.

This course teaches the preparation and use of audio-visual materials. It stresses practice in the use of the newer methods of instruction with the emphasis toward concretion and away from abstraction.

#### Child Development 3 Sem. Hrs.

The prospective teacher, or teacher-in-service, makes a study of the basic likenesses of all children who have various individual differences. Development is interpreted to mean continuous but not uniform growth on the physical, mental, motional, and social levels. This course considers the environmental factors that foster child growth in all of its facets from birth to adolescence.

#### Child Psychology 3 Sem. Hrs.

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

#### Clinical Practice 3 Sem. Hrs.

It is the purpose of this course to provide practical experience in clinical procedure. Most of the experience is gained in the psychological division of the educational clinic. The work of the course consists in the main, of the making of case studies, the administration of various tests, the use of clinical instruments, and the interpretation, recording, and reporting of findings. Intelligence tests, verbal and non-verbal, personality and interest inventories, and tests of special abilities and disabilities are used. The student also gains some acquaintance with the work of the division of speech and reading in the educational clinic.

#### Diagnostic and Remedial Reading 3 Sem. Hrs.

Students are taught to diagnose children's reading difficulties and to plan ways to help them overcome these. They study the work of specialists in this line.

#### Driver Education and Training 3 Sem. Hrs.

This course combines classroom instruction with road training, and with the teaching of driving to beginners. Emphasis is placed on the essential facts, principles, skills, and attitudes necessary for good driving as well as the teaching of this subject to beginning drivers. Dual control cars are regular equipment.

- Early Childhood Education** 3 Sem. Hrs.  
This course includes a study of children's activities in Nursery School and Kindergarten. The development of children mentally, physically, emotionally, and socially is stressed. Materials and activities used for this development are studied. Observation is emphasized.
- Education of Exceptional Children** 3 Sem. Hrs.  
This course helps students appreciate the problems of exceptional children. Among the topics considered are history, and philosophy in education; the nature, causes, and types of exceptional children. The course teaches what can be done by local communities and state schools to educate its future citizens.
- Educational Measurements** 2 Sem. Hrs.  
A consideration of the simpler statistical measures with particular emphasis on their application to classroom work is given. The principles underlying the construction of valid, reliable objective tests in the various fields of subject matter are considered. A study is made of representative standardized tests. Attention is given to the vocabulary of measurements.
- Educational Psychology and Evaluative Techniques** 3 Sem. Hrs.  
This course applies psychological principles to the teaching of children in school. Problems deal with the learning processes, with guiding learning individually and in groups, and with intelligence testing, evaluation of teaching procedures, and children's responses.
- Ethics** 3 Sem. Hrs.  
Consideration is made of not only the historical development of Ethics but of the various phases of human behavior for the purpose of assisting prospective teachers to formulate higher standards of conduct. Professional ethics of teachers will be stressed.
- Evolution of the American Public Schools** 2 Sem. Hrs.  
The purpose of this course is to give the student an intelligent understanding of the evolution of elementary and secondary education in America from the Colonial period to the present. The relation of industrial and social changes to educational development is noted. Emphasis is placed on the development of education in Pennsylvania.
- General Psychology** 3 Sem. Hrs.  
This course provides for the study of the origins, motives, and modifications of human behavior. Emphasis is placed upon the importance and the influence of social environment in influencing behavior. Psychological methods of investigation are presented to provide an introduction to the procedures in studying behavior problems.
- General Safety Education** 3 Sem. Hrs.  
Basic facts relating to safety in the home, school, traffic, and industry are presented in this course. Special emphasis is placed upon the teaching of safety in order to make teachers safety-conscious. Methods in the organization and administration of safety programs in the elementary and secondary schools are presented.



**Home and Family Living** 3 Sem. Hrs.

The student is led to review the basic values of the home and family throughout history. A study is made of factors affecting family stability in a positive or negative manner. The family is recognized as the integral part of our society with a need for making many adjustments to the complex demands made upon it.

**Introduction to Guidance and Counselling** 3 Sem. Hrs.

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

**Introduction to the Study of Occupations** 3 Sem. Hrs.

This course is developed for those who teach occupations and advise students in the selection of occupations and vocations. The course involves a general study of the major types of occupations and a more detailed study of the important organization, working conditions, promotional opportunities, and other characteristics of specific occupations within the college area.

**Mental Hygiene** 3 Sem. Hrs.

This course emphasizes the need of a healthy mental state and a discussion of the processes necessary for the development of such a state in the individual. Personalities are analyzed and different types of maladjustments are studied.

**Mental Tests** 3 Sem. Hrs.

This course deals with a study of intelligence, its nature and measurement, the history and analysis of intelligence testing. Considerable practice is given in taking individual and group mental tests together with an application of test results.

**Parent Education** 3 Sem. Hrs.

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

**Principles of Curriculum Construction** 3 Sem. Hrs.

This course will include not only a study of the outstanding types of curriculums and teaching practices, but the psychological basis of the curriculum as well. It will also include such topics as the Modern Teacher, and Principles and Procedures in Curriculum Building.

**Problems of Secondary Education Including Guidance** 2 Sem. Hrs.

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

**Professional Orientation****3 Sem. Hrs.**

This course is a general introduction to the study of education with its emphases on (1) the historical background of education and its philosophy in a democracy, (2) the school as an agent of society, (3) the current trends in the modern school program, (4) the visitations of classes in the training school, and (5) the self evaluation of the prospective teacher in terms of the requirements of the teaching profession. An additional laboratory period a week provides an opportunity to develop social techniques which have both personal and professional significance.

**Professional Practicum (Including School Law)****2 Sem. Hrs.**

This course deals with the everyday activities of the modern classroom teacher. It is a practicum that provides opportunities for student teachers to acquire experience in the selection, adaptation, and organization of instructional materials. The practicum is operated concurrently with student teaching, and also serves as an administration opportunity for the supervision of student teaching. School Law is a part of the course.

**Psychology of Exceptional Children****3 Sem. Hrs.**

This course teaches the assets and liabilities of exceptional children. Such children considered are the mentally retarded, the gifted, the deaf, the hard of hearing, the blind, the partially sighted, the crippled, and those of lowered vitality. This course also teaches how to help each pupil make the most of his level of ability.

**School Law****1 Sem. Hr.**

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

**Student Teaching****12 Sem. Hrs.**

Student Teaching is scheduled on a full semester basis with a minimum of thirty hours per week. The assignments are made so as to give the prospective teacher a wide sampling of the activities of the regular classroom teacher. The actual teaching is generally preceded by observations of the work of regularly employed teachers; the planning of courses, units of work, and lessons. Eligibility: A quality point average of 1.0 in at least 90 semester hours of the prescribed curriculum, and approved by the director of the curriculum and a faculty committee.

**Teaching of Health****2 Sem. Hrs.**

This course covers the methods and materials necessary for presenting the Health Education Program. It includes some observation and practice in the actual handling of children. Topics to be included are health instruction, physical education, recreation and camping, and safety education.

**Teaching of Language****3 Sem. Hrs.**

This course aims to acquaint the student with the place and function of language in the elementary school. This includes the findings of educational research in the curriculum and teaching procedures. Effort is made to learn about best current practices. The language program also includes oral and written composition, spelling, and grammar. Emphasis is placed on practical language activities. Consideration is given to organization into large areas of experience.

**Teaching of Reading****3 Sem. Hrs.**

This course aims to acquaint the student with a reading program as it might be conducted in a good elementary school. Keeping in mind a knowledge of child development, the student examines research and good practice, and applies these procedures to reading problems of today.

**Teaching Social Studies and Geography  
in the Elementary Grades****3 Sem. Hrs.**

This course is planned to help the student discover materials, principles, procedures, and methods suitable for social studies and geography in the elementary grades, and use these in organizing a program which will take into account the nature, interests, and limitations of pupils enrolled in these grades.

**ENGLISH****Communications I****5 Sem Hrs.**

The study of communications provides both vicarious and direct development of abilities for personal expression. The course includes extensive practice in reading, speaking, and writing in language and form appropriate to social and professional situations; and instruction in the use of formal and informal discussion techniques. Library usage, taught by a member of the library staff, orients the student in the resources and use of the college library.

Three (3) hours of credit may be counted toward certification in **English**. Two hours of credit may be counted toward certification in **Speech**.

**or****English I****3 Sem. Hrs.**

This course offers a detailed review of grammar; analysis of construction, functional practice; remedial drill in punctuation, spelling, and the mechanics of English; and vocabulary study. The writing of brief compositions, with an analysis of structural faults and errors in diction, is stressed. Library usage, taught by a member of the library staff, orients the student in the resources and use of the college library.

**and****Speech I****2 Sem. Hrs.**

This is a beginning course designed to acquaint the student with the fundamental requirements of good speaking, and to afford him an opportunity to apply those principles to his own social and vocational needs through practice speeches and recording as well as through individual and general classroom criticisms.

**Communications II****5 Sem. Hrs.**

This development program includes the refinement and extension of skills and techniques of Communications I, with special emphasis placed on basic reading, speaking, and writing skills appropriate to various fields of learning. **Prerequisite:** Communications I.

Three (3) hours of credit may be counted toward certification in **English**. Two hours of credit may be counted toward certification in **Speech**.

**or****English II****3 Sem. Hrs.**

This course is devoted to the study and application of the laws of composition; description and narration; paragraph and theme writ-



ing; analysis of literary selections; book reviewing; outlining; and assembling a bibliography. Functional practice in mechanics is continued. Prerequisite: English I.

and

**Speech II** 2 Sem. Hrs.

This is a continuation of Speech I with more advanced work in preparation and research, designed to further development of the student's initiative, and to equip him to function as a citizen in a democracy. Discussion, parliamentary procedure, and special forms of public speaking are also studied. Prerequisite: Speech 1.

**World Culture I** 6 Sem. Hrs.

This is an integrated survey course presenting the origin, development, and influence of the governmental and social organization, economic activity, religious belief and practice, literature, fine arts, and music as they have contributed to our modern civilization. The course deals with broad sweeping movements, rather than with the details of the individual state or nation.

Three (3) semester hours credit may be credited toward English, and three (3) semester hours credit toward Social Studies.

or

**General Literature I** 3 Sem. Hrs.

This is a composite course designed to acquaint the student with the contributions of the world's literature to man's material and aesthetic progress. Excerpts from the world's classics are studied in relation to their significance to man's development. The historical as well as the literary significance of such masterpieces is considered in this course. From it the student receives a comprehensive understanding of the vital forces which have moved men's minds from the beginning of time up to the present.

and

**History of Civilization I (See History)** 3 Sem. Hrs.

**World Culture II** 6 Sem. Hrs.

This is a continuation of World Culture I. Prerequisite: World Culture I;

Three (3) semester hours credit may be credited toward English, and three (3) semester hours credit toward Social Studies.

or

**General Literature II** 3 Sem. Hrs.

This course is a continuation of General Literature I. Prerequisite: General Literature I.

and

**History of Civilization II (See History)** 3 Sem. Hrs.

This course is a continuation of History of Civilization I. Prerequisite: History of Civilization I.

**Advanced Composition** 3 Sem. Hrs.

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

**American Literature****3 Credits**

This survey course closely parallels the course in English Literature, tracing the development of the American mind from its Puritan backgrounds to the present. Emphasis is placed on Contemporary American writers.

**American Prose****3 Sem. Hrs.**

This course includes a study of national ideals as expressed by representative prose masterpieces, with extensive critical reading in current periodicals as well as an intensive study of the great works written from 1600-1950.

**Children's Literature and Story Telling****3 Sem. Hrs.**

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

**Contemporary Novel****3 Sem. Hrs.**

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

**Contemporary Poetry****3 Sem. Hrs.**

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

**Creative Writing****3 Sem. Hrs.**

This is an advanced course for students of marked ability in the field of creative writing. The course aims to develop creative ability, to improve the student's own style, and to furnish methods and materials for the teaching of composition in the secondary schools.

**Criticism****3 Credits**

The chief joy in studying literature comes through evaluation. This course covers the major philosophical interpretations of what constitutes good poetry and prose from the time of Aristotle and Plato to the present. This is primarily a course in the essay.

**Eighteenth Century Literature****3 Credits**

This course examines intensively the literature of the Augustan Age of English Literature. The economic and intellectual forces which caused the classical period of Pope and Johnson to succumb to the dynamic force of Romanticism are studied in detail.

**English Literature****3 Credits**

This course is designed to acquaint the student with the continuity of English Literature from Beowulf to T. S. Eliot. Poetry and prose receive proportional treatment, and special attention is paid to the great literary movements during the centuries.

**English Philology and Grammar****3 Sem. Hrs.**

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

**Essay****3 Sem. Hrs.**

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

**Journalism****3 Sem. Hrs.**

This course gives the prospective adviser of a school publication theoretical knowledge and practical experience in production and sponsorship. It provides practical experience on college publications within the limits of the individual student's interest and ability.

**Literature of Biography****3 Sem. Hrs.**

This course is a survey of the leading biographers and autobiographers. It begins with Plutarch and other classical writers, stresses Pepys, Swift, Walton, Boswell, Johnson, Gibbon, Lockhart, Carlyle, Southey, and Morley among the seventeenth, eighteenth, and nineteenth centuries, and comes down to Russell, Bradford, Ludwig, Steffens, Maurois, Strachey, and other moderns. The course compares current older biographical methods, and attempts to show the achievement of the men and women who typify important social and political trends.

**Modern Drama****3 Sem. Hrs.**

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

**Nineteenth Century Novel****3 Sem. Hrs.**

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

**Novel to 1870****3 Credits**

Starting with Sidney's *Arcadia* and Lyly's *Euphues*, the novel is traced from its origins to the so-called Modern Period (1870). Both American and British authors are covered in this course, with particular attention being given to Defoe, Richardson, Fielding, and Smollett.

**Pre-Shakesperean Literature****3 Sem. Hrs.**

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



**Romantic Literature****3 Sem. Hrs.**

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

**Shakespeare****3 Sem. Hrs.**

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

**Short Story****3 Sem. Hrs.**

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

**Recent Trends in Teaching English****3 Sem. Hrs.**

This course is concerned with the choice of materials and methods suitable for the teaching of English in the junior and senior high school. Modern trends are examined and discussed with the view to adapting them to local conditions. This course includes observation in the laboratory school. **Required.**

**Victorian Literature****3 Sem. Hrs.**

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

**FRENCH****Elementary French I and II****6 Sem. Hrs.**

These courses are for students who have had no French. Pronunciation, grammar, dictation, and graded readings are emphasized.

**Intermediate French****6 Sem. Hrs.**

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

**Seventeenth Century French Literature****3 Sem. Hrs.**

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

**Romantic Movement in French Literature****3 Sem. Hrs.**

French Literature of the first half of the nineteenth century; reading from Chateaubriand, Lamartine, Hugo, Musset, and Balzac.

**Realistic Movement in French Literature** 3 Sem. Hrs.

French Literature after 1850: A study of the literary movements in France after the decline of Romanticism. Selected works from outstanding dramatists and novelists are used as texts.

**Outline Course in French Literature** 3 Sem. Hrs.

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

**French Novel** 3 Sem. Hrs.

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

**French Drama** 3 Sem. Hrs.

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

**Advanced Composition and Teaching of French** 3 Sem. Hrs.

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

**LATIN****Ovid and Virgil (Not offered in 1953-54)** 3 Sem. Hrs.

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

**Livy** 3 Sem. Hrs.

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

**Cicero and Tacitus** 3 Sem. Hrs.

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

**Horace** 3 Sem. Hrs.

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

**Plautus and Terence** 3 Sem. Hrs.

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

**Roman Civilization** 3 Sem. Hrs.

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

**Roman Letters** 3 Sem. Hrs.

Selections from the *Letters of Cicero* and *Pliny the Younger*.

**Martial** 3 Sem. Hrs.

Selection from *Martial's Epigrams*.

## SPANISH

- Elementary Spanish I and II** 6 Sem. Hrs.  
 These courses are for students who have had no Spanish. Pronunciation, grammar, dictation, and graded readings, are stressed.
- Intermediate Spanish** 6 Sem. Hrs.  
 Prose Composition, readings, grammar, and conversation.
- Commercial Spanish** 3 Sem. Hrs.  
 Practice in Spanish commercial correspondence, with assignments in background reading.
- Survey Course in Spanish Literature** 3 Sem. Hrs.  
 A study of literary movements in Spain, with readings from representative writers.
- Survey Course in Spanish-American Literature** 3 Sem. Hrs.  
 A study of literary movements in Spanish America, with readings from representative authors.
- Advanced Composition and Conversation** 3 Sem. Hrs.  
 Oral and written composition; discussion in Spanish of assigned topics.

## GEOGRAPHY

- World Geography** 3 Sem. Hrs.  
 The purpose of this required course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world such as patterns of climate, soil, and vegetation, and man's adjustment to them, with special emphasis placed upon man's economic and cultural responses. Required.
- Cartography** 3 Sem. Hrs.  
 This course is designed to enable the geography major to attain skills in the use and interpretation of maps, models, globes, cartograms and geographic diagrams. The selected map projections will be studied from the geographical rather than the mathematical point of view. The history of maps, the development of signs, symbols, and map scales, the construction of projections, graphs and diagrams; and the application of each of these to the teaching of geography will be stressed. **Prerequisite:** World Geography.
- Climatology** 3 Sem. Hrs.  
 This course is primarily concerned with the climatic regions of the earth, and the limitations and advantages which they offer for man's occupation. The course is a valuable aid to students in world problems. **Prerequisite:** World Geography.
- Commercial Air Transportation** 3 Sem. Hrs.  
 This course studies the development of commercial aviation. Policies such as governmental agreements, subsidies, control, and use of air bases, the important polar regions, and the Great Circle Air Routes are considered. **Prerequisite:** World Geography.



**Conservation of Natural Resources** 3 Sem. Hrs.

This course is designed to give to the student a broad knowledge of our natural resources with reference to conservation. Major government projects, minerals, water resources, plant resources, soils, and numerous other resources are studied. Special attention is given to reclamation projects. **Prerequisite:** World Geography.

**Economic Geography** 3 Sem. Hrs.

The economic regions of the world, together with their relationship to the current world economic problems, are studied.

**Geographic Influences in American History** 3 Sem. Hrs.

This course defines the relationship between the historical movements in the United States and the natural environment as the stage on which the action is portrayed. Considerable emphasis is given to the relation of rivers, islands, coasts, vegetation and soils in the early development of the United States and in the expansion of the American people. Students should have had previously a course in Geography of the United States and American History. **Prerequisite:** World Geography, American History I or II. Basic knowledge of geography of the United States and Canada is desirable.

**Geography of Africa and Australia** 3 Sem. Hrs.

This is a regional study of Africa, Australia, and the neighboring islands of the Pacific, showing the social and economic development of their lands in relation to their physical environment. The geographic aspects of the problems of land tenure, future land use, race, and the strategic importance of the areas are considered. **Prerequisite:** World Geography.

**Geography of Asia** 3 Sem. Hrs.

A course that is designed to emphasize not only the physical aspects of the continent of Asia but the social, cultural, intellectual, and industrial aspects as well. Frequent oral reports on specialized parts of the course are required to be given by the students. With some 65 per cent of the world's population centered here, an understanding of their lands and problems is essential to a true appreciation of the present world dilemma. **Prerequisite:** World Geography.

**Geography of Europe** 3 Sem. Hrs.

In recent years the position of Europe in world affairs has changed substantially. This course is designed essentially to study and to re-evaluate not only physical features of Europe but in addition its political and social structure. In an endeavor to give a clear presentation of Europe and its various parts, attention in time and in space will be used in order to project a clear view of Europe's problems. **Prerequisite:** World Geography.

**Geography of the Far East** 3 Sem. Hrs.

The course includes a study of Japan, Korea, China, Southern Asia, and the East Indies. It comprises an investigation of the natural factors and man's adjustment to them in the geographic background needed in (1) planning solutions for raising the standards of living, (2) understanding the social and economic activities. **Prerequisite:** World Geography.

**Geography of Latin America****3 Sem. Hrs.**

A regional study is made of South America, Mexico, and the Caribbean Lands. Special emphasis is placed on regional differences and similarities, customs, and economic adjustments to the natural environment. Latin American relations with other nations, especially with the United States, are stressed. **Prerequisite:** World Geography.

**Geography of the Pacific Realm****3 Sem. Hrs.**

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

**Geography of Pennsylvania****3 Sem. Hrs.**

This course involves the development of regional understandings of Pennsylvania, emphasizing man's cultural and economic response to his environment. The regional planning program which the commonwealth is developing is carefully investigated. Special attention is given to the resources of the state, analyzing their extent, their use, and the need for a well planned conservation program. **Prerequisite:** World Geography.

**Geography of the United States and Canada****3 Sem. Hrs.**

This is a regional study of the United States and Canada, with special emphasis being given to the physical, economic, and social conditions of both countries. Current interests and problems are discussed. **Prerequisite:** World Geography.

**Geography of the United States and Pennsylvania****3 Sem. Hrs.**

The natural, industrial, and cultural regions of the United States, are considered with special emphasis on Pennsylvania's relationship to the nation.

**Geology****3 Sem. Hrs.**

A study of the landscapes in their relation to the structure of the earth's crust. Emphasis is placed on the agencies continually at work changing the earth's surface forms, the classification and interpretation of rocks, and the evolution of life. Course work includes field work, study of rocks, minerals, and topographic maps.

**Meteorology****3 Sem. Hrs.**

Meteorology is a study of the atmosphere. This course analyzes the laws and underlying principles of atmospheric changes. Students are given an opportunity to familiarize themselves with common weather instruments, to read and interpret weather maps, to observe and record weather data, and to discuss problems arising from the use of the atmosphere as a medium of travel and transportation. **Prerequisite:** World Geography.

**Physiography****3 Sem. Hrs.**

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

**Teaching of Geography in Secondary Schools** 3 Sem. Hrs.

This course is a study of the techniques of teaching geography, geographic materials, and current curricula in geography. Considerable emphasis is placed upon the contribution of geography to the solving of national and world problems; the habits, skills, and attitudes to be gained from geography courses in the junior and senior high schools which aid the development of world understanding, the courses suitable for such groups, and new books available at this level. Required.

**Trade and Transportation** 3 Sem. Hrs.

This course is a study of world trade and the resulting major transportation routes with the various ports, railroad centers, and hinterlands. Problems that deal with the development of land, water, and air transportation are discussed. Particular attention is given to airways and aviation. Prerequisite: World Geography.

**World Problems in Geography** 3 Sem. Hrs.

The natural environment, including weather and climate, animal and plant life, peoples, soils, ocean currents, as related to planetary life. Attention is given to the use of maps.

**HEALTH AND PHYSICAL EDUCATION****Health** 2 Sem. Hrs.

This course offers a study of basic anatomy and physiology of the body systems as a foundation for the development of hygienic principles of living, and the formation of appropriate health habits and attitudes. Particular attention is given to healthful living in a college environment. Community health, including sanitation, water supply, food control, and communicable disease control are all included in the materials studied.

**Physical Education I** 1 Sem. Hr.

This course gives practice in the fundamental skills of the large muscle activity. Presentations are offered in forms acceptable at the college freshman level, with variations consistent with the needs of the individual.

Activities include touch-football, basketball, volleyball, tennis, swimming, cageball, badminton, hiking, and camp work.

Fundamental skills learned in the activity field with the purpose of gaining fitness, skill for protection and survival, skills for the off-the-job-time in which democratic beliefs are developed, skills in human relationships, and the acquisition of moral and spiritual values, are all presented in forms acceptable at the college level, but with wide variation in choice of experience.

**Physical Education II** 1 Sem. Hr.

This course is a continuation in practice of fundamental skills with special reference to the needs for teaching the Pennsylvania Course of Study for Elementary Grades. The course will include in addition to the above, some camp experience, with cooking out and safety measures included.

**Physical Education III** 1 Sem. Hr.

In this course, students are required to work with special reference to their needs in each of the fields listed for the Elementary Grades: health instruction, physical education, recreation, camping, and safety education.



## MUSIC

### Introduction to Music

2 Sem. Hrs.

This is a cultural course designed to give the student a background in music appreciation—to set up certain criteria by which music may be evaluated. The various media through which music is expressed, the study of certain selected masterpieces and their composers showing how various musical forms and styles reflect the civilization and society of a given period. Pre-classical, classical, romantic, and modern schools will be considered, and recorded compositions of each school will be studied, analyzed, and compared. The course will show the relation of music to art and poetry.

### Music for the Elementary Grades

2 Sem. Hrs.

This is a content course, planned to acquaint beginning teachers with the best materials suitable for kindergarten and first six grades. After a review of elementary theory, the various basic music series are examined as well as supplementary materials. Rote songs, action songs, and reading songs are considered and lists of recordings are compiled. It includes the time and place for the rhythm band, and for oral and written dictation. Attention is given to the correlation of music with other subjects.

### Teaching Music in the Elementary Grades

2 Sem. Hrs.

This is a methods course concerned with various techniques of teaching Music in the elementary grades. The materials for each grade are considered as well as the methods of presentation. Attention is given to oral and written dictation presenting the rote song, the technique of music reading, two and three-part music, music appreciation for different age levels, and creative music.

The course is designed to prepare and assist the regular grade teacher to teach her own music under supervision.

## ART

### Introduction to Art

2 Sem. Hrs.

The students work with art forms used in the home, school, and community. The art principles basic in selecting clothing, furniture, and articles of home decoration are included. Use of design and color by individual experience is encouraged.

### Art for Elementary Grades

2 Sem. Hrs.

Techniques of creative expression in as many media as possible are presented and practiced. Two and three dimensional forms, skill in using pencil, charcoal, crayon, and water color are experienced. There are adaptations for individual differences in self-expression.

### Teaching of Art in Elementary Grades

3 Sem. Hrs.

The core of this course is the use of the art program in relation to children's activities in school and at home. Creative art expression as enriching literature, history and other subjects provides an unlimited reservoir of projects for the future teacher. Use of materials available to the average teacher is an important feature.

**MATHEMATICS****Analytic Geometry** 3 Sem. Hrs.

Analytic geometry teaches the method of analysis in thinking. It develops the ability to form the equations for the line and conic sections and the reverse problem of recognizing the characteristics of a curve from this equation. The picturing of each curve in rectangular and polar coordinates plays the most important part in the course.

**Calculus I and II** 6 Hrs.

This course develops the idea of the social and scientific values of calculus, the idea of infinitesimal changes in time and space, and their graphical representation. It also develops the necessary mathematical skills to compute these changes. Differentiation and integration as correlative processes of the same type of thought are carried throughout. Differential equations are introduced.

**College Algebra** 3 Hrs.

This course extends the skills of secondary algebra to cover the ordinary phases of college algebra. It aims to cultivate habits of logical thought and of clear and exact expression with abstract symbols. Algebra is presented as an integrating factor in all mathematics.

**Advanced College Algebra** 3 Hrs.

The aims are the same as those of Algebra I, differing only in the extent of skills achieved and their application to the resulting broader fields.

**College Geometry** 3 Sem. Hrs.

This course aims to broaden the background of teachers of geometry in secondary schools. It represents the concepts and theorems of the modern geometry of the triangle, circle, and other related topics. Construction work, original exercises, and generalizations are stressed.

**Fundamentals of Mathematics** 3 Hrs.

This course aims at ensuring the competency in mathematics needed by a good teacher in our present day technical society. This purpose is to further the cultural development of the student, to broaden his general education and to develop mathematical skills basic to daily living and to such fields of study as social studies and science.

**History of Mathematics** 3 Sem. Hrs.

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

**Spherical Trigonometry and Navigation** 3 Sem. Hrs.

This course includes a study of the geometry of the earth, including the solution of right and oblique spherical triangles with emphasis on their application to air and sea navigation, piloting, dead reckoning, radio, and celestial navigation.

**Statistics****3 Hrs.**

This course aims to develop the ability to read tables of statistical matter with understanding; to interpret and make tables and graphs of statistical data; to compute and interpret central tendencies and deviations; to apply the ordinary skills of statistics in the fields of physical and social sciences, psychology, and education.

**Teaching of Arithmetic****3 Hrs.**

This course aims to give a background for teaching meaningful arithmetic in the elementary school: It stresses arithmetic as a system of quantitative thinking and discusses various ways and means of presenting the material to the children.

**Teaching Mathematics in Secondary Schools****3 Sem. Hrs.**

This course is designed to acquaint the student with the changes in the curriculum in secondary schools as their needs develop. It studies the unit plan of work in teaching, as well as the various methods of instruction. It shows how to diagnose individual difficulties and give remedial instruction. It attempts to give constructive suggestions for all problems in the teaching of mathematics in secondary schools. Required.

**Trigonometry****3 Sem. Hrs.**

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

**SCIENCE****Astronomy****1 Sem. Hr.**

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

**Bacteriology****3 Sem. Hrs.**

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

**Basic Biology****3 Sem. Hrs.**

This is a survey course which emphasises the fundamental principles and theories of life exhibited in plants and animals. Local field trips, class demonstrations, and laboratory studies of type forms are included in this course. Basic Biology is a required course for Elementary Education students. Students majoring in General Science and Biological Science may substitute Botany I and Zoology I in this course.



**Botany I and II****8 Sem. Hrs.**

A study is made of the plant biology, with laboratory based upon the structure and function of the plant-body parts of the angiosperms, the root, stem, leaf, bud, flower, together with variations of these. The Thallophytes, Bryophytes, Pteridophytes, and significant Spermatophytes are the sources from which the subject matter is drawn. The variations in structure and physiology and their meaning together with the economic importance and evolution of these plants, will be stressed.

**Basic Physical Science****3 Sem. Hrs.**

This course is a study of the basic principles, laws, and theories in the field of earth science. Such topics as simple machines, heat, light, sound, fluid pressure, chemical reactions and electricity, are considered. The lecture-demonstration method affords the student opportunity to observe common examples of scientific principles.

Students majoring in General Science or Physical Science may substitute Physics and Chemistry for this course.

**Inorganic Chemistry I and II****8 Sem. Hrs.**

The lectures and demonstrations deal with the fundamental theories and laws of inorganic chemistry. The laboratory experiments are designed to acquaint the student with the properties of the principal elements and their compounds. Chemistry I includes the study of the non-metallic elements and their compounds. Chemistry II includes the study of the metals and their compounds. Practical application to everyday life, and industrial implication are stressed.

**Microbiology****3 Sem. Hrs.**

This course deals with microorganisms in relation to man as they occur in soil, water, sewage, food, domestic animals, and plants. Special effort is made to distinguish between useful and harmful protozoa, bacteria, fungi, and arthropoda. Prerequisites: Botany I and II; Zoology I and II.

**Qualitative Analysis****3 Sem. Hrs.**

This abbreviated course in qualitative analysis deals with the systematic separation and identification of the more common metals and acids, cations and anions. It is Macro procedure and includes a study of the application of the ionization theory, law of mass action, and the principles of chemical equilibrium to qualitative analysis. Prerequisites: Inorganic Chemistry I and II.

**Field Botany****3 Sem. Hrs.**

This course is designed for extensive study of plants in their natural environment. Plants are classified in the field. Plant communities are recognized by typical plants and the substratum in forests, fields, and ponds where they occur. Plant culture is observed in the greenhouse, nursery, farm, garden, and plantation. Prerequisites: Botany I and II.

**Field Zoology****3 Sem. Hrs.**

Animals are observed and classified in the field, zoological garden, and museum. The study of physical and physiological adaptations to environment is emphasized. Fish and game culture and control of predators is considered from the economic point of view.

**Teaching of Science in the Secondary School** 3 Sem. Hrs.

This course prepares teachers to organize science curricula for Junior and Senior High Schools; obtain sources for supplies, equipment, and teaching aids; review and compare texts, laboratory outlines, and methods of presenting courses.

**Quantitative Analysis** 3 Sem. Hrs.

This is a study of the fundamental principles of gravimetric and volumetric analysis. Laboratory practice in preparing and standardizing of solutions, and analysis of a variety of substances by the volumetric and gravimetric methods are required. **Prerequisites:** Inorganic Chemistry I and II and Qualitative Analysis.

**Vertebrate Anatomy** 3 Sem. Hrs.

This course is based on lectures and on the dissection of the frog, necturus, turtle, and cat by each student. The variations of organs and systems are compared with similar structures of the human skeleton and models. **Prerequisite:** Zoology II.

**Teaching of Science in the Elementary Grades** 3 Sem. Hrs.

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

**Ecology** 3 Sem. Hrs.

A study is made of the plant and animal associations, distribution and environmental factors, population equilibrium, types, and methods of conservation. **Prerequisites:** Botany II and Zoology II.

**Embryology** 3 Sem. Hrs.

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

**Entomology** 3 Sem. Hrs.

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

**Genetics** 3 Sem. Hrs.

This course is designed to present the mechanics and principles governing heredity. Emphasis will be placed upon the significance of the inheritance of human traits and means of improving the race. Laboratory work includes cross breeding of known stock of *Drosophila*.

**Heat** 3 Sem. Hrs.

This is a course that embraces the study of fuels, measurements of heat, expansion, and external and internal combustion engines. The relation of heat and work, with implications to man's living. Practical application to industry is stressed. Prerequisites: Physics I and II, Algebra.

**Histology** 3 Sem. Hrs.

A general course in which the various tissues and organs, including their origin, are studied from the viewpoint of their structure and origin. Living and freshly killed tissues will supplement prepared slides. Animal tissues will be used for comparison with normal human tissue. The technique of preparing the materials used is emphasized, the student generally preparing the slides. The work is based on laboratory studies.

**Hydrostatics** 3 Sem. Hrs.

A study is made of the fundamental laws of fluid mechanics; also of the machines based on these laws, and their use to man in everyday living and in engineering. Prerequisites: Physics I and II, Algebra.

**Industrial Chemistry** 3 Sem. Hrs.

This course is a study of fundamental principles of chemistry as used in selected industries. The operating efficiency, chemical manufacture, equipment used, methods of attacking new problems, and organization of reports are studied. Each student will select a special problem from some one industry to develop experimentally and prepare a report. Prerequisites: Inorganic Chemistry I and II and Physics I.

**Magnetism and Electricity** 4 Sem. Hrs.

Study is made of magnetism, direct and alternating current motors and generators. The theory of electron tubes and their applications; the fundamentals of ultra high frequencies are presented. Prerequisite: Physics I and II.

**Mechanics** 3 Sem. Hrs.

This is a course in general mechanics treating in more detail the subject as presented in Physics I. Stress is on the study of vectors and vector forces in their application to engineering. Prerequisites: Physics I and II, Algebra and Trigonometry.

**Modern Physics** 3 Sem. Hrs.

This is a study of the recent developments in physics with emphasis on X-rays and crystal structure, models of the atom, radio-activity, artificial transmutation, electron tubes, and the cosmic ray. The basic principles of electronics and their use in radio and television are presented. Prerequisites: Inorganic Chemistry I and II, Physics I and II, and Calculus.

**Ornithology** 3 Sem. Hrs.

This course incorporates a field and text study of birds. Birds will be identified by keys and song. Especial emphasis will be given to the observation of migratory, feeding and nesting habits, and economic importance.



**Organic Chemistry I and II****4 Sem. Hrs.**

This is a general introductory course in organic chemistry including a systematic study of the more important compounds of carbon, and their occurrence, laboratory preparation, reactions, relations, and uses. Organic Chemistry I—Aliphatic Series; Organic Chemistry II—Aromatic Series. Prerequisites: Inorganic Chemistry I and II.

**Parasitology****3 Sem. Hrs.**

The purpose of this course is to acquaint students with the multitude of plants and animals that live at the expense of other plants and animals, their modifications to special habitats, and their economic significance to man as well as methods of their control. Prerequisites: Zoology II and Botany II.

**Physical Science I and II****6 Sem. Hrs.**

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

**Physics I and II****8 Sem. Hrs.**

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

Physics II is a continuation of Physics I. This course deals with the phenomena and principles of electricity, magnetism, sound, and light. Lectures and recitations are supplemented by individual laboratory work.

**Physiology****3 Sem. Hrs.**

This is a course in human physiology based on laboratory work. Anatomy and Histology are included to make the work meaningful. In the course the following are stressed: studies of the supporting tissues, muscles, nervous responses, circulatory and respiratory demonstrations, and digestive and excretory experiments.

**Science in Modern Civilization****3 Sem. Hrs.**

This course is designed to acquaint secondary students with the major discoveries and developments of science, both pure and applied. The phases of science dealing with energy contributing to health improvement, food supply, housing, clothing, and greater constructive potentials directed toward peaceful living will be stressed.

**Sound****3 Sem. Hrs.**

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

**Zoology I and II**

8 Sem. Hrs.

These courses are based upon lecture and laboratory work. The forms studied are selected from the protozoans, the invertebrates, and the vertebrates, the dogfish being the typical selected from the last classification. The study of these forms is based upon morphology, psychology, development, and variations. The ecology and evolution of these forms, together with their places in the economy of man, are also included.

**SOCIAL STUDIES****American Diplomacy**

3 Sem. Hrs.

This course presents an account of the diplomatic activities of the American people. Like other phases of American government, diplomatic activities have their beginnings during the Colonial Period. The course seeks to show the importance of diplomacy in our foreign relations throughout our entire history, its successes and failures, and the maturing of our diplomatic machinery as America assumes a larger world role.

**American Free Enterprise System**

3 Sem. Hrs.

Major economic systems, similarities and dissimilarities; population and resources; freedom and prosperity; media of exchange; saving, spending, and consuming; investing; capital and social welfare; price levels; the velocity of circulation; hoarding; demand and its replenishment; net new spending power; source of wages; employment, determinants and fluctuation; spending power control; the road to labor prosperity.

**American Government**

3 Sem. Hrs.

This course presents the basic principles of American government, the constitution of the United States, the machinery through which it is implemented, and some of its major problems: In the study of federal, state, and local governments, attention is given to current problems.

**Citizenship Education**

3 Sem. Hrs.

This course as sponsored by the Carnegie Foundation and developed at Columbia University, is predicated on the basic philosophy that a knowledge of democratic principles together with the necessary skills and attitudes will bring about a truly democratic behavior among our citizens. A thorough study will be made of the premises upon which our traditions of freedom and liberty are based, combined with an evaluation of our present day practices in the light of these premises. Students will be grounded in the use of a selected bibliography, the development of attitudes and skills, the use of evaluation techniques, and the writing and use of Laboratory Practices.

**Economics I**

3 Sem. Hrs.

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

**Economics II**

3 Sem. Hrs.

This is an advanced course dealing with wages, rents, profits, interest, and present day economic problems arising out of the different forms of economic returns.

**Early European History****3 Sem. Hrs.**

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

**Modern European History****3 Sem. Hrs.**

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

**History of Civilization I****3 Sem. Hrs.**

This course stresses the development of the culture of the modern world. It treats historically the political, economic, ethical, and religious elements of the culture of the civilizations of the Near East, the Mediterranean area, and Europe during the Middle Ages.

**History of Civilization II****3 Sem. Hrs.**

This course is a continuation of Civilization I. This study of the development of Western Civilization since the Middle Ages stresses the growth of the scientific method, the rise of industrialism, the expansion of nationalism and democracy in a socially increasing interdependent world.

**History of England****3 Sem. Hrs.**

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

**History of the Far East****3 Sem. Hrs.**

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

**History of Latin America****3 Sem. Hrs.**

This course makes a survey of Latin American history, stressing the relationships with the United States and Europe. Their political, economic, and social problems of the past several centuries are studied.

**History of Pennsylvania****3 Sem. Hrs.**

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

**Comparative Government****3 Sem. Hrs.**

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



**Municipal Government****3 Sem. Hrs.**

The course presents a survey of the cities of the United States; the growth of urbanization and its importance in the life of the nation; the relation of cities to other political units; the importance and influence of municipal politics; the political structure of city governments; and the activities undertaken by cities in meeting the needs of their populations.

**Evolution of Social Institutions****3 Sem. Hrs.**

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

**Renaissance and Reformation****3 Sem. Hrs.**

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

**Principles of Sociology****3 Sem. Hrs.**

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

**Social and Industrial United States History****3 Sem. Hrs.**

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

**Industrial Relations****3 Sem. Hrs.**

This course places emphasis on the functioning of the industrial structure as a whole. The social aspects of modern industrial organization are traced; the organization's development from guilds with simple personal relationships to the introduction of the factory system and machinery, much of which is now automatic, with impersonal human relationships, resulting in management and labor struggles; the effect on the social order through marketing, price structures, employment problems, government regulations where general welfare is involved; and concern for liberties and freedom as traditionally understood.

**Introduction to Philosophy****3 Sem. Hrs.**

This course presents the basic principles of philosophy that underlie the fields of history and social studies. Stressed are those philosophers and their contributions that have influenced our economic, social, and political institutions.

**Teaching Social Studies in Secondary Schools****3 Sem. Hrs.**

This course considers the findings of committees, experimental practices, and research in the field of history and social studies. Various courses of study are examined, methods and procedures discussed, and objective tests made and compared with the standard tests on the market. Resources and equipment needs are examined, and an appraisal of results noted in relation to social and civic content.

**Twentieth Century World****3 Sem. Hrs.**

This course shows the breakdown of European policy and the growth of new economic doctrines—Fascism, Communism, and Nazism. War becomes the means of settling disputes among states, and freedom tends to be replaced in men's minds by their desire for security.

**History of U. S. and Pennsylvania I****3 Sem. Hrs.**

This course shows the development of American life and the part which Pennsylvania contributed to it, from the period of settlement to the close of the Civil War. An evaluation of our American ideals as well as the growth of our particular type of government organization is stressed. Included are the broadening of American interests as they lead to world activities, together with their relationships to present day problems.

**History of U. S. and Pennsylvania II****3 Sem. Hrs.**

A survey is given of the political, social, and economic development of the United States and Pennsylvania from the Civil War to the present day. Especial emphasis is placed upon contemporary relationships and the underlying principles involved.

**SPECIAL EDUCATION FOR MENTALLY RETARDED****Diagnostic Testing and Remedial Teaching****3 Sem. Hrs.**

This course is designed to supply concrete and practical suggestions for carrying out remedial programs in schools. It is aimed to fill needs for children enrolled in regular classes as well as for those in classes for mentally retarded. Achievement tests are examined for diagnostic of evaluation purposes. Problems of retardation are studied. A program of remedial teaching is planned.

**Education of Exceptional Children****3 Sem. Hrs.**

The purpose of this course is to help students recognize exceptional children, to understand the problems encountered in caring for and educating them, to realize the responsibilities of parents, teachers, principals, superintendents, and laymen in further meeting their problems. If mental, physical, and social handicaps are better understood, many can be prevented.

**Mental Hygiene****3 Sem. Hrs.**

Problems of personality and mechanisms of adjustments, including a study of the origin and resolution of conflicts, and the role of emotion in the pattern of behavior are studied. Field trips to nearby mental institutions are taken.

**Mental Tests (Group)****3 Sem. Hrs.**

A study of the nature of general intelligence will be followed by a thorough study of a number of group tests. Training will be given in the administration and scoring of tests and in the interpretation of tests results.

**Mental Tests (Individual)****3 Sem. Hrs.**

Most of the time will be devoted to training in the use of the New Stanford-Binet Scale. Several individual performance tests also will be included. There will be considerable practice in the actual administration of tests under the supervision of the instructor.

**Psychology of Exceptional Children** 2 Sem. Hrs.

This course is designed particularly for those who plan to enter a field of special education. All the common types of physically, mentally, and socially exceptional children will be studied.

**Special Class Arts and Crafts I and II** 6 Sem. Hrs.

These courses will acquaint students with several types of handicraft recommended for use in teaching the mentally handicapped. Among the basic fundamentals of handicraft, weaving, woodwork, leather, book-binding, paper-mache, basketry, linoleum work, chair caning, braiding, soft toys, knitting, and crocheting will be introduced and practiced. Students will also become acquainted with various materials used in each craft.

**Special Class Methods** 2 Sem. Hrs.

This course is designed to help students understand the fundamental principles and special teaching techniques as applied to the mentally handicapped. Observations in the Special Class, demonstrating necessary special methods, comprise a part of the course. Theory and practice go hand-in-hand throughout this course.

**Student Teaching of Mentally Retarded Children** 1 Sem. Hr.

This course provides an opportunity to participate in teaching mentally retarded children.

**GENERAL SPEECH****Speech I** 2 Sem. Hrs.

This beginning course is designed to acquaint the student with the fundamental requirements of good speaking, and to afford him an opportunity to apply those principles to his own social and vocational needs through practice speeches and recordings as well as through individual and general classroom criticisms.

**Speech II** 2 Sem. Hrs.

This is a continuation of Speech I with more advanced work in preparation and research, designed to further the development of the student's initiative and to equip him to function as an adult citizen in a democracy. Discussion, parliamentary procedure, and special forms of public speaking are also studied.

**Phonetics and Voice** 3 Sem. Hrs.

In this course the student is introduced to the study of speech sounds. Through practice in reading phonetic texts and the development of ear training, he works for individual improvement.

**Oral Interpretation** 3 Sem. Hrs.

Techniques in effective presentation of the various forms of oral reading are closely studied for the purpose of enriching the teacher's ability to read aloud effectively, of increasing his own appreciation and knowledge of literature, and of aiding him in the training of students for the many literary and oratorical events inherent in the school.

**Play Production** 3 Sem. Hrs.

This is a survey of recognized principles of play production, including the elements of make-up, lighting, and scenery, as well as the direction of plays. Dramatic materials are analyzed, and laboratory work in each phase of production is required.



**Speech Program in Secondary Schools** 2 Sem. Hrs.

Students in this course study the methods by which the various units of speech may be presented in the schools, the purpose of such instruction, and the sources of materials. The relationship of the speech teacher to the school program as a whole is stressed, and visits to schools including speech in their curricula, are encouraged.

**Stagecraft, Scenic Design, and Lighting** 3 Sem. Hrs.

The history and theories of stage design and lighting are considered in this course, required laboratory work affording the student an opportunity to examine the practical aspects of each.

**Debate, Group Discussion, and Parliamentary Procedure** 3 Sem. Hrs.

Emphasis in this course is on the formal and informal study and presentation of current issues facing the citizen of today. Analysis of subject, sources of material, types of argumentation, and audience analysis receive careful attention.

**Radio I** 3 Sem. Hrs.

A brief survey of the history of broadcasting, its legislation, its policies, its practices, and its procedures, together with laboratory work are included in this course.

**Radio II** 3 Sem. Hrs.

This is a continuation of Radio I with special attention directed toward the development of short radio programs within the school. The educational and public relations responsibilities of the broadcaster are also stressed.

**Creative Dramatics and Story Telling** 3 Sem. Hrs.

The effective forces of creative dramatics and story telling from the kindergarten through the high school is studied, together with their relationship to social and experimental projects. The translation of subject matter into dramatic materials and the stimulation of creative handwork through making simple settings and costumes afford the teacher an opportunity to integrate classroom studies and the student an opportunity to explore his various talents.

**Costume and Make-up** 3 Sem. Hrs.

The development of costuming and make-up are studied as an integral part in the growth of the drama; and the adaptation of period costumes, with appropriate make-up for each, constitutes a major project with a practical carry-over for the prospective teacher. Laboratory work is an essential part of this course.

**Choral Speaking** 3 Sem. Hrs.

The role of the speaking choir as an entity and as a powerful adjunct to the drama from the 5th Century B. C. to the present is studied in this course, together with the techniques necessary to effective performance. This group may be called upon for frequent public appearances.

**Community Dramatics and Pageants** 3 Sem. Hrs.

Designed to aid the teacher of extra curricular activities and those desirous of participation in community activities, this course includes a survey of the various types of dramatics materials and methods of effective presentation.

**Speech Development and Improvement****3 Sem. Hrs.**

In this course the student studies the speech organs, the processes of speech, and the relationship of physical and mental health to speech. He undertakes a careful and systematic survey of his own speech and follows definite exercises designed to fit his individual needs.

**FOR TEACHERS OF SPEECH AND HEARING  
HANDICAPPED CHILDREN****Anatomy of Speech and Hearing Mechanisms****3 Sem. Hrs.**

An intensive study of the physiological, neurological and psychological aspects of all phases of speech and hearing. Attention will also be given to the physics of sound and the visual aspects of speech. Deviations because of organic or functional disturbances will be discussed.

**Auditory Training and Speech Reading****3 Sem. Hrs.**

Current methods for teaching the severely handicapped child or adult who needs the aid of mechanical amplification of sound and skill in speech reading for educational and vocational purposes. A study of the speech process as it is related to the visual, auditory, and kinesthetic receptors will be made. Laboratory training in the use of for the severely handicapped will be included.

**Hearing Problems****3 Sem. Hrs.**

A survey of the field of auditory education with particular emphasis on the physical and psychological elements involved. Attention will be given to the vocational and legal aspects of such problems.

**Measurement of Hearing Loss****2 Sem. Hrs.**

A course in the theory and practice of auditory measurement. Group survey methods for public schools and individual testing methods for the severely handicapped will be included.

**Phonetics****3 Sem. Hrs.**

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

**Psychology of Speech and Hearing****3 Sem. Hrs.**

This course constitutes a study of the developmental aspects of language, the relation of deviations in speech and hearing to the total personality structure, and a review of current educational practices in the field. Training is given in testing auditory acuity of individuals and groups.

**Speech Clinic I and II****4 Sem. Hrs.**

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

**Speech Pathology****3 Sem. Hrs.**

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

**Speech Problems****3 Sem. Hrs.**

This survey of the field of Speech Correction acquaints the student with literature on the subject, and particularly stresses treatment of minor speech disorders.

**Voice and Diction****3 Sem. Hrs.**

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



## Degree Curriculum For Dental Hygienists

Curriculum effective January 23, 1951

The degree of Bachelor of Science in Education will be conferred upon Dental Hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction.

"The professional education requirement for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks of not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Council and Examining Board."\*

\*Bulletin 644, 1950: Rules and Regulations for Applicants for Admission to Examination for Licensure to Practice Dentistry and Dental Hygiene and Examination Procedures.

2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

	Sem. Hrs.
A. Education -----	11
(1) Professional Orientation -----	3
(2) General Psychology -----	3
(3) Educational Psychology and Evaluative Techniques --	3
(4) Audio-Visual Education -----	2
B. General Education -----	41
(1) Communications I -----	5
or English I (3-3) and Speech I (2-2)	
Communications II -----	5
or English II (3-3) and Speech II (2-2)	
(2) Fine Arts -----	4
a. Introduction to Art 2	
b. Introduction to Music 2	
(3) Geography -----	6
a. World Geography 3	
b. Geography of the United States and Canada 3	
(4) World Culture I -----	5
or Literature I (2-2)	
and History of Civilization I (3-3)	
World Culture II -----	5
or Literature II (2-2)	
and History of Civilization II (3-3)	
(5) Social Studies -----	11
a. American Government 3	
b. Economics 3	
c. History of the United States and Penna. 3	
d. Sociology 2	
C. Electives -----	12
TOTAL -----	64

In each category above, credit will be given for equivalent courses pursued in the two year Dental Hygiene Curriculum. In such cases students must increase their electives by the number of semester hours so credited.

In the case of dental hygienists who have had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons

must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

## Degree Curriculum For Public School Nurses

The curriculum effective June 1, 1951

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

	Sem. Hrs.
A. Courses related to public school nursing	
Public School Nursing .....	2
Public School Organization .....	2
Public Health Nursing .....	6
Nutrition and Community Health .....	2
Family Case Work .....	3
<b>TOTAL</b> .....	<b>15</b>
B. General and Professional Education	
History of the United States and Pennsylvania .....	3
Communications .....	5
World Culture .....	5
American Government .....	3
Professional Orientation to Education .....	3
Educational Psychology .....	3
Audio-Visual Education .....	2
<b>TOTAL</b> .....	<b>24</b>
C. Electives .....	<b>6</b>
<b>GRAND TOTAL</b> .....	<b>45</b>

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college.

## DEPARTMENT OF BUSINESS

### PURPOSE

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

Graduates of this curriculum are fully certified to supervise or teach business subjects in any junior or senior high school of Pennsylvania.

### ENTRANCE REQUIREMENTS

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

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

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

### ADVANCED STANDING

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

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



## REGULATIONS GOVERNING THE ISSUE OF NEW CERTIFICATES TO BUSINESS EDUCATION TEACHERS

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

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

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

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

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

### EXTENSION OF COLLEGE CERTIFICATES TO INCLUDE THE BUSINESS SUBJECTS

A college certificate may be extended to include business subjects upon the satisfactory completion of 30 semester hours in business subjects from an approved teacher education curriculum in business education (action of State Council of Education December 2, 1938).

### VALIDITY OF CERTIFICATES

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

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

### **EQUIPMENT**

Business skills and practice cannot be learned wholly from books. The Department of Business is well equipped with modern office machines including standard, noiseless, and electric typewriters; adding and listing, posting, calculating, duplicating, dictating and transcribing machines; mimeoscopes, and filing equipment.

### **OFFICE PRACTICE AND BUSINESS EXPERIENCE**

A student completing this curriculum has had an opportunity to spend one year in office practice courses. In these courses a student acts as an actual business worker in four different offices where he is held responsible for the same vocational efficiency as the regularly employed office worker. This actual experience is supplemented by class instruction covering the following office skills and business knowledges; alphabetic, geographic, and numeric filing with actual practice; dictation and transcription at high rates of speed; the cutting of stencils, and the operation of the mimeograph machine; the use of the mimeoscope; the preparation of copy and duplication on the ditto and multigraph machines; the operation of the Dictaphone and Sound Scriber dictation, and transcription machines; the operation of the Burroughs posting machine, adding and listing machines, and calculators; and advanced work in business papers.

### **STUDENT TEACHING**

In order that Senior students may have an opportunity to observe and teach in actual class rooms, the Business departments of six high schools are used. In addition to the Business Department of the Bloomsburg High School, the Berwick High School, Catawissa High School, Danville High School, and two schools, located in Williamsport, now serve as student teaching centers for Business students. The two schools used in Williamsport, Pennsylvania, are: The Senior High School and Thaddeus Stevens Junior High School.

In the five high schools cooperating with the College for student teaching purposes, are over eighteen regular teachers whose purpose is to help by training students.

### **TEACHER PLACEMENT**

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

### **PLACEMENT OF BUSINESS GRADUATES**

During the past 20 years over 600 business students have graduated from Bloomsburg. Of this number 78 per cent are teaching and 16 per cent are employed in business and other occupations for a total of 94 per cent.

Placement records for the year September, 1949 to September, 1950, show 55 per cent teaching, 32 per cent in business, and 7 per cent in graduate schools for a total of 94 per cent. The armed services and marriage have claimed the remainder.

## FOUR YEAR CURRICULUM IN BUSINESS EDUCATION

New Curriculum Effective September, 1951

(Sequence of Courses Subject to Change for  
Administrative Reasons)

### BASIC FIRST YEAR

#### First Semester

Course Titles	Hours	
	Clock	Sem.
Communications I or English I (3-3) or Speech I (2-2)	5	5
Introduction to Art	3	2
Business Mathematics I	3	3
Basic Biology	4	3
Economic Geography	3	3
Health	2	2
	<u>20</u>	<u>18</u>

#### Second Semester

Course Titles	Hours	
	Clock	Sem.
Communications II or English II (3-3) or Speech II (2-2)	5	5
Introduction to Music	3	2
Basic Physical Science	4	3
Professional Orientation	3	3
Physical Education I	2	1
Accounting I	4	3
	<u>21</u>	<u>17</u>

### Third Semester

#### Combined Sequence

Course Titles	Hours	
	Clock	Sem.
World Culture I or History of Civilization I (3-3) and Literature I (2-2)	5	5
Sales and Retail Selling I	3	3
Accounting II	4	3
Shorthand I	4	3
Typewriting I	4	2
Physical Education II	2	1
Elective	0	0
	<u>22</u>	<u>17</u>

#### Stenographic Sequence

Course Titles	Hours	
	Clock	Sem.
World Culture I or History of Civilization I (3-3) and Literature I (2-2)	5	5
Sales and Retail Selling I	3	3
Shorthand I	4	3
Typewriting I	4	2
Physical Education II	2	1
Elective	3	3
	<u>21</u>	<u>17</u>

### Fourth Semester

Course Titles	Hours	
	Clock	Sem.
World Culture II or Economics I (3-3) and Literature II (2-2)	5	5
General Psychology	3	3
Shorthand II	4	3
Typewriting II	4	2
Accounting III	3	3
Physical Education III	2	1
ELECTIVES	0	0
	<u>21</u>	<u>17</u>

Course Titles	Hours	
	Clock	Sem.
World Culture II or Economics I (3-3) and Literature II (2-2)	5	5
General Psychology	3	3
Shorthand II	4	3
Typewriting II	4	2
Physical Education III	2	1
ELECTIVES	3	3
	<u>21</u>	<u>17</u>



**Fifth Semester**

**Combined Sequence**

Course Titles	Hours	
	Clock	Sem.
Educational Psychology and Evaluative Techniques .....	3	3
Shorthand III .....	4	3
Typewriting III .....	4	2
Accounting IV .....	3	3
Business Law I .....	3	3
Problems of Business Education .....	3	3
ELECTIVES .....	3	3
	<u>20</u>	<u>17</u>

**Stenographic Sequence**

Course Titles	Hours	
	Clock	Sem.
Educational Psychology and Evaluative Techniques .....	3	3
Problems of Business Education .....	3	3
Shorthand III .....	4	3
Typewriting III .....	4	2
Business Law I .....	3	3
ELECTIVES .....	3	3
	<u>20</u>	<u>17</u>

**Sixth Semester**

Course Titles	Hours	
	Clock	Sem.
Business Correspondence .....	3	3
Audio-Visual Education .....	3	2
Methods of Teaching Business Education .....	3	3
Secretarial Practice .....	5	2
Economics II or Home and Family Living .....	3	3
Business Law II .....	3	3
ELECTIVES .....	0	0
	<u>20</u>	<u>16</u>

Course Titles	Hours	
	Clock	Sem.
Business Correspondence .....	3	3
Audio-Visual Education .....	3	2
Methods of Teaching Business Education .....	3	3
Secretarial Practice .....	5	2
Economics II or Home and Family Living .....	3	3
Business Law II .....	3	3
ELECTIVES .....	0	0
	<u>20</u>	<u>16</u>

**Seventh Semester**

Course Titles	Hours	
	Clock	Sem.
Business Organization .....	2	2
American Government .....	3	3
Mathematics of Finance .....	2	2
Clerical Practice and Office Machines .....	5	2
History of United States and Penna. ....	3	3
	<u>15</u>	<u>12</u>

Course Titles	Hours	
	Clock	Sem.
Mathematics of Finance .....	2	2
American Government .....	3	3
History of the United States and Penna. ....	3	3
Clerical Practice and Office Machines .....	5	2
	<u>15</u>	<u>12</u>

**Eighth Semester**

Course Titles	Hours	
	Clock	Sem.
Student Teaching and Direction of Student Activities .....	30	12
Professional Practicum including School Law .....	2	2
	<u>32</u>	<u>14</u>

Course Titles	Hours	
	Clock	Sem.
Student Teaching and Direction of Student Activities .....	30	12
Professional Practicum including School Law .....	2	2
	<u>32</u>	<u>14</u>

**Third Semester**

**Accounting Sequence**

Course Titles	Hours	
	Clock	Sem.
World Culture I or History of Civilization I (3-3) and Literature I (2-2) .....	5	5
Sales and Retail Selling I .....	3	3
Accounting II .....	4	3
Typewriting I .....	4	2
Physical Education II .....	2	1
ELECTIVES .....	0	0
	<u>18</u>	<u>14</u>

**Selling Sequence\***

Course Titles	Hours	
	Clock	Sem.
World Culture I or History of Civilization I (3-3) and Literature I (2-2) .....	5	5
Sales & Retail Selling .....	3	3
Accounting II .....	4	3
Typewriting I .....	4	2
Physical Education II .....	2	1
ELECTIVES .....	3	3
	<u>21</u>	<u>17</u>

\*Nine semester hours of Retail Selling electives are required for certification in this Sequence.

## Accounting Sequence

## Fourth Semester

Course Titles	Hours	
	Clock	Sem.
World Culture II or Economics I (3-3) and Literature II (2-2)	5	5
Typewriting II	4	2
Accounting III	3	3
Physical Education III	2	1
General Psychology	3	3
ELECTIVES	3	3
	<u>20</u>	<u>17</u>

## Selling Sequence

Course Titles	Hours	
	Clock	Sem.
World Culture II or Economics I (3-3) and Literature II (2-2)	5	5
Typewriting II	4	2
Physical Education III	2	1
General Psychology	3	3
ELECTIVES	6	6
	<u>20</u>	<u>17</u>

## Fifth Semester

Course Titles	Hours	
	Clock	Sem.
Educational Psychology and Evaluative Techniques	3	3
Problems of Business Education	3	3
Accounting IV	3	3
Economics I	3	3
Business Law I	3	3
ELECTIVES	4	4
	<u>16</u>	<u>16</u>

Course Titles	Hours	
	Clock	Sem.
Educational Psychology and Evaluative Techniques	3	3
Problems of Business Education	3	3
Business Law I	3	3
ELECTIVES	7	7
	<u>16</u>	<u>16</u>

## Sixth Semester

Course Titles	Hours	
	Clock	Sem.
Business Correspondence	3	3
Audio-Visual Education	3	2
Methods of Teaching Business Education	3	3
Economics II or Home and Family Living	3	3
Business Law II	3	3
ELECTIVES	2	2
	<u>17</u>	<u>16</u>

Course Titles	Hours	
	Clock	Sem.
Business Correspondence	3	3
Audio-Visual Education	3	2
Methods of Teaching Business Education	3	3
Economics II or Home and Family Living	3	3
Business Law II	3	3
ELECTIVES	2	2
	<u>17</u>	<u>16</u>

## Seventh Semester

Course Titles	Hours	
	Clock	Sem.
Business Organization	2	2
American Government (3-3)	3	3
History of the United States and Penna.	3	3
Clerical Practice and Office Machines	5	3
Accounting V	3	3
Mathematics of Finance	2	2
ELECTIVES	0	0
	<u>18</u>	<u>16</u>

Course Titles	Hours	
	Clock	Sem.
Business Organization	2	2
American Government (3-3)	3	3
History of the United States and Penna.	3	3
Clerical Practice and Office Machines	5	3
Accounting V	3	3
Mathematics of Finance	2	2
ELECTIVES	3	3
	<u>15</u>	<u>13</u>

## Eighth Semester

Course Titles	Hours	
	Clock	Sem.
Student Teaching and Direction of Student Activities	30	12
Professional Practicum including School Law	2	2
	<u>32</u>	<u>14</u>

Course Titles	Hours	
	Clock	Sem.
Student Teaching and Direction of Student Activities	30	12
Professional Practicum including School Law	2	2
	<u>32</u>	<u>14</u>

## BASIC FIRST YEAR OF BUSINESS CURRICULUM

### First Semester

<i>Course Titles</i>	Hours	
	Clock	Sem.
Place and Purpose of Business Education in Social Order (inc. school visitation) .....	3	3
Health Education I, Hygiene .....	1	1
Speech .....	3	3
English I .....	4	3
(inc. Library Science)		
Business Mathematics I .....	3	3
Business Writing .....	3	1
Typewriting I .....	3	1
	20	15

### Second Semester

<i>Course Titles</i>	Hours	
	Clock	Sem.
English II .....	3	3
Health Education II, Hygiene .....	1	1
Economic Geography .....	3	3
Business Mathematics II .....	3	3
Accounting I .....	5	3
Typewriting II .....	3	1
Shorthand I .....	5	3
	23	17



## DESCRIPTION OF COURSES IN BUSINESS EDUCATION

### **Accounting I, (Elementary) 3 Sem. Hrs.**

Bookkeeping and accounting for the proprietorship; the bookkeeping cycle; special journals and special ledgers; accrued and deferred items; business papers; personal record-keeping.

### **Accounting II, (Intermediate) 3 Sem. Hrs.**

Further development of the accounting cycle; registers, petty cash, supplementary records, the voucher system; partnership formation, operation and simple dissolution; corporation characteristics, formation, accounts and records, handling of surplus, stocks and bonds; departmentalization, branch, and elementary manufacturing procedures.

### **Accounting III, (Cost) 3 Sem. Hrs.**

Modern methods of cost-finding, specific order costs, process costs, standard and estimate costs; accounting for joint products, by-products; evolution and interpretation of cost-finding methods and cost accounting systems.

### **Accounting IV, (Advanced) 3 Sem. Hrs.**

Accounting for consignments, ventures, installment sales; consolidations, mergers, parent and subsidiary accounting; estate, trust, and public accounts; stock brokerage, insurance, other advanced accounting concepts and analyses.

### **Accounting V, (Auditing) 3 Sem. Hrs.**

General procedures involved in the audit; the analysis of original records presented by type of accounts, cash, notes and accounts receivable, inventories, advances, fixed and intangible assets, notes and acceptances payable, deferred credits and operating accounts; preparation of reports; practical auditing cases.

### **Accounting VI, (Federal Taxes) 3 Sem. Hrs.**

Procedures in tax accounting, including Federal income taxes for individuals, corporations, estates and trusts; Federal estate and gift taxes; a brief treatment of Pennsylvania taxes. **Prerequisite:** Accounting III.

### **Business Mathematics I 3 Sem. Hrs.**

Review of fundamental arithmetical processes; reconstruction and extension of computational skills; application of arithmetic to accounting; improvement of quantitative reasoning.

### **Business Writing No Credit**

Reconstruction and development of handwriting skills; methods of instruction for penmanship in the secondary schools. **Required** by all students deficient in writing skills.

### **Business Correspondence 3 Sem. Hrs.**

Review of essentials of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis on the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, application letters.

- Business Organization and Finance** 2 Sem. Hrs.  
Historical background of our modern business system; responsibilities of capital and labor to society; basic tools of management; the productive process; marketing; finance; competition and risk; business and government relations.
- Business Law I** 3 Sem. Hrs.  
The nature and classification of the law; contracts; agency; negotiable instruments; case studies.
- Business Law II** 3 Sem. Hrs.  
Law of business organizations; personal property; security relations; real property; trade regulations.
- Clerical Practice and Machines** 3 Sem. Hrs.  
Fundamentals of operating the dictaphone and soundscraper dictation and transcription machines; key driven and rotary calculators; adding and listing machines; mimeograph, multigraph, and ditto duplicating machines; filing systems; office procedures; business papers.
- Mathematics of Finance** 2 Sem. Hrs.  
Practical and social application of arithmetic skills in problem solving as related to credit and installment buying, selling, investments and savings, insurance, interpretation of statistical data; modern methods of teaching business arithmetic in the high school.
- Methods of Teaching Business Subjects** 3 Sem. Hrs.  
Psychological foundations of teaching; methods of teaching general business subjects; basic skill-building procedures; methods of teaching shorthand, typewriting, and bookkeeping; demonstration teaching; lesson planning.
- Physical Education I** 2 Sem. Hrs.  
This course gives practice in the fundamental skills of the large muscle activity. Presentations are offered in forms acceptable at the college freshman level, with variations consistent with the needs of the individual.  
Activities include touch-football, basketball, volleyball, tennis, swimming, baseball, cageball, badminton, hiking, and camp work.
- Fundamental skills learned in the activity field with the purpose of gaining fitness, skill for protection and survival, skills for off-the-job time in which democratic beliefs are developed, skills in human relations, and the acquisition of moral and spiritual values are all presented in forms acceptable at the college level but with wide variation in choice of experience.
- Physical Education II** 2 Sem. Hrs.  
This course is a continuation of Physical Education I.
- Physical Education III** 2 Sem. Hrs.  
In this course emphasis is placed on more freedom of choice and on the continuation of large muscle activity.
- Retail Selling I** 3 Sem. Hrs.  
Store operation and management; techniques of selling; sales promotion; retail sales training programs, secondary and adult; current trends in retailing.

- Retail Selling II** 3 Sem. Hrs.  
Merchandise information; textiles from raw materials to finished merchandise.
- Retail Selling III** 3 Sem. Hrs.  
Merchandise information; non-textiles from raw materials to finished merchandise.
- Retail Selling IV** 3 Sem. Hrs.  
Supervised selling in selected stores.
- Secondary Business Education** 3 Sem. Hrs.  
The purposes of Secondary Business Education; the curriculum and its development; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies; trends in business education.
- Shorthand I** 3 Sem. Hrs.  
Principles of Gregg Shorthand Simplified; development of reading and writing skills; dictation at 50 to 70 words per minute; teaching techniques.
- Shorthand II** 3 Sem. Hrs.  
Further development of reading skills; fluency of writing and correctness of outlines emphasized; dictation at intermediate speeds, 70 to 90 words per minute; development of blackboard writing techniques; transcription introduced; teaching techniques stressed.
- Shorthand III** 3 Sem. Hrs.  
Advanced speed building; sustained dictation at 90 to 120 words per minute on letters, editorials, educational articles, court and congressional matter; transcription skills emphasized; teaching techniques for developing production skills stressed.
- Stenographic Office Practice** 2 Sem. Hrs.  
Theory and practice in common stenographic and secretarial activities; dictation of materials from various types of offices; advanced treatment of business problems; office etiquette; part-time work in school offices.
- Typewriting I** 2 Sem. Hrs.  
Presentation and mastery of the keyboard and operating parts of the typewriter; stroking techniques and control emphasized; production of mailable letters, manuscripts, multicopy work, business forms; teaching techniques stressed.
- Typewriting II** 2 Sem. Hrs.  
Development of job production techniques; vocational competency emphasized in typing cards, letters, envelopes, multiple carbon work, manuscript and literary materials, billing, tabulation, legal forms; stencils and hectograph masters; transcription introduced.
- Typewriting III** 2 Sem. Hrs.  
Advanced application of typewriting skills in the completion of practical office tasks; correct transcription habits and techniques; accuracy with speed and job techniques emphasized.



## DEPARTMENT OF MUSIC

(Instruction in Theory of Music with Private Lessons  
in Piano, Violin, Voice, and Organ)

STEPHEN R. HOPKINS, Director  
Yale University School of Music,  
Bachelor of Music.  
Student, Royal Academy of Music,  
Tobias Matthay Pianoforte School,  
Dalcroze School of Music, all of London.

The Department of Music offers thorough courses in applied music and theory of music under efficient instructors to beginners and advanced students. The courses are designed to meet the needs of those seeking a general music education and a broad cultural background. All teachers are urged to understand the fundamentals of the art, at least, because music today is a recognized factor in the development of the child.

The instruction is not standardized and formal. Rather an attempt is made to analyze the individual musical and technical problems of each student and to offer solutions based upon constructive thinking and consideration for the individual personality.

The State Teachers College at Bloomsburg offers superior advantages for hear music, an important phase of musical training as detailed on page 106. In addition to the student and faculty recitals of the Department of Music, the Entertainment Course offers several outstanding musical events during the season, and extra concerts are occasionally presented by world-famous artists.

### CERTIFICATE IN MUSIC

A special certificate signed by instructors giving private lessons and theory in music will be granted upon satisfactory completion of the following requirements:

1. Minimum of two years' study in instrumental, vocal, or theoretical field. Teacher's endorsement of student's qualifications and proof of a certain degree of advancement at the completion of the two years' study.
2. Satisfactory completion of a one year course in sight singing and ear training.
3. Satisfactory completion of one year course in theory of music (for students other than those specializing in theory).
4. Students (other than piano) must study piano for one year or demonstrate equivalent proficiency.

## COURSES OF INSTRUCTION

### Piano

Careful attention is given to acquiring a sound foundation in all the phases of piano technique through the study of the best piano music. For beginners, folk-songs or simple pieces by great composers are used. Then follows a study of the works of Bach, Mozart, Haydn, Beethoven, Chopin, Schumann, and other composers of the romantic and modern periods.

### Organ

Students must have a good piano technic. Considerable time is spent in acquiring a facile pedal technic; then in making a study of the organ compositions of the various periods in musical history. In addition, students are prepared for playing church services.

### Voice

The art of singing is presented with utmost detail and precision. The fundamentals of tone production, breathing, diction, interpretation, and stage deportment are emphasized. A careful selection of repertoire is made to suit the needs and the ability of the singer. Students are trained for recital and church work.

### Violin

Great stress is placed upon position, tone quality, the intricacies of bowing, technic, repertoire, and the preparedness for solo and ensemble work in public recital. In addition to exercises by Hohmann, Kayser, Kreutzer, Musin, Paganini, and others, pieces by Bach, Beethoven, Mendelssohn, Brahms, Vieuxtemps, and all the leading composers are studied. Advanced students are assigned concerti and sonatas of the standard violin literature.

### Theory of Music

Practice is given in elementary harmony, followed by advanced harmony and its application to musical composition. Later, two- and three-part counterpoint is studied, and the analysis of the various musical forms is begun. Written and analytical work is supplemented by practice at the keyboard.

## RECITALS

Recital classes are held frequently to give the students an opportunity to play for each other.

Public recitals are held during the year to provide experience in public performance. The auditorium in Carver Hall where such recitals are held, is attractive and modern, especially suitable for musical programs.

## ENSEMBLE PLAYING

The Department of Music offers special training in ensemble playing for pianists and violinists under the direction of a member of the faculty.

### MUSIC FOR CHILDREN

Instruction is offered in violin and piano. The Department of Music feels that it can successfully bring out to the fullest extent the natural ability that so many children possess. This is done by stimulating musical initiative and imagination. In addition, fundamental theoretical training through the use of scales is applied to the instrumental lessons, and time is given to sight reading and ear training.

For very young children, a shorter lesson period than the usual half-hour may be arranged.

Children will frequently have an opportunity to play for each other, but playing in public recitals is not obligatory.

### EXPENSES FOR MUSIC STUDENTS

Individual instruction in Piano, Voice, or Violin: \$32.00 per semester for one half-hour per week; single lesson rate, \$2.50; \$64.00 for two half-hour lessons per week.  
of Pennsylvania.

Individual instruction in Theory: \$24.00 per semester for one half-hour lesson per week; \$48.00 for two half-hour lessons per week.

Class in Theory: \$7.00 per semester for one hour per week.

Class in Sight Singing and Ear Training: \$7.00 per semester for one hour per week.

### CONDITIONS FOR ENROLLMENT

It is understood that all students registering in the Department of Music at the beginning of a semester are enrolled for the whole semester unless other arrangements are specifically made at the time of registration. No rebate will be made on account of lessons missed by students. Students taking less than the work of a semester will be charged at the lesson rate of \$2.50.

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

No student may appear in public, or take part in a radio broadcast, without permission of the instructor.



**EVENING ARTISTS COURSE—1951-1952**

1. Hedgerow Theatre Group—"She Stoops to Conquer."
2. National Male Quartet—Civic Music Number.
3. Ferrante and Telcher—Male Duo Pianists—Civic Music Number.
4. Marais and Muranda—Folk Songs—Civic Music Number.
5. Stephen Kennedy, Baritone—Civic Music Number.
6. Barter Theatre of Virginia—"The Pursuit of Happiness."
7. Salzedo Concert Ensemble—Civic Music Number.

**EVENING ARTISTS COURSE—1950-1951**

1. Barter Theatre Players—"The Comedy of Errors."
2. Colonel Philip La Follette, Lecturer.
3. Westminster Senior Choir.
4. Bakaleinikoff Sinfionetta.
5. Sylvia Zaremba, Pianist.
6. Aaron Rosand, Violinist.
7. Winifred Heekman, Mezzo-Soprano.
8. Greer and Sullivan, Soprano and Tenor—Joint Recital.

**EVENING ARTISTS COURSE—1949-1950**

1. Iitia Namoura, Dancer.
2. Margaret Webster, Shakespearean Productions—"The Taming of the Shrew."
3. Evelyn MacGregor, Contralto, and Morton Bowe, Tenor.
4. Hugh Thompson, Baritone.
5. National Male Quartet.
6. Francine Falkon, Contralto.
7. Benno and Sylvia Rabinof, Piano and Violin.
8. Luboshutz and Nemenoff, Piano Duet.

**EVENING ARTISTS COURSE—1948-1949**

1. Henry Scott, Pianist.
2. Margaret Daum, Soprano, and Stephen Kennedy, Baritone.
3. Eva Jessye Choir.
4. Iva Kitchel, Dancer
5. Thomas L. Thomas, Baritone.
6. Sydney Foster, Pianist.
7. Eula Beal, Contralto.

## ANALYSIS OF ENROLLMENT TRENDS

(Figures Are For Years Ending May 31)

### Number of Different Students

	1949	1950	1951	1952
Regular Students .....	839	894	857	800
Part-Time and Extension Classes for Teachers-in-Service .....	174	135	125	73
Summer Sessions .....	1421	1310	1189	964
<b>TOTAL ENROLLMENT .....</b>	<b>2434</b>	<b>2339</b>	<b>2171</b>	<b>1837</b>

### Adjusted Enrollment on Full-Time Basis

	839	894	857	800
Regular Students .....				
Part-Time and Extension Classes for Teachers-in-Service .....	74	53	53	27
Summer Sessions .....	166	156	143	114
<b>TOTAL ADJUSTED ENROLLMENT ..</b>	<b>1079</b>	<b>1103</b>	<b>1053</b>	<b>941</b>

## FORM OF WILL (Real Property)

I give and devise to the Bloomsburg State Teachers College Bloomsburg, Pennsylvania, the following real estate (here give the description of the Real Estate). This devise is to be administered by the Board of Trustees of the State Teachers College at Bloomsburg, Pennsylvania, under the Laws of the Commonwealth of Pennsylvania.

## FORM OF WILL (Money Bequest)

I give and bequest to the State Teachers College, Bloomsburg, Pennsylvania, the sum of \$-----, to be paid by my executors, ----- months after my decease, to the Board of Trustees of the State Teachers College, Bloomsburg, Pennsylvania, to be administered under the Laws of the Commonwealth of Pennsylvania.

## BLOOMSBURG'S PART IN THE CITIZENSHIP EDUCATION PROJECT

The Citizenship Education Project at Teachers College, Columbia University, was planned in 1949 when President William F. Russell proposed a far reaching program for democratic citizenship. In discussing this proposal with General Eisenhower, President of Columbia, Dr. Russell received enthusiastic encouragement in his plans for the preparation of better citizens. And after submitting the details to the Carnegie Foundation, the proponents received from that organization the sum of \$450,000 in support of the Project for the first two year period beginning with September, 1949.

President Russell's idea was that citizenship was a matter of conduct as much as of knowledge, and that book learning must therefore be joined to action if good citizenship is to result. Consequently, the laboratory practices developed by the CEP are the result of this conviction, and are intended to combine classroom learning with actual experiences in such a way as to impress upon the individual the duties of the American student.

The purpose of this Conference is to plan a long range program of teacher education with reference to citizenship without in any way attempting to propose a pattern for uniform adoption. Eight professors from as many teachers colleges have begun their work by studying the course-planning procedures used by instructors at the August and September conferences. Using these course plans as a starting point, they will move on to more specific approaches to the problem of teacher training, for the present focusing their efforts on the teaching of social studies in senior high schools.

Initially, the members of this Project came together at Columbia to select materials and to discuss practices by which the history of our country, the premises from which it has grown, and the problems which now confront it, all might be made more live and real to high school students. In turn, the teachers from these original eight colleges consulted with hundreds of experts in the various fields affected.

Obviously, the teacher plays an important role in any such program for the education of citizens. Indeed, it is equally apparent that the institutions in which teachers receive their professional preparation occupy a strategic position in the whole program.



## PRELIMINARY ENROLLMENT BLANK

This blank, together with a check (or Money Order drawn on the Postmaster, Harrisburg, Pennsylvania) for \$10.00, payable to the Commonwealth of Pennsylvania, should be mailed to State Teachers College, Bloomsburg, Pennsylvania. Freshman students and other students entering college for the first time will pay \$15.00 additional by check (or Money Order) payable to the order of Community Activities. These sums of \$10.00 and/or \$15.00 will be used as part payment of your fees. Do not send currency.

Name of Applicant -----  
Last Name First Name Middle Initial

Address of Applicant -----  
Number and Street

-----  
Town County State

Date of Birth -----  
Month Day Year

Curriculum:

Business

Elementary

Secondary

Desire to Enter:

June ----, 195\_\_

September ----, 195\_\_

January ----, 195\_\_

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

If not, give address at which you expect to live while attending college

-----

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

When were you graduated? -----

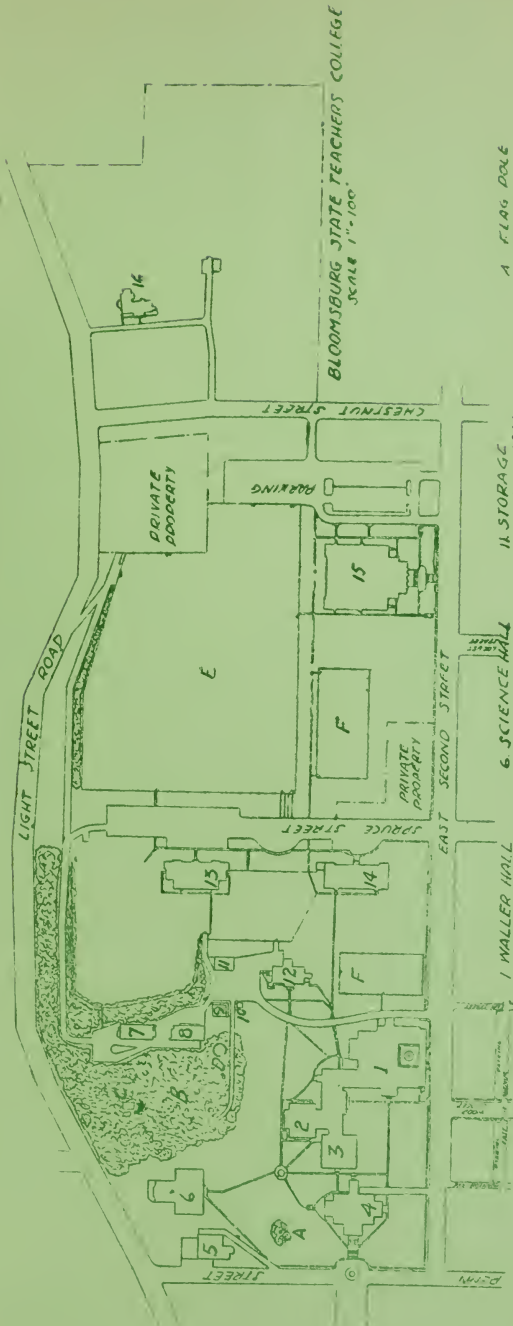
Is this your first enrollment in this instiution? -----

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

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

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

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



BLOOMSBURG STATE TEACHERS COLLEGE  
SCALE 1"=100'

- A FLAG POLE
- B GROVE
- C PERGOLE
- D LAGOON
- E LABORATORY SCHOOL
- F ATHLETIC FIELD
- G CENTENNIAL GYMNASIUM
- H TENNIS COURTS
- I PRESIDENTS HOUSE

- 1 WALLER HALL
- 2 RECREATION CENTER
- 3 NOETLING HALL
- 4 CARVER HALL
- 5 HEATING PLANT
- 6 SCIENCE HALL
- 7 LAUNDRY
- 8 SHOP & STORAGE
- 9 COLLEGE RESIDENCE
- 10 GREEN HOUSE
- 11 STORAGE
- 12 NORTH HALL
- 13 MAY HALL
- 14 BENJAMIN FRANKLIN LABORATORY SCHOOL
- 15 CENTENNIAL GYMNASIUM
- 16 PRESIDENTS HOUSE



## THE WILL TO LEARN

They do me wrong who say I come no more  
When once I knock and fail to find you in;  
For every day I stand outside your door,  
And bid you wake to rise and fight and win.

Wail not for precious chances passed away;  
Weep not for golden ages on the wane;  
Each night I burn the records of the day;  
At sunrise every soul is born again.

Judge Walter Malone

Selected by Alfred Chiscon, Kingston, Pennsylvania