

# CATALOGUE



*--William Boyd Sutliff Hall*

STATE TEACHERS COLLEGE  
BLOOMSBURG, PENNSYLVANIA

1959-1961

## HOW TO USE THIS BULLETIN

Consult the Table of Contents for the general plan of the book and for specific page references.

If you do not find the answers to particular problems or questions, please write for further information to President Harvey A. Andruss, State Teachers College, Bloomsburg, Pennsylvania.

### QUESTIONS FREQUENTLY ASKED:

- (1) How much does it cost to attend the State Teachers College at Bloomsburg?  
(page 29)
- (2) What are the requirements for admission?  
(pages 33-36)
- (3) What are the graduation requirements?  
(pages 34-36)
- (4) Can I prepare to teach in the elementary grades?  
(pages 47-48)
- (5) Can I prepare to teach high school subjects?  
(page 48)
- (6) What special curriculums are offered at Bloomsburg?  
(pages 56-58 and 96-98)
- (7) Where would I live?  
(pages 22-28)
- (8) Is Bloomsburg approved for Veterans' Education?  
(page 34)
- (9) What credits can be transferred from other colleges and universities?  
(page 35)
- (10) What is the content of the several curriculums?  
(pages 47-58, 88-90, and 99-101)
- (11) What extracurricular activities are available?  
(pages 41-44)
- (12) Are scholarships available at Bloomsburg?  
(page 32)
- (13) What standards of scholarship are expected?  
(pages 34-36)
- (14) What record of placement does Bloomsburg have?  
(page 107)

### ACCREDITED BY

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

# State Teachers College Bulletin

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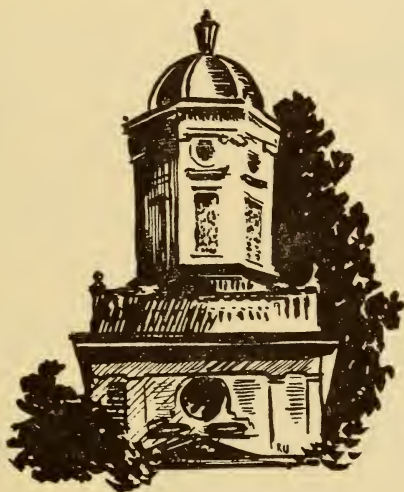
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1959 - 1960 - 1961

Dec. 1959

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CATALOGUE ISSUE



CARVER HALL TOWER

## **BLOOMSBURG, PENNSYLVANIA**


The State Teachers College Bulletin is issued in August,  
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**BLOOMSBURG STATE TEACHERS COLLEGE PRESENTS**  
**ACADEMIC AND PROFESSIONAL OFFERINGS**

**Superior Higher Education** at Reasonable Cost (\$800-900 a year)

**Specialized College Faculty** (25% Hold Doctor's Degree)

**Fully Accredited by Regional and National Agencies, Including**  
National Council for Accreditation of Teacher Education  
Middle States Association of Colleges and Secondary Schools  
Pennsylvania State Council of Education

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

American Council on Education  
National Association for Business Teacher Education  
National Office Management Association

**Special Courses** in Business Education, Dental Hygiene, Public School  
Nursing, Speech Correction, Special Education for the Mentally  
Retarded.

**ATHLETICS**

Three Gymnasiums  
Sunlighted Indoor Tile Swimming Pool  
Two Athletic Fields  
Quarter-mile Running Track  
Tennis Courts  
Handball Courts  
Intercollegiate Teams:  
Football, Basketball, Baseball, Wrestling, Track, and Field Sports

**EXTRA-CURRICULAR OFFERINGS**

Music, Athletics, Dramatics, Nature Study, Journalism  
Professional Fraternities and Specialized Clubs  
Attractive Social Rooms  
Columbia County Historical Society  
State Parks and Recreation Areas  
Hunting and Fishing  
Town Park with Outdoor Swimming Pool  
Community Artists Program  
Bowling  
Roller Skating

**CALENDAR FOR ACADEMIC YEAR 1959 - 1960**

**1959 JUNE 1959**

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				

**1959 JULY 1959**

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	

**1959 AUGUST 1959**

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					

**1959 SEPTEMBER 1959**

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			

**1959 OCTOBER 1959**

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

**1959 NOVEMBER 1959**

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					

**1959 FIRST SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, June 8

Classes End ..... Friday, June 26

**1959 SECOND SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, June 29

Classes End ..... Friday, July 17

**1959 THIRD SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, July 20

Classes End ..... Friday, August 7

**1959 FOURTH SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, August 10

Classes End ..... Friday, August 28

**THE FIRST SEMESTER 1959-1960**

Registration and Orientation of  
Freshmen ..... Tuesday, September 15

Registration of Upper-  
classmen ..... Wednesday, September 16

Classes begin with First  
Period ..... Thursday, September 17

Thanksgiving Recess begins at close of  
Classes ..... Tuesday, November 24

## CALENDAR FOR 1959 - 1960

## 1959 DECEMBER 1959

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		

## 1960 JANUARY 1960

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						

## 1960 FEBRUARY 1960

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				

## 1960 MARCH 1960

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		

## 1960 APRIL 1960

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

## 1960 MAY 1960

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 ends at  
8:00 A.M. \_\_\_\_\_ Monday, November 30

Christmas Recess begins at close of  
Classes \_\_\_\_\_ Wednesday, December 16

Christmas Recess ends at  
8:00 A.M. \_\_\_\_\_ Monday, January 4

First Semester ends at close of  
Classes \_\_\_\_\_ Saturday, January 30

## THE SECOND SEMESTER 1959-1960

Registration \_\_\_\_\_ Wednesday, February 3

Classes begin \_\_\_\_\_ Thursday, February 4

Easter Recess begins at close of  
Classes \_\_\_\_\_ Wednesday, April 13

Easter Recess ends at  
8:00 A.M. \_\_\_\_\_ Monday, April 18

Second Semester ends at close of  
Classes \_\_\_\_\_ Thursday, May 26

Alumni Day \_\_\_\_\_ Saturday, May 28

Commencement and  
Baccalaureate \_\_\_\_\_ Sunday, May 29



**CALENDAR FOR 1960 - 1961**

**1960 JUNE 1960**

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		

**1960 JULY 1960**

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						

**1960 AUGUST 1960**

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						

**1960 SEPTEMBER 1960**

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						

**1960 OCTOBER 1960**

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					

**1960 NOVEMBER 1960**

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						

**1960 FIRST SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, June 6  
 Classes End ..... Friday, June 24

**1960 SECOND SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, June 27  
 Classes End ..... Friday, July 15

**1960 THIRD SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, July 18  
 Classes End ..... Friday, August 5

**1960 FOURTH SUMMER SESSION—**

**Three Weeks**

Classes Begin ..... Monday, August 8  
 Classes End ..... Friday, August 26

**FIRST SEMESTER 1960-1961**

Registration and Orientation of  
 Freshmen ..... Tuesday, September 13

Registration of Upper-  
 classmen ..... Wednesday, September 14

Classes begin with First  
 Period ..... Thursday, September 15

Thanksgiving Recess begins at close of  
 Classes ..... Tuesday, November 22

## CALENDAR FOR 1960 - 1961

## 1960 DECEMBER 1960

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

## 1961 JANUARY 1961

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				

## 1961 FEBRUARY 1961

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				

## 1961 MARCH 1961

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	

## 1961 APRIL 1961

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						

## 1961 MAY 1961

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 ends at  
8:00 A.M. \_\_\_\_\_ Monday, November 28

Christmas Recess begins at close of  
Classes \_\_\_\_\_ Wednesday, December 14

Christmas Recess ends at  
8:00 A.M. \_\_\_\_\_ Wednesday, January 4

First Semester ends  
noon \_\_\_\_\_ Saturday, January 28

## SECOND SEMESTER 1960-1961

Registration \_\_\_\_\_ Tuesday, January 31

Classes begin \_\_\_\_\_ Wednesday, February 1

Easter Recess begins at close of  
Classes \_\_\_\_\_ Wednesday, March 29

Easter Recess ends at  
8:00 A.M. \_\_\_\_\_ Tuesday, April 4

Second Semester  
ends \_\_\_\_\_ Wednesday, May 24

Alumni Day \_\_\_\_\_ Saturday, May 27

Commencement and  
Baccalaureate \_\_\_\_\_ Sunday, May 28

**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION**

CHARLES H. BOEHM, Superintendent of Public Instruction  
Chairman, Board of State Teachers College Presidents  
Chairman, State Council of Education  
Ex-officio Member, Board of Trustees

RALPH C. SWAN, Deputy Superintendent

GEORGE W. HOFFMAN, Deputy Superintendent

CARL E. SEIFERT, Deputy Superintendent

CLARENCE ACKLEY, Deputy Superintendent

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Paul R. Anderson .....	Pittsburgh
Cathleen M. Champlin .....	Philadelphia
James H. Duckrey .....	Cheyney
Pearl Buck Walsh .....	Dublin
George E. Hamilton .....	Meadville
Andrew J. Nowak .....	Erie
O. H. English .....	Abington
Stephen B. Sweeney .....	Philadelphia
Millard E. Gladfelter .....	Philadelphia

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Carl E. Fleckenstine, Vice President .....	R.D. 2, Orangeville
Howard S. Berninger, Secretary .....	Bloomsburg
Bernard J. Kelley .....	Philadelphia
Harold L. Paul .....	Pottsville
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John H. Shuman .....	Bloomsburg
Leo S. Dennen .....	R.D. 1, Turbotville
Sam Jacobs .....	Danville
Harvey A. Andruss .....	President of the College

## ADMINISTRATIVE PERSONNEL

Harvey A. Andruss	President
Mrs. Anna M. Knight	Institutional Secretary
John A. Hoch	Dean of Instruction
C. Stuart Edwards	Director of Admissions and Placement
Mrs. Elizabeth Miller	Dean of Women
Mary E. Macdonald	Assistant Dean of Women
Walter R. Blair	Dean of Men
Ralph S. Herre	Assistant Dean of Men
George G. Stradtman	Assistant Dean of Men
Royce O. Johnson	Director of Elementary Education
Ernest H. Engelhardt	Director of Secondary Education
Thomas B. Martin	Director of Business Education
Donald F. Maietta	Director of Special Education
M. Beatrice Mettler	Resident Nurse
Paul G. Martin	Business Manager
Jennings B. Knoebel	Superintendent of Buildings and Grounds

## STANDING COMMITTEES

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Assembly and Evening Programs	Boyd F. Buckingham
Athletics and Recreation	Russell E. Houk
Audio-Visual Education	Edward M. Van Norman
Commencement Week Activities	Walter S. Rygiel
Faculty Affairs	President of Faculty Association
Fraternities	Martin A. Satz
Homecoming	Kimber C. Kuster
Library Policy	Cecil C. Seronsy
Orientation	Mary E. Macdonald
Publications	Edward T. DeVoe
Public Relations	Boyd F. Buckingham
Scholarships and Grants	Kimber C. Kuster

The Dean of Instruction, Dean of Men, and Dean of Women are members of all committees. The Business Manager 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 University, Ed.D.
- BRUCE E. ADAMS *Geography*  
State Teachers College, Lock Haven, Pennsylvania, B.S.; Pennsylvania  
State University, M.Ed.; Graduate Study, *ibid.*
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McMurray College, Jacksonville, Illinois; Western State College, Ma-  
comb, Illinois, B.S.; Columbia University, M.A.; Graduate Study, Uni-  
versity of Colorado. Columbia University.
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State Teachers College, Lock Haven, Pennsylvania, B.S.; Pennsylvania  
State University, M.Ed.; Graduate Study, Columbia University.
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University of Chicago, Ph.B.; Graduate Study, University of Indiana;  
University of Chicago.
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Kutztown State Teachers College, Kutztown, Pennsylvania; Franklin &  
Marshall, A.B.; Columbia University, M.A.; Graduate Study, Pennsylv-  
ania State University.
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State Teachers College, Bloomsburg, Pennsylvania, B.S.; Bucknell Uni-  
versity, M.S.; Graduate Study, Pennsylvania State University.
- EDWARD T. DE VOE *English*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Bucknell Uni-  
versity, M.S. in Ed.; Pennsylvania State University, Ed.D.
- MRS. VIRGINIA A. DUCK *English*  
Pennsylvania State University, B.A.; Graduate Study, Duke University.
- C. STUART EDWARDS *Director of Admissions and Placement*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Pennsylvania  
State University, M.Ed.; Graduate Study, Northwestern University;  
Pennsylvania State University.
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Bucknell University, A.B.; New York University; Bucknell University,  
M.A.; University of Pittsburgh, Ed.D.
- BEATRICE M. ENGLEHART *Benjamin Franklin Laboratory School*  
State Teachers College, Bloomsburg, Pennsylvania. B.S. in Ed.; Bucknell  
University, M.S. in Ed.
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Pennsylvania State University, B.S.; Graduate Study, University of Penn-  
sylvania, Bucknell University.

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State Normal School, Bloomsburg, Pennsylvania; University of Michigan, B.A.; New York University, M.A.; Graduate Study, University of Pennsylvania.
- GEORGE J. FIKE *Education*  
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Temple University, B.A.; New York University, M.A.; Graduate Study, Harvard University; Chicago University.
- MRS. DEBORAH W. GRIFFITH *Benjamin Franklin Laboratory School*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Columbia University (Teachers College) M.A.
- DONALD B. HEILMAN *Social Studies*  
State Teachers College, West Chester, Pennsylvania, B.S.; Temple University, M.A.
- RALPH S. HERRE *Social Studies*  
Colgate University, B.S.; Teachers College, Albany, New York, M.A.; Graduate Study, Clark University; New York University; University of Buffalo; Pennsylvania State University, Ed.D.
- NORMAN L. HILGAR *Business Education*  
Grove City College, B.S.; University of Pittsburgh, M.A.
- CLAYTON H. HINKEL *Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Temple University, M.Ed.; Graduate Study, New York University; Pennsylvania State University; Columbia University.
- JOHN A. HOCH *Dean of Instruction*  
Pennsylvania State University, A.B.; Bucknell University, M.A.; Graduate Study, Pennsylvania State University.
- MARY E. HOMRIGHOUS *Speech*  
University of Illinois, A.B., M.A.; Graduate Study, Northwestern University; Stanford University.
- RUSSELL E. HOUK *Physical Education*  
State Teachers College, Lock Haven, Pennsylvania, B.S.; Bucknell University, M.S.
- M. PATRICIA HOUTZ *Business Education*  
Susquehanna University, B.S.; Pennsylvania State University, M.S. Graduate Study, *ibid.*
- ROYCE O. JOHNSON *Director of Elementary Education*  
Lock Haven State Teachers College, Lock Haven, Pennsylvania, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, University of Pittsburgh; Pennsylvania State University.
- WARREN I. JOHNSON *Benjamin Franklin Laboratory School*  
State Teachers College, West Chester, Pennsylvania, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University.

- ELINOR R. KEEFER *Librarian*  
Muskingum College, A.B.; University of Pittsburgh, L.L.M.; Library School, George Peabody College, Library Science, B.S.
- MARY E. KRAMER *Special Education*  
State Teachers College, Kutztown, Pennsylvania, B.S.; Lehigh University, M.A.; Graduate Study, Syracuse University.
- KIMBER C. KUSTER *Biological Science*  
State Normal School, Bloomsburg, Pennsylvania; University of Michigan, B.S., M.S., Ph.D.
- HAROLD H. LANTERMAN *Physical Science*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; New York University, M.A.; Graduate Study, New York University; Pennsylvania State University, Ed.D.
- MARY E. MACDONALD *Assistant Dean of Women*  
University of Michigan, A.B.; Columbia University, A.M.; Graduate Study, Columbia University.
- DONALD F. MAIETTA *Director of Special Education*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; University of Pittsburgh, M.S., Ph.D.
- THOMAS B. MARTIN *Director of Business Education*  
Kirksville State Teachers College, Kirksville, Missouri, B.S.; University of Tennessee, M.S.; Indiana University, Ed.D.
- NELL MAUPIN *Social Studies*  
Peabody Teachers College, B.A.; Vanderbilt University; Chicago University; University of Iowa, M.A., Ph.D.; Graduate Study, New York University.
- MRS. MARGARET E. McCERN *Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, *ibid.*
- ELEANOR J. McCUE *Benjamin Franklin Laboratory School*  
State Teachers College, Clarion, Pennsylvania, B.S.; Pennsylvania State University, M.Ed.
- MRS. CHARLOTTE A. McKECHNIE *English*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.
- M. BEATRICE METTLER *Resident 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.
- MRS. ELIZABETH B. MILLER *Dean of Women*  
State Teachers College, Slippery Rock, Pennsylvania, B.S.; Pennsylvania State University, M. Ed.; Graduate Study, Syracuse University.
- NELSON A. MILLER *Music*  
State Teachers College, Indiana, Pennsylvania, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, University of Pittsburgh; Pennsylvania State University.

- DONALD D. RABB *Biological Science*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Bucknell University, M.S.Ed.; Graduate Study, Pennsylvania State University.
- FRANCIS J. RADICE *Business Education*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Pennsylvania State University, M.Ed.
- GWENDOLYN REAMS *Assistant Librarian*  
University of Alabama, B.A.; George Peabody College, M.A.; Graduate Study, University of North Carolina; University of Alabama.
- KENNETH A. ROBERTS *Benjamin Franklin Laboratory School*  
State Teachers College, Bloomsburg, Pennsylvania, B.S.; Bucknell University, M.S.
- J. ALMUS RUSSELL *English*  
Dartmouth College, A.B.; Cornell University, A.M., Ph.D.; London University, Certificate.
- WALTER S. RYGIEL *Business Education*  
Temple University, B.S., M.Ed.; Graduate Study, Temple University; University of Pennsylvania; Pennsylvania State University; Bucknell University.
- MARTIN A. SATZ *Psychology*  
University of Minnesota, B.A., M.A.; University of Washington, Ph.D.
- TOBIAS F. SCARPINO *Science*  
State Teachers College, Kutztown, Pennsylvania, B.S.; Bucknell University, M.S.
- RUSSELL F. SCHLEICHER *Education*  
Pennsylvania State University, B.S.; Lehigh University, M.A.; Graduate Study, Pennsylvania State University.
- GILBERT R. W. SELDERS *Education*  
Pennsylvania State University, B.A.; M.Ed.; Ed.D.
- JOHN J. SERFF *Social Studies*  
State Teachers College, Shippensburg, Pennsylvania, B.S.; Pennsylvania State University, M.Ed., Ph.D.
- CECIL C. SERONSY *English*  
University of Virginia, B.A.; Harvard University, M.A., Ph.D.
- HAROLD S. SHELLY *Physical Education*  
Ohio Northern University, A.B.; University of Michigan, M.A.; Graduate Study, University of Cincinnati.
- MRS. BARBARA J. L. SHOCKLEY *Social Studies*  
University of Oklahoma, B.A.; University of Utah, M.S.; University of Pennsylvania, Ph.D.
- JOHN R. SHUMAN *Mathematics*  
Pennsylvania State University, B.S., Ph.M.; University of Wisconsin, Ph.D.; Graduate Study, University of Michigan.



- WILLIAM B. STERLING *Earth and Aviation Sciences*  
Plattsburgh State Normal School, Diploma; University of Buffalo, B.S.;  
Syracuse University, M.S.Ed.; Flight Instructor's Rating, Designated  
Flight Examiner No. 3499 (C.A.A.); United Air Lines Pilot School,  
Cheyenne, Wyoming; Graduate Study, Pennsylvania State University.
- MARCELLA M. STICKLER *Benjamin Franklin Laboratory School*  
State Teachers College, Lock Haven, Pennsylvania, B.S.; St. Bonaventure  
College, M.S.; Graduate Study, Pennsylvania State University.
- GEORGE G. STRADTMAN *Mathematics and Science*  
State Teachers College, Millersville, Pennsylvania, B.S.; Temple Uni-  
versity, Ed.M.; Graduate Study, Pennsylvania State University, Temple  
University, Union College.
- EUGENE D. THOENEN *Social Studies*  
West Virginia University, A.B., M.A., Ph.D.
- ROBERT P. ULMER *Art*  
State Teachers College, Kutztown, Pennsylvania, B.S. in Art Ed.; Penn-  
sylvania State University, M.Ed. in Art Ed.; Graduate Study, *ibid.*
- EDWARD M. VAN NORMAN *Education*  
Pennsylvania State University, B.S.; M.Ed.
- E. PAUL WAGNER *Psychology*  
Pennsylvania State University, B.S., M.Ed., Ed.D.; Public School Psy-  
chologist.
- GLENN S. WEIGHT *English*  
Pennsylvania State University, B.A.; Carnegie Institute of Technology,  
M.S.L.S.; Pennsylvania State University, M.A., Ph.D.
- MARY E. WRAY *Physical Education*  
Lake Erie College, A.B.; Pennsylvania State University, M.S.; Graduate  
Study, University of Pittsburgh.
- EDITH G. ZINN *Art*  
Pennsylvania State University, B.A.; M.A.

"Education is leading human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means; the training which makes men happiest in themselves also makes them most serviceable to others."

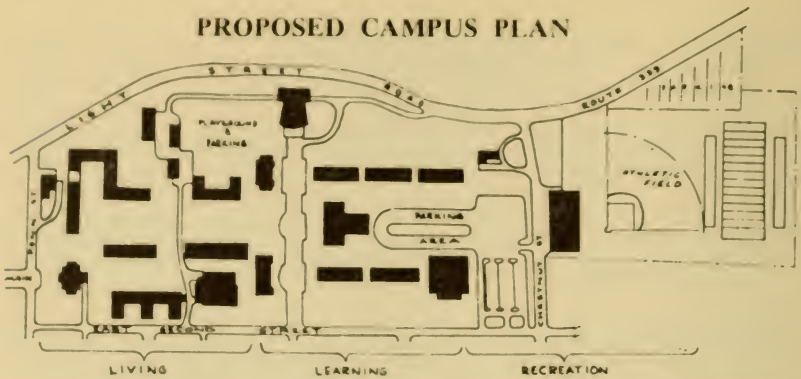
—John Ruskin

## FACULTY EMERITI

- MRS. LUCILE J. BAKER (Retired May, 1956) *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.
- JOHN J. FISHER (Retired May, 1951) *Psychology*  
Goshen College, B.A.; Indiana University, M.A.; Graduate Study, University of Pennsylvania, Columbia University, Ohio State University.
- MAY T. HAYDEN (Retired May, 1941) *Elementary Education*  
University of California; University of Washington; Columbia University; Washington State College, B.A.; Columbia University, M.A.; Graduate Study, Columbia University.
- EDNA J. HAZEN (Retired May, 1958) *Director of Elementary Education*  
State Normal School, Edinboro, Pennsylvania; Allegheny College, Meadville, Pennsylvania; Columbia University, B.S., M.A.; Graduate Study, New York University.
- ALICE JOHNSTON (Retired Jan., 1952) *Speech*  
Park College, Mo., L.B.; Columbia University, M.A.; Graduate Study, University of Chicago; University of Michigan; University of Wisconsin; Columbia University.
- MARGUERITE W. KEHR (Retired June, 1953) *Dean of Women*  
University of Tennessee, B.A.; Wellesley College, M.A.; Cornell University, Ph.D.
- GEORGE J. KELLER (Retired May, 1950) *Art*  
State Normal School, Bloomsburg, Pa.; Columbia University, B.S.; Bucknell University, M.A.
- PEARL L. MASON *Librarian*  
Simmons College, B.S.; Graduate Study, Columbia University.
- LUCY McCAMMON (Retired Jan., 1958) *Physical Education*  
Southwest Missouri Teachers College, Springfield, Missouri, A.B.; Columbia University, M.A.; Graduate Study, Alabama University; Columbia University.
- HARRIET M. MOORE (Retired May, 1951) *Music*  
State Teachers College, Kirksville, Mo.; New York University, B.S., M.A.; Graduate Study, Bush Conservatory, Chicago, Ill.; University of Chicago; Washington University, St. Louis, Mo.
- MABEL MOYER (Retired May, 1945) *Elementary Education*  
State Normal School, Bloomsburg, Pennsylvania; Columbia University, B.S.; Bucknell University, M.A.; Graduate Study, New York University.
- E. H. NELSON (Retired Aug., 1951) *Director of Health Education*  
University of Michigan, A.B.; Harvard University, Ed.M.; New York University, Ph.D.

- THOMAS P. NORTH (Retired Jan., 1955) *Dean of Instruction*  
Pennsylvania State University, B.S., M.S.; Cornell University, Ph.D.;  
Graduate Study, New York University.
- ETHEL A. RANSON (Retired Jan., 1954) *Mathematics*  
University of Illinois, A.B.; Columbia University, M.A.; Graduate Study,  
Columbia University.
- EDWARD A. REAMS (Retired May, 1952) *Social Studies*  
Kansas Wesleyan, A.B.; Columbia University, A.M.; Graduate Study,  
University of Southern California; Pennsylvania State University; New  
York University.
- BERTHA RICH (Retired May, 1947) *Assistant Dean of Women*  
State Normal, Colorado, Pd.B.; Western State College, Colorado, A.B.;  
Columbia University, A.M.; Graduate Study, Clark University.
- H. HARRISON RUSSELL (Retired May, 1951) *Geography*  
State Normal University, Illinois, B.Ed.; Clark University, A.M., Ph.D.
- MRS. ANNA GARRISON SCOTT (Retired May, 1956)  
*Benjamin Franklin Laboratory School*  
State Normal School, Bloomsburg, Pennsylvania; Columbia University,  
B.S., M.A.
- ETHEL E. SHAW (Retired May, 1942) *English*  
New Britain Normal School, Connecticut; Mt. Holyoke College; Cornell  
University; Teachers College, Columbia University, B.S., M.A.; Grad-  
uate Study, *ibid.*
- S. I. SHORTESS (Retired May, 1951) *Science*  
Albright College, A.B.; University of Pennsylvania, M.S.; Graduate  
Study, University of Pennsylvania; New York University.
- ERMINE STANTON *Benjamin Franklin Laboratory School*  
Graduate, Pratt Institute; Columbia University, B.A.; Teacher, Poca-  
tello, Idaho; Havre, Montana; Nursery School, New York.
- WILLIAM B. SUTLIFF (Retired May, 1937) *Dean of Instruction*  
Bloomsburg State Normal School; Lafayette, A.B., A.M.; Graduate  
Study, University of Pennsylvania, Columbia University, New York  
University, Pennsylvania State University.
- MARGARET E. WALDRON (Retired Jan., 1956)  
*Assistant Dean of Women and Mathematics*  
Wellesley College, B.A.; Columbia University, M.A.; Graduate Study,  
University of Southern California, Harvard University.
- S. L. WILSON (Retired May, 1951) *English*  
Bucknell University, Sc.B.; Columbia University, M.A.; Graduate Study,  
Harvard University; New York University.
- GRACE H. WOOLWORTH (Retired May, 1956)  
*Benjamin Franklin Laboratory School*  
State Teachers College, Kearney, Nebraska; University of Chicago.  
Ph.B.; University of California; Columbia University, A.M.; Graduate  
Study, *ibid.*
- C. M. HAUSKNECHT (Retired July, 1950) *Business Manager*

## PROPOSED CAMPUS PLAN



The illustration above represents the college of tomorrow at Bloomsburg, and is expected to accommodate 2,000 students. The general plan provides for a Living Area in which all dormitories, dining rooms, heating plant, maintenance buildings, laundry, and administration buildings will be located. (The Learning Area includes the two Laboratory Schools, Auditorium, five Classroom Buildings, Library, and the present Gymnasium, while at the extreme right, bounded by Chestnut Street, a Field House will be erected in the area devoted to Athletic and Recreational Activities.

Several buildings have been demolished in order to provide sites for new buildings. Among these are the old barn and the caretaker's cottage, to provide a site for a Men's Dormitory, which is expected to be ready for occupancy in September, 1959. North Hall is to be razed to provide a site for a second Men's Dormitory, located adjacent to the present College Commons. One wing of Waller Hall will be preserved, and Noetling Hall will be demolished so as to provide an E-shaped dormitory for women facing East Second Street. In time the women's dormitories will be located around the site of the present Science Hall.

Carver Hall will continue to be used as an Administration Building, while a new Auditorium will be constructed at the end of Spruce Street, with its back to Light Street Road.

A Library will be located on the Mount Olympus Athletic Field on the approximate area of the present baseball diamond.

Other buildings which will need to be constructed in the more distant future are an additional Maintenance Building, a President's Residence, and additions to the Power Plant and Laundry Buildings.

A student capacity of 2,000 assumes that dormitories will accommodate 1,300 or 1,400 students, while off-campus students living in the Town of Bloomsburg and those commuting to the campus each day will vary from 300 to 400 in each of these two groups.

Since our new College Commons seats 800 students for dining purposes, a second dining room needs to be constructed, either as a separate building or food prepared in the present College Commons may be made available by underground passage to the Men's Dormitory, until such time as a second dining room is needed.

Some proposals which have been suggested from time to time may cause this plan to be changed. Among these suggestions are the chartering of a Junior College to be developed as a division of the present State Teachers College and located on property now owned by the Bloomsburg Country Club. Another possibility is the change in the functions of State Teachers Colleges to include curriculum offerings to college students other than those who are preparing to be teachers.

The pressure of enrollments, the amount of tax monies available, and the additional support which the citizens of Pennsylvania may wish to give to the development of institutions supported by the Commonwealth will determine whether or not the Bloomsburg State Teachers College will become in time "The Bloomsburg State College."

## BLOOMSBURG STATE TEACHERS COLLEGE HISTORY

### PRINCIPALS

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

### PRESIDENTS

Charles H. Fisher .....	1920—1923
G. C. L. Riemer .....	1923—1927
Francis B. Haas .....	1927—1939
Harvey A. Andruss .....	1939—

Academy, 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., George E. Elwell, and 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; subscriptions would fall off and trustees would often meet obligations on their own personal responsibility. In 1875, the dormitory was completely destroyed by fire. In 1876, a larger and more handsome 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.

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 Dr. Fisher shifted the emphasis of the Bloomsburg Normal School from secondary and college preparatory work for special students to an institution devoting full time and effort to the education of teachers. Dr. G. C. L. Riemer came from the State Department of Public Instruction and served as principal until June, 1927. The institution became a State Teachers College in May, 1927.

Dr. Francis B. Haas succeeded Dr. Riemer in July, 1927. Under his administration the College made great advancement, both in the improvement of the physical plant and in the program of teacher education.

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 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.

Plant improvements in the war and post-war periods included 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, improvements in heating plant, construction of the College Commons, and the relocation of the library in Waller Hall.

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

"To know, love, serve and teach childhood is the most satisfying soul-filling of all human activity. It gives to our lives a rounded completeness as does no other service."

—G. Stanley Hall

## 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. Administrative offices are located here.

**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 enclosing a patio and fountain. This building is equipped with one passenger and one freight elevator. The ground floor of this building contains the lobby, the new library, and the post office. Five modern enclosed fire towers minimize fire hazards. The women's dormitory occupies the second, third, and fourth floors; and the rooms contain beds, dressers, chairs, and study tables.

The infirmary is located on the second floor, with a registered nurse in attendance.

The Alumni Room on the first floor of Waller Hall is furnished as a reception room for Alumni and Faculty. College cups and other trophies are displayed in this room. The lobby with its tapestries and comfortable furniture is a favorite social meeting place.

**FACULTY LOUNGE.** An attractively furnished room has been reserved for faculty use near the Husky Lounge. It contains lounge chairs, sofas, and an apartment-style kitchen unit. Faculty committees also meet in this room.

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.

**HUSKY LOUNGE.** This former gymnasium adjoins Waller Hall. Space is provided for a completely equipped Snack Bar, booths, and tables



for dining. An elevated television lounge and the College Book Store provide adequate student facilities.

**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 projectors, screens, and other visual education apparatus. There is a large, well-lighted art studio 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. Modern fire towers have been added at a cost of \$50,000.

**BENJAMIN FRANKLIN SCHOOL.** The Benjamin Franklin Laboratory 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 student teaching 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 in the town of Bloomsburg.

**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, is now used as a dressing room for athletic teams.

**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, and offices. It is now occupied chiefly by the Department of Business Education.

**SHOP AND STORAGE BUILDING.** This structure is a new modern brick building adjoining 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.

**COLLEGE COMMONS.** The College Commons, the new dining hall, was completed in December of 1956 at a cost of \$450,000. The oak-paneled hall accommodates 650 students, who dine at tables with space for six. A continuous glass wall on the south side of the building creates a light and airy atmosphere. The latest type of refrigeration and food handling equipment has been installed in the modern tiled kitchen and accompanying storage rooms. A subway connects the College Commons with the women's dormitories.

**LIBRARY.** The new library, opened in the spring of 1958, is located on the first floor of Waller Hall, opposite the main entrance. It now has nearly 40,000 volumes of fiction, non-fiction, and bound magazines, in stacks which were planned for a 100% increase. It also has a good collection of newspapers, periodicals, pamphlets, and pictures. The seating capacity is well over 100. At one end is a separate juvenile section, which is extensively used by both college students and pupils and teachers from the Benjamin Franklin school.

**NEW NORTH HALL.** The new dormitory for men, with accommodations for 200 students, has a number of special features, including lounge and recreation rooms, administration rooms, laundry room, and an apartment for the Dean of Men. Its attractively decorated bedrooms are furnished with single beds, bureau, study table and lounge chairs. Built-in closets provide space for clothing and other personal effects.

**WILLIAM BOYD SUTLIFF HALL.** William Boyd Sutliff Hall, the new classroom building adjacent to Centennial Gymnasium, will have 13 classrooms, plus faculty offices. The first floor will house classrooms, laboratories for chemistry, physics, botany, zoology, survey physical science and biological science, and geography. Eight specialized classrooms on the second floor will be used for classes in business education.

"We can accomplish almost anything within our ability if we but think that we can! Every great achievement in the world was carefully thought out . . . Think — but to a purpose. Think constructively. Think as you read. Think as you listen. Think as you travel and your eyes reveal new situations. Think as you daily work at your desk, or in the field, or while strolling. Think to rise and improve your place in life. There can be no advancement or success without serious thought."

—George Matthew Adams

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

(Subject to change)

**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. Basic Fees**

**1. Semester of eighteen weeks.**

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

**SEMESTER FEES**

	<b>Regular</b>	<b>Special</b>	<b>Total</b>
Elementary Education .....	\$72.00	(none)	\$72.00
Secondary Education .....	72.00	(none)	72.00
Business Education .....	72.00	\$12.00	84.00
Special Education .....	72.00	10.00	82.00

This fee covers registration and keeping 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 \$11.00 per semester hour. Students taking more than seven semester hours shall pay the regular basic fees; basic fees for special curriculums shall be pro rated on the basis of an eighteen semester hour load.
- (c) Students taking extension courses shall pay at the rate of \$11.00 per semester hour; provided that the regular fees for special curriculums shall be pro rated on the basis of an eighteen 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) Eleven dollars per semester hour; out-of-state students, \$15.00 per semester hour. A minimum fee of thirty-three dollars (\$33.00) will be charged.
- (b) Business Education Fee—\$2.00 per three week session.  
Special Education Fee—\$5.00 per three week session.
- (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 three weeks summer session.

### III. Housing Fees

1. Housing rate for students shall be \$126.00 per one-half semester and \$42.00 for a three week Summer Session. This includes rooms, meals, and limited laundry.
  - (a) 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.
  - (b) 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.
  - (c) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, the housing rates shall be divided as follows: \$5.00 for room and laundry 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 \$15.00 per week.
  3. The rate for transient meals and lodging shall be:  
Breakfast, \$0.50; Lunch, \$0.75; Dinner, \$1.00; Room, \$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 medical service, but does not include special nurse or special medical service.

### 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

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$240.00 per semester.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in II, 1-a, in addition to the regular fee of \$240.00 per semester.

### 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 supplied 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 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

(Subject to Change)

### Advance Registration Deposit

An Advanced Registration Deposit of \$25.00 shall be made by all students; \$10.00 of this amount shall be paid when the student requests registration. This is a guarantee of the intention of the student to enter

college for the term or semester indicated. It is deposited with the Revenue Department to the credit of the student's Basic Fee. *It is not repayable.*

When a student is approved for admission to college, the remaining \$15.00 of the Advanced Registration Deposit of \$25.00 shall be collected along with the Community Activities Fee of \$20.00.

### REFUND AND REPAYMENT POLICY

The advance registration deposit will not be refunded to any student who has been accepted by the Director of Admissions for admission, or to any student who is temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraws from college.

A repayment will not be made except for personal illness, which is certified to by an attending physician or for such other reasons as may be approved by the Board of Trustees.

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.

Any other inquiries relating to fees should be addressed to Mr. Paul G. Martin, Business Manager, State Teachers College, Bloomsburg, Pennsylvania.

### 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 for any cause whatsoever.
2. For any part of the advance registration deposit for any cause whatsoever.

- 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 that part of the semester which the student does not spend in college.

## SUMMARY OF EXPENSES

(Subject to change)

The cost of one semester for students living at	Home	College
Basic Fee .....	\$ 72.00	\$ 72.00
Housing Fee (Board, Room, and Laundry) .....	(none)	252.00
Activities Fee .....	20.00	20.00
Books and Supplies (Estimated) .....	50.00	50.00
Total .....	\$142.00	\$394.00

Business students pay \$12.00 additional.

Special Education students pay \$10.00 additional.

Out-of-state students pay \$240.00 per semester.

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 Fee 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.

Any other inquiries relating to Fees should be addressed to Mr. Paul G. Martin, Business Manager, State Teachers College, Bloomsburg, Pennsylvania.

### Keys

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

### Baggage

Incoming baggage should be clearly marked with the owner's name and "State Teachers College, Bloomsburg, Pennsylvania."

### 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 are as follows: Breakfast, \$0.50; Luncheon, \$0.75; Dinner, \$1.00; Room, \$1.00.

### Books and Supplies

Books and supplies are estimated at \$50.00 for each semester. (Costs for freshmen may be slightly higher.) Students may secure these at the College Book Store. This store is operated on a cash basis.

### College 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 Business Office and the Office of the Dean of Instruction 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 College Book Store after the student arrives at college, in order that the outfits for the group may be uniform in style and color.

### Laundry

A typical laundry list, equivalent to 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 may be made for laundry in excess of twelve articles.

### Student Residence

Students not living at home and not working in homes approved by the college, **must live in the dormitories if rooms are available.** They must not leave rooms vacant before the end of the semester.

### 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 comforters.
4. Towels.
5. A large laundry bag (sold at College Book Store) 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.
7. Study lamps. (approved by college)

### Residence Off Campus

Dayroom facilities 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, lunch room, and office for the Assistant Dean of Women. In the lunch room 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 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 facilities for study, recreation, lunch, and locker storage.



## TYPES OF STUDENT ASSISTANCE

### Employment Policy

1. Application (based on need) for student assistance will be filled out by the student seeking employment and filed with the Dean of Men or Dean of Women.
2. Hourly rates of payment will range from \$.45 to \$.70.
  - (a) Payments to entering students will range from \$.45 to \$.60.
  - (b) College dining room and kitchen employment will be paid at a uniform rate of \$.60 per hour.
  - (c) Specific recommendations shall be made by the supervising college employee to the Business Manager for rates in excess of those set forth above.
3. Responsibilities of supervisors of student employment.
  - (a) An evaluation of each student employee shall be made by his supervisor in the following terms:
    1. Very satisfactory.
    2. Satisfactory.
    3. Unsatisfactory, with appropriate comment.

The lower part of the application form will be detached so that it may be placed in the student's personnel folder in the office of the Dean of Instruction at the end of each college year until the Senior Year, when it will then be transferred to the Placement Folder of the graduating student.
  - (b) Those who certify student payrolls and supervise student employees have authority to terminate the employment of any student who consistently refuses to conform to the standards set up by the supervisor. However, the Dean of Men or Dean of Women shall review all cases in terms of future employment.
4. Responsibilities of student employees.
  - (a) Student employees are expected to maintain standards of performance which include punctuality, attendance, and satisfactory discharge of the duties assigned.
  - (b) Each student employee is entitled to have one week-end off each month if his assignment involves duties on Friday, Saturday, or Sunday. If an employee expects to absent himself for more than one week-end a month, he must advise his immediate supervisor one week in advance, and if the work schedule permits, the supervisor may change his work schedule. In the event the work schedule is interrupted by absence of more than one week-end a month by the student employee, he must secure a qualified substitute, satisfactory to the supervisor, and present these arrangements for approval before his absence.
5. Household work in private homes in Bloomsburg is sometimes available for 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. Students should contact the Dean of Men or Dean of Women for information.
6. Other employment is available from time to time through the requests that reach the Dean of Men and Dean of Women who will make a general announcement to the student body, and will arrange for interviews between students and prospective 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 Book Store and Husky Lounge Snack Bar, are administered under the same general policy as stated for Alumni Scholarships.

3. The graduating class of 1957 at Bloomsburg State Teachers College has deposited with the College Trust Fund the sum of five hundred dollars to be awarded in five annual cash prizes for scholarship. An award of one hundred dollars will be made each year to a student of the college by a committee composed of the chairman of the college scholarship committee and the Dean of Instruction. An application is not necessary. To qualify for the award the student must be a Junior, having completed at least 75 semester hours, must have at least a 3.5 cumulative average through the semester prior to the one in which the award is made, and must have compiled this average through at least three semesters as a student at Bloomsburg. The award is to be made on the basis of academic scholarship and the student's contribution to the college community. No restrictions as to age, sex, or curriculum preference will apply. This award is known as The Fifty-Sevens' Prize for Scholarship.

If in any year no student qualifies for the prize, no award will be given in that year. The committee will make its annual choice from qualified persons early in the second semester of each year. After the initial award, the prize shall be presented to the winner in assembly by the Dean of Instruction on the day designated for scholarships and grants.

4. Other scholarships are the Bruce Albert Memorial Scholarship of \$120.00; the President's Scholarship of \$50.00; the Classes of 1950, 1951, and 1952 Scholarships of \$50.00 each; Class of 1954, \$100.00; Faculty Association Scholarship, \$75.00; B.S.T.C. Columbia County Alumni Association; Day Men's Association; Montour County Alumni Association; Bloomsburg Junior Chamber of Commerce; the Lutheran Sunday School; the local chapter of the American Association of University Women. The Bloomsburg Parent-Teacher Association also awards scholarships from time to time to college students. Recipients of these scholarships are selected according to college policy.

5. None of these scholarships is available to students prior to the first nine-weeks grading period of any college year.

### Loan Funds

1. The Alumni Loan Fund is available to Junior and Senior students. Information may be secured from the Chairman of the Alumni Loan Fund Committee, 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. No interest is charged on such loans.

2. The Kehr-Ward Fund is available for loans not exceeding \$25.00 (strictly an emergency loan.) 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.

With the retirement of Dr. Margaret Kehr, Dean of Women for twenty-five years (1928-1953), the College Council approved profits to be taken from the College Book Store to bring this fund up to \$500.00 in memory of Dr. Kehr's successful efforts in inaugurating a temporary loan fund.

## ADMISSION REQUIREMENTS

### Entrance Requirements

Regulations for admission to the State Teachers Colleges of Pennsylvania require the applicant to appear at the Colleges 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 statements:

#### A—Admissions

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. College authorities will make an appraisal of the student's detailed secondary school record in order to determine his capacity to do satisfactory college work. In all cases the college shall seek further evidence from the results of a reliable aptitude test such as the American Council on Educational Psychological Examination, and a test on Communications such as the Cooperative English test published by the Educational Testing Service.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school officials acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician reported on a prescribed form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his service as a teacher.

4. Recommendations of two or more college staff members following a personal interview with the applicant.

5. For admission to special curricula, the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

#### B—Testing

1. To assist in the counseling of students, the college may require each freshman to take such other tests as the College Deans advise.

2. In order to determine the student's achievement for further guidance the college may administer to all sophomore students the Cooperative Tests in English, Contemporary Affairs, and General Culture published by the Educational Testing Service. A careful study of each individual student by selected faculty members near the close of the sophomore year is also recommended.

3. In order to measure the academic success of the student as well as the effectiveness of the instructional program of the college, the college may administer a recognized terminal test.

#### C—Revision

1. The testing and admissions program shall be reviewed annually in January of each year, and proposed changes may be submitted to the Board of Presidents for consideration at that time.

**Students Enrolling for First Time Note Carefully:**

A. ALL NEW APPLICANTS must have the following blanks sent by the person indicated directly to the college in advance of (a) the personal conference, (b) the medical examination, and (c) the written examination.

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 to applicants on request. Personal conferences may be had by arrangement with the Director of Admissions. These personal interviews may be arranged for any day from 9:00 A.M. to 5:00 P.M., and Saturday 9:00 A.M. to noon. The written examinations will be given on dates to be announced.

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

## VETERANS AT BLOOMSBURG

The educational opportunities for Veterans authorized by Public Law 550 (Korean Veterans), and, in special cases Public Laws 16 and 894, are available. The College is cooperating with the Veterans' Administration in offering the regular degree curriculums to those desiring to teach in the elementary, secondary, business, or special education fields.

Graduates of approved four-year high schools are admitted to these educational programs upon application, in conformity with the established entrance requirements.

Veterans who are not graduates of four-year high schools may be admitted to the College under certain provisions as set forth in Bulletin 1, **The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examinations and for the Issuance of the High School Equivalent Diploma under Act Number 212, Approved May 15, 1945**, issued by the Department of Public Instruction, September 7, 1945. Veterans who desire information should contact the Director of Admissions to determine whether or not they are eligible for admission under this plan.

To qualify for educational benefits under the G.I. Bill of Rights, all Veterans are required to present a **Certificate for Education and Training**, secured from the nearest Regional Veterans' Administration Office, at time of original registration.

The College does not accept credits for courses taken under the **United States Armed Forces Institute Program**, but credits earned in residence or in extension work at accredited colleges or universities will be evaluated for transfer by the Dean of Instruction. All evaluations are tentative until the student has been in residence for one semester.

## ACADEMIC REQUIREMENTS

### Scheduling Students' 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 3.0 — “B,” or above, —may carry in the next semester one course in addition to those 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 may 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. W—a withdrawal, approved by the Dean of Instruction while the student is passing the course. Incomplete—work lacking in quantity because of absence. Condition—work which, although sufficient in quantity, is of such a quality as not to warrant the giving a grade of E or failure, but may if certain conditions are met result in a passing grade.

## QUALITY POINT SYSTEM

For each semester hour A carries 4 quality points.

For each semester hour B carries 3 quality points.

For each semester hour C carries 2 quality points.

For each semester hour D carries 1 quality point.

For each semester hour E carries 0 quality points.

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 2.0 quality points.

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

Each instructor listing 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 condition.

A printed form (blue) 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 calendar year, the grade automatically 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 2.0 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.

**Semester Hours Required for Graduation**—128 Semester Hours in the chosen curriculum. Special Education for the Mentally Retarded and Speech Correction require 134 semester hours.

#### **Probation**

At the end of every grading period a student who has a quality point average of less than 2.0 will be placed on probation until the next grading period. If at the end of that grading period he has not attained a 2.0 average, he will be given an opportunity to meet with a faculty committee composed of the Dean of Instruction, appropriate social dean, coordinator of guidance, and a minimum of three instructors who are currently teaching the student.

The purpose of this meeting is two-fold (1) to enable the student to determine the causes of his apparent failure, (2) to enable the faculty committee to assess the professional interest and promise of the student, and to determine whether or not the student will be able to profit educationally by remaining in the college. The action of this committee is subject to the approval of the President of the College.

The privilege of meeting with a faculty committee will be extended to a student only one time during his residence at the college unless extenuating circumstances should warrant a second conference.

## 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 teaching position. The Director of Placement, with offices in Carver Hall, has the following responsibilities:

To serve as chief contact with those employing teachers, with candidates for the teaching profession, and with professional groups.

To recommend certain candidates for each 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 operate efficiently.

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

To prepare and distribute 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 should notify the Director of a change in position, of graduate work pursued, changes in his certification, new addresses, and other pertinent information. Men in the Armed Forces should also keep in contact with the Placement Service.

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 substitute 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 kind of community where 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 Mr. C. Stuart Edwards, Director of Admissions and Placement, State Teachers College, Bloomsburg, Pennsylvania. Telephone ST 4-4660 — Ext. 14.

## IN-SERVICE COURSES FOR 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. Classes generally meet Saturday mornings.

The possibility of offering any course is dependent upon two things: first, the demand of teachers-in-service for the course; and, second, the availability of the faculty instructor.

Any teacher-in-service who is interested in courses should communicate with the Dean of Instruction, indicating courses desired.

Regular members of the faculty will teach the courses. A fee of \$11.00 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 on 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 Director, Bureau of Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pennsylvania.

## EXTENSION 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.

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

Student teaching in the secondary field is done in the Bloomsburg Junior-Senior High School, Milton Junior High School and Senior High School, Danville Junior High School and Senior High School, Central Columbia Joint Junior-Senior High School, and Berwick Senior High School. The complete cooperation of the school authorities of the communities of Bloomsburg, Berwick, Danville, Milton, and Central Columbia Area Joint District makes it possible to have a variety of adequate facilities for the training of teachers for the graded and secondary schools.



The elementary school and the junior and senior high school training facilities now available to 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.

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 six to sixteen years, and whose physical and mental abilities may vary to an even greater degree.

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.

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: 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.

### STUDENT TEACHING FOR BUSINESS STUDENTS

Senior students are provided with an opportunity to observe and teach in actual class room situations through the cooperation of the business departments of nine high schools. The Business Departments of the Bloomsburg High School, Berwick High School, Danville High School, Williamsport Senior High School, Thaddeus Stevens Junior High School of Williamsport, South Williamsport High School, Montoursville High School, Milton High School, and Lewisburg High School, serve as student teaching centers for Business students.

The teaching experience for a period of one semester is obtained under the guidance of experienced classroom teachers in the nine cooperating high schools, with supervision provided by members of the faculty of the Department of Business Education of the College.

## SUMMER SESSIONS

The four summer sessions of three weeks' duration each 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 college level, 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 which will include teaching on the elementary level.

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 evidence of having attended another college, or a written statement from their college stating that they are in good standing.

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 Waller Hall Association, and for men by the Men's Residents' Council. 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 administration in promoting personal and group responsibility in regulating all student affairs.

**The College Council**, which meets every two weeks, acts as the executive board of the **Community Government Association**. The presidents of the following groups automatically become members of the Council: Waller Hall Association; Day Women's Association; Day Men's Association; Men's Residents' Council, Senior, Junior, Sophomore, and Freshman Classes; Editor of **The Maroon and Gold**. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violation of the Community Government regulations.

### **Waller Hall Association**

This association is an organization of resident women. Its administrative body is the Governing Board whose members are selected from each class. The Governing Board has the responsibility of making and enforcing regulations, directing the social life, and promoting 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.

### **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.

### **Men's Residents' Council**

The Men's Residents' Council is the governing body for the resident men students. The administrative body is composed of the President, the Vice-President, the Secretary, the Treasurer, and an adviser. 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 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, wrestling, and baseball. Women receive extra-curricular credit for hiking, skating, volleyball, basketball, tennis, and baseball.

### **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 earned a given number of athletic points. This club tries to create an increasing interest in sports and sportsmanship.

### **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**

Membership in the Business Education Club, organized at the College in 1930, is open to all students in the Department of Business Education. This organization strives to develop qualities of leadership; to promote interest in the organization of Business Education Clubs in high schools; to assist students to become conversant with modern business methods and systems; to encourage social contacts among business students; and to develop a sense of responsibility on the part of each member. Every year the Club sponsors a business education contest with participation on the part of high school students from throughout Eastern Pennsylvania.

### **Cheerleaders**

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

### **Churches, Local**

Students 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, Calvary Baptist, Episcopal, Lutheran, Methodist, Presbyterian, and Reformed Churches have organized student clubs with faculty sponsors.

### **Class Organizations**

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

**College Choraleers**

The College Choraleers is composed of both men and women students of the College Community. Its purpose is to provide joyful and purposeful singing.

**Maroon and Gold Band**

An excellent group of seventy 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.

**Poetry Club**

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

**Science Club**

Members of the student body who are interested in natural and physical science constitute the group. 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.

**Social Usage Club**

This club has the purpose of establishing a higher level of social skills, including such activities as dancing, teas, bridge parties, and other social functions.

**Student Christian Association**

Members are affiliated with the Student Christian Movement, the Young Men's Christian Association, and the Young Women's Christian Association. All students and faculty members are invited to attend meetings of this organization.

Through its bi-weekly meetings, vesper services, assembly programs, and a party for new students during Freshman Week, the Association aims to develop the religious and social lives of the students.

**Student Education Association of Pennsylvania**

This group 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, tasks, and opportunities awaiting them in the near future.

**The Bloomsburg Alumni Quarterly**

This magazine, 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 Faculty Handbook**

This manual has for its purpose the reduction of existing procedures to written form rather than that of promulgating new policies. The present edition is subject to review, restatement, and change by the Administration before adoption by the Faculty and final approval by the Board of Trustees.

**The Maroon and Gold**

The college paper is published by a student staff. It aims to keep the student body informed of current college happenings.

**The Obiter**

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

**The Olympian**

Students publish this literary magazine. In this publication talented contributors will find an outlet for literary expression in the fields of poetry and prose.

**The Pilot**

This is a handbook published annually, which aims to inform students about college life at Bloomsburg. It serves as a guide to freshmen and also as an information booklet for upper classmen.

**Co-Pilot**

This publication is edited by the Dean of Women and a student committee for the guidance of dormitory women.

**Varsity Club**

Men who have won a major letter award in any authorized intercollegiate sport comprise the membership. All men students who have won such an award at Bloomsburg are eligible to apply.

## PROFESSIONAL FRATERNITIES

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

**Kappa Delta Pi (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 Wedgewood Potteries, England.

**Phi Sigma Pi (Professional Education 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 40 active members, 6 faculty members, and 6 honorary members.

**Alpha Psi Omega (Coeducational Dramatic Fraternity)**

Alpha Psi Omega, national 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 200.

**Gamma Theta Upsilon (Coeducational 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 75 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 (Professional Business Education Fraternity)**

Pi Omega Pi, organized in 1923 at the Northeast Missouri State Teachers College, is a professional business education fraternity with membership open to students in the Department of Business Education who have demonstrated keen professional interest in business teaching, and who have attained above average scholastic standing. Alpha Delta Chapter was installed at State Teachers College, Bloomsburg, on May 2, 1935. The fraternity is now composed of 90 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.

**Sigma Alpha Eta (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

Every new student entering Bloomsburg State Teachers College is required to take a battery of American Council on 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 Laboratory School, 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 objectively his interest in teaching, to evaluate himself honestly in terms of meeting the requirements of the teaching profession, and to choose intelligently his future course of study.

### Change in Curriculum

A student may request a change of curriculum by submitting a request in writing to the Dean of Instruction. This request must be approved in writing by the parents of the student.

"Employers never ask me what grades a student makes. They ask whether he has initiative, judgment, whether he is cooperative or a prima donna, whether he has ideas and personality."

*James F. Norris*



## THE FOUR YEAR ELEMENTARY CURRICULUM (Sequence of Courses Subject to Change for Administrative Reasons)

First Semester Required			Second Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	5	<i>Course Titles</i>	Hours Clock Sem.	5
Communication I .....	5	5	Communication II .....	5	5
or English I .... 3	3		or English II .... 3	3	
and Speech I ... 2	2		and Speech II ... 2	2	
Professional Orientation ..	3	3	†Introduction to Art ....	3	2
Basic Biology .....	4	3	†Introduction to Music ...	3	2
Health .....	2	2	Basic Physical Science ..	4	3
World Geography .....	3	3	*Physical Education I ...	2	1
Electives .....	0	0	Geography of the U. S. and Pa. ....	3	3
	17	16	Electives .....	0	0
			20	16	
Third Semester Required			Fourth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	5	<i>Course Titles</i>	Hours Clock Sem.	5
World Culture I .....	5	5	World Culture II .....	5	5
or Literature I ... 2	2		or Literature II ... 2	2	
and History of Civilization I .. 3	3		and History of Civilization II . 3	3	
Music for the Elementary Grades ...	2	2	Audio-Visual Education ..	3	2
*Physical Education II ..	2	1	Tchg. of Music in the Elem. Grades .....	4	3
Science for the Elementary Grades ...	3	3	Tchg. of Art in the Elem. Grades .....	4	3
Art for the Elementary Grades ...	2	2	*Physical Education III ..	2	1
Electives .....	3	3	Electives .....	2	2
	17	16	20	16	
Fifth Semester Required			Sixth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	5	<i>Course Titles</i>	Hours Clock Sem.	5
History of the United States and Penna. I ....	3	3	History of the United States and Penna. II ...	3	3
Language Arts in the Elem. Grades .....	9	9	Child Development .....	3	3
or Teaching of Reading .....	3	3	Social Living in the Elem. Grades .....	9	9
Teaching of Language .....	3	3	or Teaching of Arithmetic .....	3	3
Children's Literature .....	3	3	Teaching of Elem. Science .....	3	3
General Psychology .....	3	3	Teaching of Social Studies Geog. .... 3	3	3
Teaching of Health .....	3	2	Electives .....	3	3
Electives .....	0	0	18	18	
	18	17			
Seventh Semester Required			Eighth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	6	<i>Course Titles</i>	Hours Clock Sem.	6
American Citizenship ....	6	6	Student Teaching and Direction of Student Activities .....	30	12
or American Government .....	3	3	Professional Practicum in- cluding School Law ....	2	2
and Home and Family Living or Introduc- tion to Phil. 3	3		Electives .....	0	0
Educational Psychology and Evaluative Techniques .....	3	3	32	14	
Electives .....	6	6	GRAND TOTAL .....	128	
	15	15			

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

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

## THE FOUR YEAR ELEMENTARY CURRICULUM SPECIALIZATION AND ELECTIVES

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for Kindergarten and Grades 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 Grade or in Upper Grade teaching by selecting appropriate electives.

Each college should be free to designate the courses providing specialization in the three areas of teaching in the elementary school. If, in the judgment of the college, courses additional to those listed as electives are offered, such courses may be offered as free electives when approved by the Secretary of the Board of Presidents. A minimum of six semester hours in any of the three areas shall constitute specialization in that area, and the provisional college certificate will so indicate.

### REQUIRED: Courses listed in the elementary curriculum outline:

<i>Electives:</i>	Hours	Clock Sem.
Arts and Crafts .....	6	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
Current Practices in Elementary Education .....	3	3
Diagnostic and Remedial Reading .....	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 and special curriculums for which they are qualified and which are offered at the college.

## THE FOUR YEAR SECONDARY CURRICULUM (Sequence of Courses Subject to Change for Administrative Reasons)

First Semester Required	Hours	Clock Sem.	Second Semester Required	Hours	Clock Sem.
<i>Course Titles</i>	<i>Course Titles</i>	<i>Course Titles</i>	<i>Course Titles</i>	<i>Course Titles</i>	<i>Course Titles</i>
Communication I .....	5	5	Communication II .....	5	5
or English I .....	3	3	or English II .....	3	3
and Speech I .....	2	2	and Speech II .....	2	2
Basic Biology .....	4	3	Basic Physical Science ..	4	3
Health .....	2	2	*Physical Education I ...	2	1
World Geography .....	3	3	Professional Orientation .	3	3
Electives .....	2	2	Fundamentals of		
	16	15	Mathematics .....	3	3
			Electives .....	2	2
				19	17

Third Semester Required			Fourth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.
World Culture I .....	5	5	World Culture II .....	5	5
or Literature I .... 2	2		or Literature II ... 2	2	
and History of Civilization I .. 3	3		and History of Civilization II . 3	3	
†Introduction to Art ....	3	2	†Introduction to Music ...	3	2
*Physical Education II ...	2	1	*Physical Education III ...	2	1
‡Science in Modern Civilization .....	3	3	Electives .....	9	9
Electives .....	6	6			
	<u>19</u>	<u>17</u>		<u>19</u>	<u>17</u>

Fifth Semester Required			Sixth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.
History of the U. S. and Pennsylvania I .....	3	3	History of the U. S. and Pennsylvania II .....	3	3
Audio-Visual Education ..	3	2	Problems of Secondary Ed- ucation including Guid- ance .....	3	3
General Psychology .....	3	3	Educational Psychology and Evaluative Techniques .....	3	3
Electives .....	8	8	Electives .....	7	7
	<u>17</u>	<u>16</u>		<u>16</u>	<u>16</u>

Seventh Semester Required			Eighth Semester Required		
<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.	Hours Clock Sem.
American Citizenship ....	6	6	Student Teaching and Di- rection of Student Activities .....	30	12
or American Govern- ment .....	3		Professional Practicum including School Law ..	2	2
and Home and Family Living or Introduction to Philosophy 3	3		Electives .....	0	0
Electives .....	10	10			
	<u>16</u>	<u>16</u>		<u>32</u>	<u>14</u>
			GRAND TOTAL ...	128	

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

†All or any part of these courses may be scheduled as part of the unit in World Culture. If combined, the semester hours devoted to World Culture will be correspondingly increased.

‡Science in Modern Civilization is not required when the first field of specialization is any science.

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 are:

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

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

3. In all areas students offering a second field will satisfactorily complete not less than eighteen (18) semester hours in that particular area of study.

Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.

## I. Biological Science

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

Required	Hours Clock Sem.
Botany 1 .....	6 4
Botany 2 .....	6 4
Zoology 1 .....	6 4
Zoology 2 .....	6 4
*Teaching of Science in the Secondary School .....	3 3

*Restricted Electives* (At least one course to be selected from each group below)

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Group 1. Field Courses</b>		<b>Group 2. Laboratory Courses</b>	
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

\*Required only when *Biological Science* is the first field.

Science in Modern Civilization is not required when the first field of specialization is in any science.

## II. Chemistry

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
Inorganic Chemistry I ...	6 4	Organic Chemistry I .....	6 4
Inorganic Chemistry II ..	6 4	Organic Chemistry II ....	5 3
Qualitative Analysis ...	7 3	Biological Chemistry .....	6 3
Quantitative Analysis ...	7 3	Physical Chemistry .....	5 3
Physics I .....	6 4	Colloidal Chemistry .....	6 3
Physics II .....	6 4	Industrial Chemistry .....	5 3
*Teaching of Science in the Secondary School ..	3 3	Chemistry of Foods and Nutrition .....	5 3
		Water Analysis .....	4 3

\*Required only when Chemistry is the First Field.

When Chemistry is the Second Field, the requirement should be eighteen (18) hours of Chemistry.

Students who select Chemistry as a First Field and Physics as a Second Field are not required to take the eight (8) semester hours of Physics in the First Field but are required to replace them with an equal number of hours of Chemistry.

Science in Modern Civilization is not required when the First Field of specialization is any science.

### III. Physical Science

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

<i>Course Titles</i>	Hours	
Required	Clock	Sem.
Inorganic Chemistry I .....	6	4
Inorganic Chemistry II .....	6	4
Physics I .....	6	4
Physics II .....	6	4
*Teaching of Science in the Secondary School .....	3	3

In order to meet the minimum certification in Physical Science, selected as a second field, the student is required to take an additional three (3) credits in courses definitely related to the physical sciences.

The requirements for a second field in Physical Science can be satisfied by Chemistry, eight (8) semester hours, Physics, eight (8) semester hours, and one additional course in either Chemistry or Physics.

ELECTIVES To be selected from Chemistry, Earth Science, or Physics.

\*Required only when Physical Science is the First Field.

### IV. The Field of Science

(First field only, 38 S.H.)

<i>Course Titles</i>	Hours	
Required	Clock	Sem.
Botany I .....	6	4
Botany II .....	6	4
Zoology I .....	6	4
Zoology II .....	6	4
Chemistry I .....	6	4
Chemistry II .....	6	4
Earth Science .....	3	3
Physics I .....	6	4
Physics II .....	6	4
*Teaching of Science in the Secondary Schools .....	3	3

\*Required only when The General Field of Science is the First Field.

Science in Modern Civilization is not required when the First Field of Specialization is any science.

### V. Physics

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

<i>Course Titles</i>	Hours		<i>Course Titles</i>	Hours	
Required	Clock	Sem.	Electives	Clock	Sem.
Physics I .....	6	4	Magnetism and Electricity	6	4
Physics II .....	6	4	Mechanics .....	6	4
Inorganic Chemistry I .....	6	4	Heat .....	6	4
Inorganic Chemistry II .....	6	4	Electronics .....	5	3
*Teaching of Science in			Optics .....	5	3
the Secondary School .	3	3	Sound .....	5	3
			Physical Measurements ...	Variable	

NOTE: College Algebra and Trigonometry are prerequisites for specializing in Physics as a First Field.

\*Required only when Physics is the First Field.

Students who select Physics as a first field and Chemistry as a second field are not required to take the eight (8) semester hours of Chemistry in the first field but are required to replace them with equal number of hours of Physics.

Science in Modern Civilization is not required when the first field of specialization is any Science.

## VI. English

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

<i>Course Titles</i>	Hours	Clock	Sem.
<b>Required</b>			
*Communication I .....	3	3	5 5
or English I .....	3	3	
and Speech I .....	2	2	
*Communication II .....	3	3	5 5
or English II .....	3	3	
and Speech II .....	2	2	
†World Culture I .....	5	5	
or Literature I .....	3	3	2 2
and History of Civilization I .....	3	3	
†World Culture II .....	5	5	
or Literature II .....	3	3	2 2
and History of Civilization II .....	3	3	
‡Teaching of English in Secondary Schools .....	3	3	3 3

RESTRICTED ELECTIVES: At least one course must be selected from each of Groups 1, 2, 3, and 4.

	Hours	Clock	Sem.		Hours	Clock	Sem.
<b>Group 1. Survey Courses</b>				<b>Group 3. Literary Form Courses</b>			
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 ..	3	3		Essay .....	3	3	
<b>Group 2. Period Courses</b>				Contemporary Poetry ..	3	3	
Pre-Shakespearean				Short Story .....	3	3	
Literature .....	3	3		Literature of Biography	3	3	
Shakespeare .....	3	3		<b>Group 4. Composition</b>			
Eighteenth Century				Creative Writing .....	3	3	
Literature .....	3	3		Journalism .....	3	3	
The Romantic Movement	3	3		Advanced Composition ..	3	3	
Victorian Literature ...	3	3		English Philology and			
				Grammar .....	3	3	

\*In Communication I and Communication II, five (5) semester hours for each course will be counted toward specialization in English, provided General Speech is not used as a special field.

†World Culture I and II are composite courses. Each course will carry 2 S.H. toward specialization in English.

‡Required only when English is the First Field.

## VII. French

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

<i>Course Titles</i>	Hours	Clock	Sem.	<i>Course Titles</i>	Hours	Clock	Sem.
<b>Required</b>				<b>Electives</b>			
French 1 .....	3	3		French 5 — Survey of			
French 2 .....	3	3		Literature .....	3	3	
French 3 .....	3	3		French 6 — Survey of			
French 4 .....	3	3		Literature .....	3	3	
				French 7 — Advanced Language			
				and Techniques .....	3	3	
				French 8 — French			
				Classical Drama .....	3	3	
				French 9 — French Litera-			
				ture of the 19th Century	3	3	
				French 10 — Development			
				of the French Novel ....	3	3	

## VIII. German\*

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
German 1 .....	3 3	German 5 and 6—Survey of German Literature ..	6 6
German 2 .....	3 3	German 7—Intensive Grammar and Teaching Techniques	3 3
German 3 .....	3 3	German 8—Advanced Conver- sation and Composition	3 3
German 4 .....	3 3	German 9—Special Projects	3 3
		German 10—The Drama in German Literature ..	3 3
		German 11—Lyric Poetry in German Literature ..	3 3

\* Not offered—1959-1961

## IX. Latin\*

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

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

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.

\* Not offered—1959-1961

## X. Spanish

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
Elementary Spanish I and II .....	6 6	Advanced Spanish Conversation .....	3 3
Intermediate Spanish I and II .....	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

## XI. Geography\*

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

Required	Hours Clock Sem.
World Geography .....	3 3
†Teaching of Geography in Secondary Schools .....	3 3

RESTRICTED ELECTIVES At least one course must be chosen from each group.

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Group 1. Earth Studies</b>		<b>Group 3. Regional Studies</b>	
Climatology .....	3 3	Geog. of Pennsylvania ..	3 3
Geology .....	3 3	Geog. of Asia .....	3 3
Meteorology .....	3 3	Geog. of Africa .....	
Physiography .....	3 3	and Australia .....	3 3
Cartography .....	3 3	Geog. of Europe .....	3 3
<b>Group 2. Economics</b>		Geog. of the Far East ..	3 3
Economic Geography ..	3 3	Geog. of Latin America ..	3 3
Commercial Air		Geog. of U. S. and	
Transportation .....	3 3	Canada .....	3 3
Conservation of Natural		World Problems	
Resources .....	3 3	in Geography .....	3 3
Geographic Influences in		Field Courses	
American History ...	3 3	(As approved) .....	3 3
Trade and			
Transportation .....	3 3		

\* Only offered as a second field.

† Required only when Geography is the First Field.

## XII. 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.

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours 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	
Calculus I (Differential)	3 3	and Navigation .....	3 3
Calculus II (Integral) ..	3 3	Statistics .....	3 3
*Teaching of Mathematics		History of Mathematics ..	3 3
in Secondary Schools .	3 3	College Geometry .....	3 3
		Field Work in Mathematics	3 3
		Mathematics of Finance ..	3 3

\* Required only when Mathematics is the First Field.



### XIII. Social Studies

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
*World Culture I ..5	5 3	History	
or History of Civilization I .....	3 3	History of Europe to 1815 .....	3 3
and Literature I 2	2 2	History of Europe since 1815 .....	3 3
*World Culture II ..5	5 5	History of Pennsylvania	3 3
or History of Civilization II .....	3 3	History of England ...	3 3
and Literature II 2	2 2	20th Century World ...	3 3
History of the United States and Pennsylvania I ...	3 3	Diplomatic History of the United States .....	3 3
History of the United States and Pennsylvania II ...	3 3	History of Latin America	3 3
American Citizenship ...	6 6	Renaissance to Reformation .....	3 3
or American Govern- ment .....	3 3	History of the Middle East and India ....	3 3
and Home and Family Living 3	3 3	History of the Far East	3 3
or Living Issues in Philosophy 3	3 3	<b>Social Science</b>	
Principles of Sociology ..	3 3	<b>International Relations:</b>	
Principles of Economics ..	3 3	1919 to Present .....	3 3
†Teaching of Social Studies in Secondary Schools ..	3 3	The United Nations' Organization and Function .....	3 3
		Contemporary Social Problems .....	3 3
		Contemporary Economic Problems .....	3 3
		Municipal Government ..	3 3
		Comparative Government ..	3 3
		Consumer Education ...	3 3
		Industrial Relations ...	3 3

\*World Culture I and II are composite courses. Credit in each is 3 S.H. for specialization in Social Studies.

†Required only when Social Studies is the First Field.

### XIV. History

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
*World Culture I ..5	5 5	History of Europe to 1815 .....	3 3
or History of Civiliza- tion I .....	3 3	History of Europe since 1815 .....	3 3
and Literature I 2	2 2	History of Pennsylvania ..	3 3
*World Culture II ..5	5 5	History of England .....	3 3
or History of Civiliza- tion II .....	3 3	20th Century World ...	3 3
and Literature II 2	2 2	Diplomatic History of the United States .....	3 3
History of the United States and Pennsylvania I ...	3 3	History of Latin America	3 3
History of the United States and Pennsylvania II ...	3 3	Renaissance to Reformation .....	3 3
†American Citizenship ...	6 6	History of the Middle East and India ....	3 3
or American Government ....	3 3	History of the Far East ..	3 3
and Home and Family Living ..	3 3		
Intro. to Philosophy .....	3 3		
†Teaching of Social Studies in the Secondary Schools .....	3 3		

\*World Culture I and II are composite courses. Each course will count 3 S.H. toward specialization in History.

†American Citizenship will not count toward Second Field.

‡Required only when History is the First Field.

## XV. Social Science

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

<i>Course Titles</i>	Hours Clock Sem.	<i>Course Titles</i>	Hours Clock Sem.
<b>Required</b>		<b>Electives</b>	
*World Culture I ..5	5	International Relations 1919 to Present .....	3 3
or History of Civiliza- tion I .....	3	Contemporary Social Problems .....	3 3
and Literature I 2	2	Contemporary Economic Problems ....	3 3
*World Culture II ..5	5	Consumer Education ....	3 3
or History of Civiliza- tion II .....	3	Municipal Government ...	3 3
and Literature II 2	2	Comparative Government .	3 3
History of the United States and Pennsylvania I ....	3	Industrial Relations .....	3 3
History of the United States and Pennsylvania II ..	3	The United Nations Organization and Function .....	3 3
†American Citizenship ....	6		
or American Gov- ernment .....	3		
and Home and Family Living ..	3		
Intro. to Philosophy .....	3		
Principles of Sociology ..	3		
Principles of Economics .	3		
‡Teaching of Social Studies in the Secondary Schools .....	3 3		

\*World Culture I and II are composite courses. Credit in each is 3 S.H. for specialization in Social Science.

†American Citizenship does not count toward Second Field.

‡Required only when Social Science is the First Field.

### Degree Curriculum for Dental Hygienists

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."\*
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) Communication I .....	5
or English I (3-3) and Speech I (2-2)	
Communication II .....	5
or English II (3-3) and Speech II (2-2)	
(2) Fine Arts .....	4
a. Introduction to Art (3-2)	
b. Introduction to Music (3-2)	
(3) Geography .....	6
a. World Geography (3-3)	
b. Geography of the United States and Canada (3-3)	
(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 (3-3)	
b. Economics (3-3)	
c. History of U. S. and Pa. (3-3)	
d. Sociology (2-2)	
C. ELECTIVES .....	12
	64
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 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.

\* Bulletin 644, 1950 Rules and Regulations for Applicants for Admission to Examination for Licensure to Practice Dentistry and Dental Hygiene and Examination Procedures.

Students may also elect courses in academic fields for which they are qualified and which are offered at the college.

## Degree Curriculum for Public School Nurses

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.
<b>A. COURSES RELATED TO PUBLIC SCHOOL NURSING</b>	
Public School Nursing .....	2
Public School Organization .....	2
Public Health Nursing .....	6
Nutrition and Community Health .....	2
Family Case Work .....	3
TOTAL.....	15
 <b>B. GENERAL AND PROFESSIONAL EDUCATION</b>	
History of the U. S. and Pennsylvania .....	3
Communication .....	5
World Culture .....	5
American Government .....	3
Professional Orientation .....	3
Educational Psychology .....	3
Audio-Visual Education .....	2
TOTAL.....	24
 <b>C. ELECTIVES .....</b>	<b>6</b>
<b>GRAND TOTAL .....</b>	<b>45</b>

In the case of nurses with less than three year's preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

Students may also elect courses in academic fields and special curriculums for which they are qualified and which are offered at the college.

### FREEDOM TO KNOW

Above all things I hope the education of the common people will be attended to. Educate and inform the whole mass of the people. They are the only sure reliance for the preservation of our liberty.

—Thomas Jefferson

**DESCRIPTION OF COURSES****ART****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.

**Creative Art** **3 Sem. Hrs.**

Introduction to the basic principles in areas of pure, applied, and three-dimensional designs. Sensitivity developed through study of naturalistic, conventional, and abstract forms. Problems in simple object designing as related to home and industry.

**Creative Design** **3 Sem. Hrs.**

Principles of design and color, affording the student opportunity to develop creative ability and to work in several media. This course is designed to stimulate appreciation and good taste in selection and use of materials for daily living.

**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 is encouraged.

**Problems in Elementary School Art** **3 Sem. Hrs.**

Study of the principles and procedures involved in preparing and carrying out the art work of the elementary school; procedures in preparation, presenting and developing the lessons and units of work in art are developed.

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

(See page 104)

**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.

(See page 63)

**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, emotional, and social levels. This course considers the environmental factors that foster child growth 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.

**Creative Activities in the Elementary School****3 Sem. Hrs.**

The aims and purposes of creative activities in the total child development program are emphasized. The enrichment of the curriculum provides a greater challenge for superior students. Consequently, unit and lesson plans are designed for such activities.

**Current Practices in Elementary Education****2 Sem. Hrs.**

This course is concerned with introducing college students majoring in the field of Elementary Education to the work of the Elementary School. It aims to give them a preview of methods and materials used in teaching Elementary School pupils. Professional terms and vocabulary needed are developed. Opportunity for observation of the child in his Elementary School world is provided. Practical experience in conducting field trips is an important phase of the course.

The course also strives to give the prospective teacher an intimate view of the elementary school child in his school environment, and a close look at practices used successfully to cultivate his sense of personal worth and to increase his capacity to learn.

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

Students are taught to diagnose children's reading difficulties and to plan ways to help them. They study the work of specialists in this field. College students are also helped to increase their own speed and comprehension in reading.

**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.**

Study of children's activities in Nursery School and Kindergarten is made. 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 Technique  
(Psychology II)****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.

**General Psychology (Psychology I)****3 Sem. Hrs.**

The origins, motives, and modification of human behavior are studied. 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.

**Health****2 Sem. Hrs.**

(See page 73)

**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. 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 Counseling****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. Practice is given in taking individual and group mental tests.

**Methods of Teaching Business Education Subjects****3 Sem. Hrs.**

(See page 92)

**Parent Education****3 Sem. Hrs.**

This course aims to help teachers in their contacts with parents and community. Practice is given 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 in the physical, social, and mental needs of school children.

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

Offerings will include not only a study of the outstanding types of curriculums and teaching practices, but also of the psychological basis of the curriculums. Such topics as the Modern Teacher and Principles and Procedures in Curriculum Building are reviewed.

**Problems of Secondary Education Including Guidance****3 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 emphasis 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.**

The everyday activities of the modern classroom teacher provide the materials for this course. 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 administrative opportunity for the supervision of student teaching. **School Law** is a part of the course.

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

The assets and liabilities of exceptional children are under study. 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 methods of helping each pupil make the most of his ability.

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

To acquaint the student with the mentally retarded child and to show the various problems encountered while teaching a Special Class for the Mentally Retarded are the aims of this course. The course further shows how the academic subjects and crafts can be utilized to provide a functional program for helping the mentally retarded child to become an acceptable member of society.

**Student Teaching and Direction of Student Activities****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. 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 2.0 in at least 90 semester hours of the prescribed curriculum and approval by the director of the curriculum.

**Teaching of Arithmetic in the Elementary Grades****3 Sem. Hrs.**  
(See page 75)**Teaching of Art in the Elementary Grades****3 Sem. Hrs.**  
(See page 59)**Teaching of Health in the Elementary Grades****2 Sem. Hrs.**

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

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

The aim of this course is 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.

**Teaching of Mathematics in Secondary Schools** 3 Sem. Hrs.  
(See page 75)**Teaching Music in the Elementary Grades** 3 Sem. Hrs.  
(See page 76)**Teaching of Reading in Elementary Grades** 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. (See page 68)

**Teaching of Science in the Elementary Grades** 3 Sem. Hrs.  
(See page 80)**Teaching of Science in the Secondary School** 3 Sem. Hrs.  
(See page 80)**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 to use these in organizing a program which will take into account the nature, interests, and limitations of pupils enrolled in these grades. (See page 72)

**Teaching Social Studies in the Secondary Schools** 3 Sem. Hrs.  
(See page 84)**ENGLISH****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 interests and talent of the individual writer.

**American Literature** 3 Sem. Hrs.

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.**

Course offerings include 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 1620-1959.

**Business Correspondence****2 Sem. Hrs.**  
(See page 91)**Children's Literature****3 Sem. Hrs.**

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

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

This advanced course for students of marked ability in the field of creative writing 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 Sem. Hrs.**

The chief joy in studying literature comes through evaluations. A study of 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 Sem. Hrs.**

An intensive examination of poetry and prose 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 I****3 Sem. Hrs.**

Basic to all curriculums, 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, is offered in conjunction with the courses in English Composition.

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

As a continuation of English I this course is devoted to the study and application of the laws of composition; description and narration; paragraph and theme writing; analysis of literary selections; book reviewing; outlining; and the technique of writing a library paper. Functional practice in mechanics is emphasized in theme assignments.

**Prerequisite:** English I.

**English Drama (Exclusive of Shakespeare)****3 Sem. Hrs.**

A rapid introductory survey is made of early native drama, including miracle and mystery plays, morality plays, and interludes. Study is centered chiefly on the Elizabethan dramatists—Heywood, Marlowe, Kyd, Jonson, Webster, and Middleton and on the Restoration and 18th century comedy of manners, as practiced by Wycherly, VanBrugh, Congreve, Sheridan, and Goldsmith. Considerable attention is given to changing traditions of the theater.

**English Literature****3 Sem. Hrs.**

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.**

The aim of this course is to provide the student with a sense of the historical development of English phonology, morphology, and syntax. Some current problems in semantics are examined, and descriptive rather than prescriptive grammar is emphasized as a realistic approach to living language.

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

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.

**General Literature I****2 Sem. Hrs.**

This course is designed to acquaint the student with many of the most important literary works of the Western World. Selections from poetic and dramatic literature as well as from the novel, short story and other literary types are studied, not only for their aesthetic qualities but also for the contribution they have made to our cultural development. Particular attention is given to the relationship between the work of literature and certain artistic tempers such as Romanticism, Classicism, Realism, Naturalism, Impressionism, and Expressionism.

**General Literature II****2 Sem. Hrs.**

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

**Ideas in Literature****3 Sem. Hrs.**

An examination is attempted of some of the recurring concepts about man's place in the world as these ideas appear in literature. Among the problems studied and discussed are the conflict between freedom and fate and the place of good and evil in the scheme of things.

About eight books are usually read. Typical books examined are Sophocles' Theban Plays, Plato's Symposium and Protagoras, Swift's Gulliver's Travels, Fielding's Joseph Andrews, Balzac's Pere Goriot, Dostoevski's Brothers Karamazov and Notes from Underground, Flaubert's Madame Bovary, J. S. Mills' On Liberty, Milton's Samson Agonistes, Ibsen's An Enemy of the People and The Wild Duck, Hardy's Return of the Native, and Camus' The Stranger.

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

The prospective adviser of a school publication acquires from this course 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 constitutes a survey of the leading biographers and autobiographers of English, Continental, and American Literature. 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.**

A study of modern drama is made in this course 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'Neill.

**Modern 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. Attention is also given to the current novel as a developmental art form.

**Modern Poetry****3 Sem. Hrs.**

The purpose of this course is to furnish a pleasant and profitable introduction to recent poetic movements through lectures, class discussions, and readings in the works of the contemporary poets.

**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 Sem. Hrs.**

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, with particular attention being given to Defoe, Richardson, Fielding, and Smollett.

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

Beginning with intensive readings in Chaucer's *Canterbury Tales*, this course offers *Beowulf* in translation, *Sir Gawain* and the *Green Knight*, fifteenth century ballads, More's *Utopia*, and non-dramatic poetry and prose of the 16th century, with particular emphasis on Spenser.

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

The principal figures studied are Blake, Coleridge, Wordsworth, Byron, Shelley, Keats, Lamb, and Hazlitt. The course is concerned mainly with poetry and criticism.

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

Eighteen of Shakespeare's plays are read, some more intensively than others.

**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 appropriate lists for teaching. Those interested in story writing are permitted to substitute an original story for part of the supplementary reading.

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

The value and means of producing good speech for teaching and daily living are illustrated in order to help students become acquainted with the fundamental requirements of good speaking. The student is then afforded an opportunity of applying the proper principles to his own social and vocational needs through practice speeches and recordings.

(See page 103)

**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 I.**

(See page 103)

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

Concerned with the choice of materials and methods suitable for teaching English in the junior and senior high school. Modern trends are examined and discussed with the view to adapting them to local conditions. **Required for all English Majors.**

**Teaching of Reading in Elementary Grades****3 Sem. Hrs.**

(See page 64)

**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, diction, 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; readings 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 Sage, 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; readings 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**

(Not offered—1959-1961)

**Ovid and Virgil** 3 Sem. Hrs.

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

**Livy** 3 Sem. Hrs.

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

Family organization, 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, diction, 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****Cartography** 3 Sem. Hrs.

This study 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.

Climatic regions of the earth, and the limitations and advantages which they offer for man's occupancy are studied. This 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 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. **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. Because some 65 per cent of world's population is 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. **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 those 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 Soviet Realm****3 Sem. Hrs.**

The Soviet Union is the largest country in the world, roughly the size of all North America and comprising nearly one-sixth of the land surface of the entire globe. The political and economic impact of this nation upon the international scene in recent decades has been tremendous. For

these reasons, the Soviet Union deserves separate treatment on the college level. The course will examine the physiographic regions, soils, vegetation, natural resources, and industrial and agricultural production of the U. S. S. R. It will give consideration to the Soviet peoples, government, and economic relations with the nations commonly referred to as "Soviet Satellites."

**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 landscape in its 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 rising 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 of Geography majors.**

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

(See page 64)

**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 Geography****3 Sem. Hrs.**

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world such as climate, soil, and vegetation, and man's adjustment to them, with special emphasis placed upon man's economic and cultural responses.

**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****Elementary Curriculum****Health****2 Sem. Hrs.**

A study of the basic anatomical and physiological systems of the human body serves as a foundation for the development of hygienic principles of living as well as for 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. (See page 61)

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

Emphasis is given to the development and practice of background games and large-muscle activities for elementary teaching.

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

Continuation of the varied program of skills necessary for teaching in the elementary schools.

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

Provision of situations for learning principles and methods in teaching in the elementary schools. The ability to plan for and direct the recess period in the elementary school program will be a main objective for each student.

**Secondary and Business Curriculum****Health (See Elementary Curriculum)****2 Sem. Hrs.**  
(See page 61)**Physical Education I****1 Sem. Hr.**

Development and practice of skills and attitudes in recreational activities which will lead to further activity, but with special reference to the needs of the individual.

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

Continuation of **Physical Education I** with an increasing range of activities.

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

Emphasis on individual sports and activities leading to better use of leisure time and with good carry-over values. Emphasis will be placed upon the development of individual skills and the ability to help direct these activities in the secondary school recreational program.

**MATHEMATICS****Algebra I****3 Sem. Hrs.**

Algebra is the foundation of all mathematics and this course aims to strengthen the secondary school algebra so that other courses in science and mathematics may be more readily understood. Emphasis is placed upon the solution of stated problems.

**Algebra II****3 Sem. Hrs.**

A continuation of Algebra I, with emphasis on mathematical induction, inequalities, complex numbers, theory of equations, probability, and such other topics as time permits.

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

An approach to construction and proof of problems by analysis. The major portion of the work is devoted to a critical study of the straight line and the conic sections in both rectangular and polar coordinates. Ample opportunity is available for the solution of original exercises.

**Calculus I****3 Sem. Hrs.**

Planned as a first course in Calculus, the fundamental ideas and applications of both differential and integral calculus are presented. The concepts of variables, functions and limits precede the introduction of the processes of differentiation and integration. Numerous applications are presented throughout the course.

**Calculus II****3 Sem. Hrs.**

A continuation of Calculus I, with a greater variety of applications. The differentiation and integration of the transcendental function, inverse functions, and exponential equations are a major portion of the course. Original exercises are used to a greater extent than in the introductory course.

**College Geometry****3 Sem. Hrs.**

A program designed to broaden the background of teachers of geometry in secondary schools. Many proofs have been simplified and construction problems will be stressed.

**Field Work in Mathematics****3 Sem. Hrs.**

The use of instruments in the teaching of secondary school mathematics will be stressed. Emphasis is placed on the use of the slide rule, angle mirror, hypsometer, clinometer, plane table, vernier, and the transit. Actual work in the field will be a major part of the course.

**Fundamentals of Mathematics****3 Sem. Hrs.**

Stress is placed on understanding and competency in the arithmetic and mathematical skills which are important in our present everyday living: the four fundamental operations with whole numbers, common and decimal fractions; percentage; measurement; graphs; formulas; functional relationships.

**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 Sem. 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 in the Elementary Grades** 3 Sem. Hrs.

The aim is to give a background for teaching meaningful arithmetic in the elementary school. Stress is placed on arithmetic as a system of quantitative thinking and the ways and means of developing meaningful arithmetic with the children. (See page 63)

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

A program designed to acquaint the student with the changes in the curriculum in secondary schools as their needs develop. The various methods of instruction are analyzed. It aims to give constructive suggestions for all problems in the teaching of mathematics in secondary schools. (See page 64)

**Trigonometry** 3 Sem. Hrs.

Emphasis is on the use of trigonometric functions, the use of algebra in trigonometry, development of formulas, and applications to the general triangle. Special emphasis is placed on the proving of trigonometric identities and the solution of trigonometric equations.

## 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 Aids for the Elementary Classroom Teacher** 3 Sem. Hrs.

Materials and methods helpful in the teaching of music are taught in this course. Learning to perform on the piano, autoharp, and other musical instruments; also writing easy accompaniments. Some theory and applied music are included.

**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 study 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**

**3 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. (See page 64)

## **SCIENCE**

### **Astronomy**

**3 Sem. Hrs.**

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.**

In this course are presented representative forms of bacteria. The importance of bacteria in general from the standpoint of health and disease, and economic processes 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 emphasizes 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 and Business Education students. Students majoring in Science and Biological Science may substitute Botany I and Zoology I for this course.

### **Basic Physical Science**

**3 Sem. Hrs.**

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 Science or Physical Science may substitute Physics and Chemistry for this course.

### **Botany I and II**

**8 Sem. Hrs.**

A study is made of the plant biology, with laboratory units 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, the economic importance, and evolution of these plants, will be stressed.

**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.

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

This course is designed for an 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, and garden. **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.

**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.**

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. 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.

**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 industry is stressed.

**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.

**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 invertebrates. **Prerequisites:** Botany I and II; Zoology I and II.

**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, laboratory, and text study of birds. Birds will be identified by keys and song. Emphasis will be given to the observation of migratory, feeding, and nesting habits, and economic importance of birds.

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

An 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.



**Parisitology****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, including methods of their control. **Prerequisites:** Zoology II and Botany II.

**Physical Chemistry****5 Sem. Hrs.**

This is an introductory course in the physico-chemical principles of the behavior of matter. The fundamental principles involved include the phase rule; energy relationships; equilibria and kinetics of chemical reactions; catalepsis.

The mathematical implications are kept to a minimum and do not exceed more than the use of algebra and logarithms.

Lecture: two hours; laboratory: three hours.

**Prerequisites:** Chemistry I and II, Physics I and II, and Algebra.

**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.**

The principles of human physiology are based on laboratory demonstrations. Anatomy and histology are included to make the work effective. In the course the following are stressed: studies of the supporting tissues, muscles, nervous responses, circulatory and respiratory demonstrations, and digestive and excretory experiments.

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

An abbreviated course in qualitative analysis deals with the systematic separation and identification of the more common metallications and acid 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.

**Quantitative Analysis****3 Sem. Hrs.**

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

**Science for the Elementary Grades****3 Sem. Hrs.**

The content of this course is chosen from the areas of science material which form the immediate environment of the child. Experiences at home, in the community, and in the schoolroom are selected to help the student understand his environment in an age of science. Content is valuable only as it meets the needs of the child, and the society in which he lives.

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

This is a survey course in physical and biological science, designed for non-science majors. Basic principles, laws, and concepts in both phases of Science are viewed, and their application to modern living is emphasized. The material is developed by class discussion as well as by lecture and demonstration experiments. Trips to industrial centers supplement the practical application of the course. A term paper and an oral report of research carried on during the semester are both required of each student.

**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.

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

This course is designed to develop in the elementary teacher the scientific background material, information, and inspiration for dealing with the natural environment at the child's level and from his viewpoint. (See page 64)

**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 class material. (See page 64)

**Techniques in Physical Science Laboratory and Classroom Demonstration****2 Sem. Hrs.**

This course provides experience and practice in the proper techniques for conducting effective laboratory exercises, as well as proper techniques to conduct more effectively demonstrations for classroom instruction.

Practice problems are a feature of this experience in laboratory maintenance and in the selection of demonstration material for the classroom. A practical problem of personal interest is required of each student and is developed as a term project.

Stock inventory, proper interpretation of scientific catalogues and their uses are all reviewed; a maintenance repair shop is designed and used; audio-visual aids are discussed.

Lecture and recitation: two hours per week.

**Prerequisites:** Chemistry I and II; Physics I and II.

**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.

**Water Analysis****2 Sem. Hrs.**

This material constitutes an abbreviated course in the qualitative and quantitative techniques of water analysis. It embraces two distinct phases—bacteriological and mineralogical. The course provides experience in analytical methods for the complete analysis of the following: raw water, boiler water, swimming pool water, and sewage.

Lecture and recitation: one hour; laboratory: three hours per week.

**Prerequisites:** Chemistry I and II, Qualitative Analysis, Quantitative Analysis, and Biology.

**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 example selected from the last classification. The study of these forms is based upon morphology, physiology, 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 evaluative techniques, and the writing and use of laboratory practices.

**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.

**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; money and banking are given comprehensive treatment.

**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 History 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 an increasingly interdependent world.

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

An introductory study of England's development with special reference to England's contribution to American background and growth. Emphasis is placed on the development of those factors that have given rise to the events and struggles that have culminated in the establishment of democratic principles and organizations in the world.

**History of Europe to 1815****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.

**History of Europe Since 1815****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 the Far East****3 Sem. Hrs.**

This 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 surveys 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.**

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

**History of the United States and Pennsylvania I****3 Sem. Hrs.**

This is a survey course that covers the History of the United States and Pennsylvania from the Colonial Period to the end of the Civil War. An evaluation of our American ideals as well as the development of our particular type of government organization is stressed. Problems in conjunction with the settlement of the country, the acquisition of our independence, the organization of the nation under the Constitution, questions in regard to slavery, the expansion of our national territory and economy,

and the question of the settlement of states' rights versus national rights will be discussed. (Required for Pennsylvania Certification)

**History of the United States and Pennsylvania II** 3 Sem. Hrs.

A survey of the political, social, and economic development of the United States and Pennsylvania from 1865 to the present time. Special emphasis is placed upon contemporary relationships and the underlying principles involved. (Required for Pennsylvania Certification)

**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.

**International Relations Since 1921** 3 Sem. Hrs.

This course will follow the trends of relations between nations since World War I and their search for security, with particular emphasis upon the role played by the United States. International tensions will be viewed in the light of causes and results with attention being centered on three involved world areas, The Soviet Union, The Far East, and The Middle East.

**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 who have influenced our economic, social, and political institutions.

**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.

**Political Parties and Elections** 3 Sem. Hrs.

This course will develop the role of the political party system in our democratic society, the machinery of organization, and the techniques of campaigning. It will trace the history of the major political parties and the several minor or third parties with emphasis on periods of strength, component elements, leadership, and major policies or platforms. Key elections will be viewed in terms of issues, parties involved, and results.

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

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

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

A study is made of the transition from the Mediaeval to the Modern Period. The intellectual awakening as it appears in the different European countries affecting all lines of interest, forms the basis of consideration. An analysis of religious organizations and thought as they both form a background for present-day belief, is a major aim of the course.

**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. Considerable attention is given to some of the more recent agencies set up to solve our social and economic difficulties.

**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. (See page 64)

**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.

**The United Nations: Organization and Function****3 Sem. Hrs.**

The purpose of this course is to study the United Nations as a factor in world peace and understanding, in the light of its origin, the structure and function of its most important organs, the achievements contributing to world peace, and the persistent problems remaining. A possible part of the course is a visit to the UN Headquarters in New York City.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. It is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

—Henry Van Dyke

## DEPARTMENT OF BUSINESS EDUCATION

### PURPOSE

The State Department of Public Instruction has designated the State Teachers College, Bloomsburg, Pennsylvania, as one of the institutions in which the secondary business teachers of the Commonwealth may be educated. The Bachelor of Science in Education degree is conferred following 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 in Pennsylvania.

### ENTRANCE REQUIREMENTS

The curriculum has proved so popular since it was introduced in 1930 that only a limited number of selected students are admitted. All persons who expect to enroll as Freshmen should make their reservations early in the year. Only those high school students whose records indicate the ability to complete satisfactorily the curriculum 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 successfully the Business Curriculum.

Prospective students are urged to come to the College and discuss their proposed program of study with the members of the faculty of the Department.

*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 appear to be equivalent to subjects prescribed 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 Education. This tentative evaluation may precede the enrollment of the student.

### EXTENSION OF COLLEGE CERTIFICATES TO INCLUDE 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).

## REGULATIONS GOVERNING THE ISSUANCE 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 upon 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.

### 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.*

### TEACHER PLACEMENT

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



## EQUIPMENT

Business skills cannot be learned wholly from books. The Department of Business Education is well equipped with up-to-date filing equipment and modern office machines including manual and electric typewriters; adding, calculating, posting, duplicating, dictating and transcribing machines; and mimeoscopes.

## OFFICE PRACTICE AND BUSINESS EXPERIENCE

A student completing a curriculum in business education has an opportunity to spend one year in office practice courses. In these courses a student acts as a business worker in various campus offices where he is held responsible for the same vocational efficiency as the regularly employed office worker. This experience is supplemented by class instruction covering the following office skills and business knowledges: alphabetical, geographical, and numerical filing; dictation and transcription at high rates of speed; stencil preparation, including the use of the mimeoscope, and the operation of the mimeograph; preparation of master sheets and operation of liquid process and offset duplicating machines; operation of dictating and transcribing machines; operation of adding, posting, and calculating machines; and advanced work in business papers.

**THE COMMON SCHOOL** — The common school is the greatest discovery ever made by man. In two grand, characteristic attributes, it is supereminent over all others; first, in its universality — for it is capacious enough to receive and cherish in its parental bosom every child that comes into the world; and second, in the timeliness of the aid it proffers — its early, seasonable supplies of counsel and guidance making security antedate danger. Other social organizations are curative and remedial; this is a preventive and an antidote; they come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them. Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine-tenths of the crimes in the penal code would become obsolete; the long catalog of human ills would be abridged; property, life, and character held by a stronger tenure; all rational hopes respecting the future brightened.

—*Horace Mann*

## CURRICULUM IN BUSINESS EDUCATION

### (Sequence of Courses Subject to Change for Administrative Reasons)

The business education curriculum authorized by the State Council of Education prepares students for certification to supervise or teach business subjects.

Upon satisfactory completion of the basic first year of the curriculum students must choose one of the sequences (Combined Business, Secretarial, or Accounting) shown on the following pages. **STUDENTS NEED NOT HAVE HAD BUSINESS TRAINING IN HIGH SCHOOL** to complete the business sequences.

### BASIC FIRST YEAR

First Semester		Second Semester	
	Hours Clock Sem.		Hours Clock Sem.
English I .....	3 3	English II .....	3 3
Speech I .....	2 2	Speech II .....	2 2
Business Mathematics I ..	3 3	Introduction to Music ..	3 2
Introduction to Art .....	3 2	Basic Physical Science ..	4 3
Basic Biology .....	4 3	Professional Orientation ..	3 3
Economic Geography .....	3 3	Accounting I .....	4 3
Health .....	2 2	Physical Education I .....	2 1
	20 18		21 17

### COMBINED BUSINESS SEQUENCE SEMESTERS

Third Semester		Fourth Semester	
	Hours Clock Sem.		Hours Clock Sem.
History of Civilization I ..	3 3	Economics I .....	3 3
Literature I .....	2 2	Literature II .....	2 2
Sales and Retail Selling I ..	3 3	General Psychology .....	3 3
Accounting II .....	4 3	Shorthand II .....	4 3
Shorthand I .....	4 3	Typewriting II .....	4 2
Typewriting I .....	4 2	Accounting III .....	3 3
Physical Education II .....	2 1	Physical Education III ..	2 1
	22 17		21 17
Fifth Semester		Sixth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Educational Psychology and Evaluative Techniques ..	3 3	Business Correspondence ..	3 2
Shorthand III .....	4 3	Audio-Visual Education ..	3 2
Typewriting III .....	4 2	Methods of Teaching Business Education .....	2 3
Accounting IV .....	3 3	Secretarial Practice .....	5 2
Business Law I .....	3 3	Economics II or Home and Family Living .....	3 3
Problems of Secondary Business Education .....	3 3	Business Law II .....	3 3
	20 17		20 15
Seventh Semester		Eighth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Business Organization ...	2 2	Student Teaching and Direction of Student Activities .....	30 12
American Government ...	3 3	Professional Practicum including School Law ..	2 2
Business Mathematics II ..	2 2		
Clerical Practice and Office Machines .....	5 3		
History of the United States and Pennsylvania .....	3 3		
	15 13		32 14

## SECRETARIAL SEQUENCE

### SEMESTERS

Third Semester		Fourth Semester	
	Hours Clock Sem.		Hours Clock Sem.
History of Civilization I . . . . .	3 3	Economics I . . . . .	3 3
Literature I . . . . .	2 2	Literature II . . . . .	2 2
Sales & Retail Selling I . . . . .	3 3	General Psychology . . . . .	3 3
Shorthand I . . . . .	4 3	Shorthand II . . . . .	4 3
Typewriting I . . . . .	4 2	Typewriting II . . . . .	4 2
Physical Education II . . . . .	2 1	Physical Education III . . . . .	2 1
Electives . . . . .	3 3	Electives . . . . .	3 3
	<hr/> 21 17		<hr/> 21 17

Fifth Semester		Sixth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Educational Psychology and Evaluative Techniques . . . . .	3 3	Business Correspondence . . . . .	3 2
Problems of Secondary Business Education . . . . .	3 3	Audio-Visual Education . . . . .	3 2
Shorthand III . . . . .	4 3	Methods of Teaching Business Education . . . . .	3 3
Typewriting III . . . . .	4 2	Secretarial Practice . . . . .	5 2
Business Law I . . . . .	3 3	Economics II or Home and Family Living . . . . .	3 3
Electives . . . . .	3 3	Business Law II . . . . .	3 3
	<hr/> 20 17		<hr/> 20 15

Seventh Semester		Eighth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Business Organization . . . . .	2 2	Student Teaching and Direction of Student Activities . . . . .	30 12
Business Mathematics II . . . . .	2 2	Professional Practicum including School Law . . . . .	2 2
American Government . . . . .	3 3		
History of the United States and Pennsylvania . . . . .	3 3		
Clerical Practice and Office Machines . . . . .	5 3		
	<hr/> 15 13		<hr/> 32 14

## ACCOUNTING SEQUENCE

### SEMESTERS

Third Semester		Fourth Semester	
	Hours Clock Sem.		Hours Clock Sem.
History of Civilization I . . . . .	3 3	Economics I . . . . .	3 3
Literature I . . . . .	2 2	Literature II . . . . .	2 2
Sales and Retail Selling I . . . . .	3 3	General Psychology . . . . .	3 3
Accounting II . . . . .	4 3	Typewriting II . . . . .	4 2
Typewriting I . . . . .	4 2	Accounting III . . . . .	3 3
Physical Education II . . . . .	2 1	Physical Education III . . . . .	2 1
	<hr/> 18 14	Electives . . . . .	3 3
			<hr/> 20 17

Fifth Semester		Sixth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Educational Psychology and Evaluative Techniques . . .	3 3	Business Correspondence . . .	3 2
Accounting IV . . . . .	3 3	Business Law II . . . . .	3 3
Business Law I . . . . .	3 3	Economics II or Home and Family Living . . . . .	3 3
Problems of Secondary Business Education . . . . .	3 3	Audio-Visual Education . . .	3 2
Electives . . . . .	4 4	Methods of Teaching Business Education	
	<hr/> 16 16	Subjects . . . . .	3 3
		Electives . . . . .	3 3
			<hr/> 18 16
Seventh Semester		Eighth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Business Organization . . .	2 2	Student Teaching and Direction of	
Business Mathematics II . .	2 2	Student Activities . . . . .	30 12
Clerical Practice and Office Machines . . . . .	5 3	Professional Practicum	
Accounting V . . . . .	3 3	including School Law . . .	2 2
American Government . . . .	3 3		<hr/> 32 14
History of U.S. and Penna. .	3 3		
	<hr/> 18 16		

## CERTIFICATION IN RETAIL SELLING

Certification in Retail Selling may be had by earning nine semester hours additional credit in Sales and Retail Selling, using elective courses in the Accounting or Secretarial Sequences, or by adding courses to the combined Business Sequence.

### BENDING THE TWIG

What we wish the world to be ten, fifteen, twenty years from now we must instill within the lives of 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

## DESCRIPTION OF COURSES IN BUSINESS EDUCATION

### **Accounting I (Elementary) 3 Sem. Hrs.**

Bookkeeping and accounting for the proprietorship, covering both service and merchandising activities; the bookkeeping cycle; special journals and special ledgers; accrued and deferred items; business papers.

### **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; departmental and branch accounting 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.**

Description of the principal accounting statements; a review of the fundamental processes in recording, classifying, and summarizing business transactions; a consideration of the problems involved in the measurement of business position and of periodic progress.

### **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 with emphasis on Federal income taxes for individuals. Federal income taxes for corporations, estates, and trusts; Federal estate and gift taxes; and Pennsylvania taxes are also included for brief treatment. **Prerequisite:** Accounting II.

### **Business Correspondence 2 Sem. Hrs.**

Review of essentials of grammar; study of the vocabulary of business; setup of business forms and modern business letters; writing of letters of inquiry, response letters, order letters, adjustment letters, sales letters; preparation of data sheets, application letters. (See page 65)

### **Business Law I 3 Sem. Hrs.**

Designed to familiarize prospective business teachers with fundamental principles of law as it pertains to business. A study of actual cases follows the discussion of real and personal property, contracts, bailments, and innkeepers and carriers.

### **Business Law II 3 Sem. Hrs.**

A study of general principles of law as they pertain to negotiable instruments, insurance, surety and guaranty contracts, sales of personal property, employer and employee relationships, agencies, partnerships, corporations, real property, and estates. Methods of teaching Business Law in the high school are considered.

**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 Mathematics II****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.

**Business Organization****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 governmental relations.

**Clerical Practice and Office Machines****3 Sem. Hrs.**

Fundamentals of operating office dictation and transcription machines; key driven and rotary calculators; adding and listing machines; mimeograph, multigraph, and ditto duplicating machines; filing systems; office procedure; business papers.

**Economics I****3 Sem. Hrs.**

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

**Economics II****3 Sem. Hrs.**

Advanced course dealing with exchange, banking, foreign trade, taxation, and present day economic problems rising out of the different forms of economic systems.

**Methods of Teaching Business Education 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. (See page 62)

**Office Management****2 Sem. Hrs.**

This course is a study of the principles of management as they apply to the office with consideration given to organizational principles; office layout; physical equipment; personnel relations; standards of production; wage scales; development of procedures; and budgeting.

**Problems of 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.

**Sales and 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.

**Secretarial 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; supervised secretarial work in school offices.

**Shorthand I** 3 Sem. Hrs.

Beginning course in Gregg Shorthand Simplified in which shorthand theory and dictation are woven into an integrated course; fluent reading and writing of familiar and unfamiliar material stressed; attention directed to the learning process in shorthand.

**Shorthand II** 3 Sem. Hrs.

Further development of ability to read from own notes; fluency of writing and correctness of outlines stressed; dictation of familiar and unfamiliar material; transcription of both familiar and new material; teaching techniques.

**Shorthand III** 3 Sem. Hrs.

Designed to give advanced practice in shorthand and transcription with speed and accuracy stressed. The course is closely correlated with Typewriting III.

**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; typing cards, letters, envelopes, multiple carbon work, manuscript and literary materials, billing, tabulation, legal forms; stencils and liquid process masters introduced.

**Typewriting III** 2 Sem. Hrs.

Advanced application of typewriting skills in the completion of practical office tasks; accuracy, speed and job techniques emphasized.

## DEPARTMENT OF SPECIAL EDUCATION

### PURPOSE

The State Department of Public Instruction has designated the State Teachers College, Bloomsburg, Pennsylvania, as one of its colleges in which students of the Commonwealth may be educated as teachers of speech correction, and as teachers in special classes for the mentally retarded. The Bachelor of Science in Education degree is conferred on the satisfactory completion of approved special education sequences.

Graduates are fully certified to supervise or teach pupils eligible for special class education in elementary, intermediate, and high schools of Pennsylvania.

### ADMISSION REQUIREMENTS

All individuals planning to enroll as Freshmen should make their reservations immediately. Statewide interest and number of students presently enrolled in this curriculum limit the number that can be accepted. High school graduates are eligible whose records indicate ability, personality traits, and health necessary to complete satisfactorily the curriculum requirements.

Prospective students are urged to visit the College and discuss their proposed areas of study with members of the faculty of the Department, and with the Dean of Instruction.

### ADVANCED STANDING

High school graduates who previously have earned college credits should submit a transcript of such credits before they enroll. Entrants desiring an evaluation of completed work at other colleges should forward a transcript showing the name of the course, the grade, and the credit hours to the Dean of Instruction. Advanced standing will be granted when such courses are judged to be equivalent to courses prescribed in the special education curriculum.

### TEACHER PLACEMENT

Graduates of the College are placed without charge through cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of our own College. The Department of Special Education also is actively interested in securing teaching employment for its graduates. Teachers-in-service enrolled in the special education curriculum may avail themselves of the placement service, if new positions are desired.



## EQUIPMENT

Special education skills require up-to-date equipment to complement knowledge acquired from texts. The Department of Special Education is well equipped with clinical and classroom instruments.

The speech and hearing center is equipped with pure-tone and speech audiometers, tape recorders, disc-record cutting machines, phonographs, auditory train-ear units, desk and individual model hearing aids, language master and library of speech correction materials and texts.

Classrooms for the mentally retarded children are equipped with work tables and chairs, sink with trap, storage room for supplies, paint cabinet, file cabinet, wood-working benches and complete set of tools, table and floor model weaving looms, leather tools, metal-working tools, molding bench, electric sewing machine, storage cabinet, home economics kitchen unit, and primer typewriter. Materials include supplies for leather materials, metal-working supplies, supplies for assorted molds, supplies of assorted fabrics and paints, graded thicknesses of paper, tools and materials for linoleum painting, cork and bead craft.

Equipment in the psychological clinic consists of tele-binocular test, IBM machine, child and adult work tables and chairs, individual and group verbal and performance scales of intelligence, individual and group test booklets, and answer sheets.

The reading clinic has a tachistoscope and graded slides, Keystone Telebinocular, film-strip projector, phonograph, children's records, SRA Reading Laboratory, two reading accelerators, collection of primary and intermediate texts for children, collection of free mimeographed reading materials, and primer typewriter.

## CLINICAL PRACTICE AND SPECIAL CLASS EXPERIENCE

Students enrolled in this curriculum have the opportunity of participating in special class work carefully supervised and graded to provide clinical experience at the College Speech and Hearing Clinic, and to do student teaching in a public school environment. Institutions participating in the program include the Benjamin Franklin Laboratory School, Geisinger Memorial Hospital, Bloomsburg Public Schools, and the Williamsport Public Schools.

## CURRICULUMS IN SPECIAL EDUCATION

### I. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

All Temporary, Special, Normal, and Provisional College Certificates now valid will be renewed and made permanent in accordance with the conditions on which they were issued.

### II. REGULATIONS GOVERNING THE ISSUE OF NEW CERTIFICATES

A certificate of standard grade valid for teaching may be extended to include speech correction on the completion of approved courses in special education in accordance with the following suggested distribution.

#### A. CERTIFICATION OF SPEECH CORRECTIONISTS

Minimum Hours Required

- |   |                     |
|---|---------------------|
| <b>1. Courses Basic to All Special Class Certification</b>  | <b>6 Sem. Hrs.</b>  |
| *Psychology or Education of Exceptional Children<br>Diagnostic Testing and Remedial Teaching<br>*Mental Hygiene   |                     |
| <b>2. Courses Definitely Applicable to the Practice of Speech Correction</b>  | <b>21 Sem. Hrs.</b> |
| *Speech Problems<br>*Speech Pathology<br>*Speech Clinic I and II<br>*Hearing Problems<br>*Phonetics<br>*Voice and Diction   |                     |
| <b>3. Electives</b>   | <b>6 Sem. Hrs.</b>  |
| *Child Development<br>*Mental Tests (Individual)<br>Clinical Psychology<br>Mental Tests (Group)<br>Psychology of Speech and Hearing<br>Anatomy of Speech and Hearing Mechanisms<br>Auditory Training and Speech Reading<br>Measurement of Hearing Loss<br><br>*Must be selected within these groups |                     |

In institutions approved for the education of speech correctionists, students enrolled in the four-year **elementary curriculum** may elect speech correction as outlined above and omit specialization in kindergarten-primary, intermediate, or rural education.

In Institutions approved for the education of speech correctionists, students enrolled in the four-year **secondary curriculum** may obtain speech correction by certification, selecting Speech as a field of specialization and carefully planning to complete the requirements for both the Speech major and Speech Correction certification.

Approved by State Council of Education, September 7, 1945.

Effective September 1, 1946.

Students who choose this area of specialization receive additionally when completing satisfactorily student teaching in speech correction classes six semester hours of the twelve required for student teaching. They will be able to graduate with regular elementary or secondary certification and may be able to complete special class certification in eight semesters.

## **B. CERTIFICATION OF TEACHERS OF CLASSES FOR THE MENTALLY RETARDED**

	Minimum Hours Required
<b>1. Courses Basic to All Special Class Certification</b>	<b>6 Sem. Hrs.</b>
*Psychology or Education of Exceptional Children Diagnostic Testing and Remedial Teaching	
*Mental or Educational Hygiene	
<b>2. Courses Definitely Applicable to the Teaching of Mentally Retarded Children</b>	<b>12 Sem. Hrs.</b>
*Arts and Crafts I and II	
*Special Class Methods	
*Student Teaching in Classes for Mentally Retarded Children	
<b>3. Special Class Electives</b>	<b>6 Sem. Hrs.</b>
*Child Development	
Clinical Psychology	
Abnormal Psychology	
*Speech Problems	
Mental Tests (group)	
Corrective Physical Education	
Related Courses in Sociology	
*Mental Tests (individual)	
**Teaching Experience	

\*Must be selected within these groups

\*\*Successful experience in teaching, in social service such as visiting teacher, probation officer, or social worker, in public health work such as school nurse, public health nurse, etc.; or in a psycho-educational or psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of six (6) semester hours at the rate of three (3) semester hours a year (but these credits cannot be used to meet graduation requirements)

4. Courses Related to Elementary Education which are Basic Prerequisites for certification as teachers of special classes for the mentally retarded must be selected from the following or equivalent courses

Minimum Hours  
Required  
12 Sem. Hrs.

- † Teaching of Reading
- † Teaching of Arithmetic
- \* Art in the Elementary School
- \* Music in the Elementary School
- \* Health or Physical Education in the Elementary School
- Education Measurements
- Principles of Elementary Education
- † Elementary School Methods
- † The Elementary School Curriculum
- Teaching of Elementary Social Studies
- Children's Literature and Story Telling
- \* Student Teaching (Elementary)

† Preferred Electives

\* Required

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

A college certificate valid for the secondary field may be extended to include the teaching of classes for the mentally retarded on the completion of thirty-six semester hours, including the distribution in groups one, two, and three, in Section A, and twelve semester hours selected from group four above.

Approved by State Council of Education September 7, 1945  
Effective September 1, 1946

### GOD'S TEACHERS

"The artist works in material like marble and canvas, that must someday fall apart. But not the teacher. His material is the human individual. To help fill a mind with understanding — that is to share creation with God."

—Armand, a medical missionary

## CURRICULUM IN SPECIAL EDUCATION

### (Sequence of Courses Subject to Change for Administrative Reasons)

The special education curriculum authorized by the State Council of Education prepares students for certification to supervise or teach children eligible for special class instruction in the areas of speech correction and education for the mentally retarded.

Credits in excess of 16 Semester hours may be scheduled by students who maintain a "B" average.

### SPEECH CORRECTION AND ELEMENTARY EDUCATION SEQUENCE

First Semester		Second Semester	
	Hours Clock Sem.		Hours Clock Sem.
English I .....	3 3	English II .....	3 3
Speech I .....	2 2	Basic Physical Science ...	4 3
Basic Biology .....	4 3	Introduction to Art .....	3 2
Health .....	2 2	Speech Problems .....	3 3
World Geography .....	3 3	Voice and Diction .....	3 3
Professional Orientation ..	3 3	Geography of U.S. & Pa.	3 3
Introduction to Music ...	3 2	Physical Education I ...	2 1
	20 18		21 18
Third Semester		Fourth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Art in the Elementary		Teaching of Art .....	4 3
Grades .....	2 2	Teaching of Music .....	4 3
Music in the Elementary		Psychology II .....	3 3
Grades .....	2 2	Child Development .....	3 3
Psychology I .....	3 3	Speech Pathology .....	3 3
Physical Education II ..	2 1	History of Civilization ..	3 3
Hearing Problems .....	3 3		20 18
Phonetics .....	3 3		
Fundamentals of Mathe- matics .....	3 3		
	18 17		
Fifth Semester		Sixth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Literature I .....	2 2	History of U. S. & Pa. II	3 3
Children's Literature ...	3 3	Teaching of Language Arts	3 3
History of U. S. & Pa. I	3 3	Teaching of Social Studies	3 3
Teaching of Reading ...	3 3	Teaching of Elementary Science .....	3 3
Teaching of Arithmetic ..	3 3	Literature II .....	2 2
Speech Clinic I .....	6 3	Speech Clinic II .....	6 3
Physical Education III ..	2 1		20 17
	21 18		
Seventh Semester		Eighth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Audio-Visual Education ..	3 2	Student Teaching (Elementary) .....	15 6
American Government ...	3 3	Student Teaching (Speech) .....	15 6
Teaching of Health .....	3 2	Professional Practicum ...	2 2
Mental Hygiene .....	3 3		32 14
Speech II .....	2 2		
Education of Exceptional Children .....	3 3		
Mental Tests .....	3 3		
	20 18		

## SPEECH CORRECTION AND SECONDARY EDUCATION SEQUENCE

First Semester		Second Semester	
	Hours Clock Sem.		Hours Clock Sem.
English I .....	3 3	English II .....	3 3
Speech I .....	2 2	Basic Physical Science ..	4 3
Basic Biology .....	4 3	Introduction to Art .....	3 2
Health .....	2 2	Fundamentals of	
World Geography .....	3 3	Mathematics .....	3 3
Professional Orientation ..	3 3	Speech Problems .....	3 3
Introduction to Music .....	3 2	Voice and Diction .....	3 3
	— —	Physical Education I .....	2 1
	20 18		— —
			21 18

Third Semester		Fourth Semester	
	Hours Clock Sem.		Hours Clock Sem.
Literature I .....	2 2	Literature II .....	2 2
History of Civilization I ..	3 3	History of Civilization II	3 3
Psychology I .....	3 3	Psychology II .....	3 3
Hearing Problems .....	3 3	Speech Pathology .....	3 3
Phonetics .....	3 3	Physical Education III ..	2 1
Physical Education II ..	2 1	Electives .....	6 6
Electives .....	3 3		— —
	— —		19 18
	19 18		

Fifth Semester		Sixth Semester	
	Hours Clock Sem.		Hours Clock Sem.
History of U. S. & Pa. I	3 3	Mental Tests .....	3 3
Audio-Visual Education ...	3 2	History of U. S. & Pa. II	3 3
Problems of Secondary		Child Development .....	3 3
Education .....	3 3	Speech Clinic II .....	6 3
Speech Clinic I .....	6 3	Education of Exceptional	
Mental Hygiene .....	3 3	Children .....	3 3
Electives .....	3 3	Electives .....	3 3
	— —		— —
	21 17		21 18

Seventh Semester		Eighth Semester	
	Hours Clock Sem.		Hours Clock Sem.
American Government ....	3 3	Student Teaching	
Introduction to Philosophy	3 3	(Speech) .....	15 6
Speech II .....	2 2	Student Teaching	
Electives .....	6 6	(Secondary) .....	15 6
	— —	Professional Practicum ..	2 2
	14 14		— —
			32 14

## SPECIAL EDUCATION FOR THE MENTALLY RETARDED AND ELEMENTARY EDUCATION SEQUENCE

First Semester		Hours Clock Sem.		Second Semester		Hours Clock Sem.	
English I .....	3	3	English II .....	3	3		
Speech I .....	2	2	Basic Physical Science ...	4	3		
Basic Biology .....	4	3	Introduction to Art .....	3	2		
Health .....	2	2	Speech Problems .....	3	3		
World Geography .....	3	3	Education of Exceptional Children .....	3	3		
Professional Orientation ..	3	3	Geography of U. S. & Pa. 3	3	3		
Introduction to Music ... 3	2	2	Physical Education I ... 2	1	1		
	20	18		21	18		
Third Semester		Hours Clock Sem.		Fourth Semester		Hours Clock Sem.	
Audio-Visual Education ..	3	2	Teaching of Art in the Elementary Grades ....	4	3		
Art in Elementary Grades	2	2	Teaching of Music in the Elementary Grades ....	4	3		
Music in Elementary Grades .....	2	2	Literature II .....	2	2		
Literature I .....	2	2	History of Civilization II	3	3		
History of Civilization I ..	3	3	Psychology II .....	3	3		
Psychology I .....	3	3	Physical Education III ..	2	1		
Physical Education II ...	2	1	Science in the Elementary Grades .....	3	3		
Fundamentals of Mathe- matics .....	3	3		21	18		
	20	18					
Fifth Semester		Hours Clock Sem.		Sixth Semester		Hours Clock Sem.	
History of U. S. & Pa. I	3	3	History of U. S. & Pa. II	3	3		
Teaching of Reading ....	3	3	Teaching of Language Arts	3	3		
Teaching of Arithmetic ..	3	3	Teaching of Health .....	3	2		
Arts & Crafts I .....	6	3	Teaching of Social Studies	3	3		
Children's Literature .....	3	3	Teaching of Elementary Science .....	3	3		
Special Class Methods ..	2	2	Arts & Crafts II .....	6	3		
	20	17		21	17		
Seventh Semester		Hours Clock Sem.		Eighth Semester		Hours Clock Sem.	
Speech II .....	2	2	Student Teaching (Elementary) .....	27	11		
Mental Hygiene .....	3	3	Student Teaching (Special Class) .....	3	1		
Mental Tests .....	3	3	Professional Practicum ..	2	2		
Child Development .....	3	3		32	14		
American Government ....	3	3					
Introduction to Philosophy	3	3					
	17	17					

**DESCRIPTION OF COURSES  
IN SPECIAL EDUCATION  
SPEECH CORRECTION AND HEARING**

The speech correctionist primarily is interested in disorders of speech, language, hearing, and voice. To understand these disorders he must have a knowledge of typical and atypical speech development. The correctionist studies the psychological, educational, and organic aspects of speech and language as it relates to the individual. He attempts to develop or improve speech in the individual that is (A) adequate for that individual's ability and personality, (B) that is normal and understandable to the listener. He examines cases, makes diagnoses, and takes an active part in the speech rehabilitation of the individual by applying the science and skills acceptable to speech correction and hearing.

**Anatomy of Speech and Hearing Mechanisms** **2 Sem. Hrs.**

Study of human power, resonator, acoustic, articulatory, vibratory mechanisms necessary for speech production. Comparative investigation of normal and abnormal factors in speech development.

**Auditory Training and Speech Reading** **3 Sem. Hrs.**

Current methods for teaching the hard of hearing child or adult who needs the aid of mechanical amplification of sound and skill in speech reading for everyday experiences. A study is made of the speech process as it is related to the visual, auditory, and kinesthetic senses.

**Prerequisite:** Hearing Problems.

**Hearing Problems** **3 Sem. Hrs.**

Auditory, speech, psychological, and educational factors related to various types of hearing loss are studied. Roles of parent, educator, and specialist are investigated. Emphasis is placed on rehabilitative measures necessary for normal adjustment of individuals with impaired hearing.

**Prerequisite:** Measurement of Hearing Loss.

**Measurement of Hearing Loss** **2 Sem. Hrs.**

Evaluation of hearing mechanism. Study is made of the outer, middle, and inner ear. Causes of impaired hearing are interpreted relative to auditory perception, and its effect on the communication process. Practice is given in hearing testing.

**Phonetics** **3 Sem. Hrs.**

Analysis and application of general American speech sounds. Study of atypical sound placement and production. Development of skills necessary for practical transcription and interpretation of varying speech patterns.

**Prerequisite:** Voice and Diction and Anatomy of the Vocal Mechanisms.

**Psychology of Speech and Hearing** **3 Sem. Hrs.**

Detailed consideration is given to the developmental aspects of language, the relation of normal and abnormal speech and hearing patterns of individuals to their total personality structure. Current educational trends and practices are reviewed and discussed.

**Prerequisites:** Hearing Problems and Speech Problems.



**Speech I** 2 Sem. Hrs.  
(See page 68)

**Speech II** 2 Sem. Hrs.  
(See page 68)

**Speech Clinic I and II** 6 Sem. Hrs.

Introductory and advanced, supervised opportunity for the student to evaluate, diagnose, and provide speech correction for individuals having one or more of the types of speech and hearing disorders. Analysis of information necessary for public relations and record keeping is made.

**Prerequisites:** Speech Pathology or Auditory Training and Speech Reading.

**Speech Pathology** 3 Sem. Hrs.

Investigation of the more complex speech problems associated with anatomy and physiology of the speech mechanisms. Special study is made of cerebral palsy, cleft palate, aphasia, auditory impairments, and retarded speech. Causes, symptoms, and rehabilitation measures are investigated.

**Prerequisite:** Speech Problems.

**Speech Problems** 3 Sem. Hrs.

Introduction of the more common speech handicaps. Investigated are the effects of articulation, stuttering, voice, hearing, and personality problems of individuals. Roles of educator, parent, and specialist are identified.

**Prerequisite:** Phonetics.

**Voice and Diction** 3 Sem. Hrs.

Individual and group evaluation is made on the process necessary for ear training, breathing, phrasing, pitch, quality, rhythm, resonance, and rate.

## SPECIAL EDUCATION FOR THE 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 and 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, papiermache, basketry, linoleum work, chaircaning, braiding, soft toys, knitting, and crocheting will be introduced and practiced. Students will also become acquainted with various materials used in each craft.

(See page 59;

**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. Observation in the Special Class comprises 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.

"Come now to another measure of self-culture, and this is, intercourse with superior minds . . . It is chiefly through books that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages . . . They are cheering or soothing companions in solitude, illness, affliction. The wealth of . . . continents will not compensate for the good they impart: Let every man, if possible, gather some good books under his roof, and obtain access for himself and family to some social library. Almost any luxury should be sacrificed to this."

—William Ellery Channing

**EVENING ARTISTS COURSE—1957-1958**

1. Robert McDowell—Pianist
2. Carl Palangi—Bass Baritone
3. New Faces in Music—Variety
4. The Rabinoffs—Violin and Piano Duo
5. Peggy Wood Players—"The Chalk Garden"
6. Canadian Players—"Man and Superman"

**EVENING ARTISTS COURSE—1956-1957**

1. Players, Inc.—"Charley's Aunt"
2. Virginia Orchestra
3. Frank Guarrera—Baritone
4. Men of Song—Vocal Quartette
5. Nelson and Neale—Duo Pianists
6. Commander Irving Johnson — Film Lecture: "Yankee Returns to Paradise"
7. Tachibana and Hellman—Dancer and Harpist

**EVENING ARTISTS COURSE—1955-1956**

1. Goya and Matteo—Dance Team
2. Jerome Hines—Bass Baritone
3. Jean Graham—Pianist
4. Maurice Wilk—Violinist
5. Continental-Aires—Male Quartette
6. William Clausen—Balladier and Guitarist
7. Dorraine and Ellis—"Costumed Cameos"
8. Touring Players—"The Corn Is Green"

**EVENING ARTISTS COURSE—1954-1955**

1. Gregory and Strong—Dance Team
2. Claramae Turner—Contralto
3. Vienna Choir Boys
4. Roman Sisters—Duo-Pianists
5. Roberts and Walker—Duo-Singers of "Gilbert and Sullivan"
6. Hedgerow Theatre Players—"Emperor Jones"

## ANALYSIS OF ENROLLMENT TRENDS

(Figures Are For Years Ending May 31)

### Number of Different Students

	1955	1956	1957	1958
Regular Students .....	882	988	1145	1264
Part-time and Extension Classes for Teachers-in-Service .....	47	45	6	73
Summer Sessions .....	526	1102	1293	1317
Total Enrollment .....	1455	2135	2444	2654

### Adjusted Enrollment on Full-Time Basis

Regular Students .....	882	988	1145	1264
Part-time and Extension Classes for Teachers-in-Service .....	18	15	3	25
Summer Sessions .....	62	92	108	110
Total Adjusted Enrollment .....	962	1095	1256	1399

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## 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.

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## 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 SPELLS SUCCESS

Bloomsburg graduates are recognized as successful teachers. They are well prepared in their fields; but more important, they are the kind of young people school superintendents welcome to the profession. Of the 1957 graduating class of 219, eighty-three percent are now teaching; only 5 percent are employed in other occupations.

**Table I—How Many Teach?**

	<i>Date</i>	<i>Graduates</i>	<i>Teach- ing</i>	<i>Other Occupations</i>	<i>Total</i>
Five-Year Survey (1940-1945)	1946	518	83%	10%	93%
Three-Year Survey (1946-48)	1949	275	89%	8%	97%
Last Year Survey	1957	219	83%	5%	88%

Any realistic placement study must take into consideration the number of graduates who are **available** for teaching. Those who enter military service or begin their graduate studies cannot be considered as available for placement immediately following graduation. Nineteen members of the 1957 graduating class are either serving with the armed forces or doing graduate work at the present time. Of the remaining 200 members of the class, ninety-one percent are now employed as instructors in the public schools. This is a record of which Bloomsburg is justly proud.

**Table II — How Many Are Available For Teaching?**

<i>Year</i>	<i>Graduates</i>	<i>Number Teaching</i>	<i>Percent Teaching</i>	<i>Number Avail- able for Teaching*</i>	<i>Percent of Those Available Who Are Teaching</i>
1953	195	124	63.6%	140	88.6%
1954	166	125	75.3%	135	92.6%
1955	154	120	77.9%	131	91.6%
1956	176	145	82.4%	164	88.4%
1957	219	182	83.1%	200	90.0%

\*Graduates in military service and graduate schools are omitted.

A recently-completed study of the salaries paid the 1957 graduates reveals that beginning teachers received an average compensation of \$3,745.00 for the nine-month school year. Although a number of Bloomsburg men and women began their teaching careers at the state-wide minimum salary of \$3400, some were tendered contracts at a figure of \$4,700. Graduates in the field of Secondary Education received average salaries slightly higher than those in the Elementary field, while Business Education teachers received slightly higher salaries than their fellow graduates.

Table III — How Much Do They Earn?

<i>Date</i>	<i>Beginning Teachers*</i>	<i>Average Beginning Salary</i>	<i>Range of Beginning Salaries</i>
1954	119	\$3026.85	\$2400-\$4100
1955	108	3121.36	2400- 3800
1956	135	3441.41	3000- 4700
1957	171	3745.00	2800- 4700

\*Reporting

In the light of these figures, beginning teachers from the Bloomsburg State Teachers College are in great demand. All who wanted to teach easily found jobs in the public schools, mostly of their own choice. Statistics also indicate that salaries are increasing steadily, year after year, and Bloomsburg graduates, eagerly sought by school officials looking for well-prepared beginning teachers, have been placed at above-average salaries. In this way, Bloomsburg spells success.

WANTED, THEN, A TEACHER! Not a recitation-post, not a windvane, not a water gauge, not a martinet, not a pedant, not a pedagog — the mere slave to the student; but a teacher, "one who is a combination of heart and head and artistic training and favoring circumstances." One who has that enthusiasm which never calculates its sacrifices, and is willing to endure all things if only good may come. One who loves his work; who throws his whole soul into it, who can therefore see more in his work than can any other. One who feels the keenest self-reproach because students fail to advance. One who can take that nebulous, filmy, quivering mass which a boy's family and friends kindly call his brain, and give it a clearness of outline and toughen its fiber and make it lithe and sinewy. One who has infinite patience and pity for the weak; who will not suffer them to be crowded to the wall. One who can develop the spiritual side of a boy's nature, his character, the man in him, the man of feeling and emotion which can and will dominate both mind and muscle. One who can teach the boy how to get life — a far grander thing than to give a living. Above all, one who feels that as a teacher he is a born leader of men, a kingly citizen, and who does not propose to be degraded from his high estate.

—Lloyd N. Morrisett

## PRELIMINARY ENROLLMENT BLANK

This blank, together with a check or Money Order for \$10.00, payable to the Commonwealth of Pennsylvania, should be mailed to **Director of Admissions, State Teachers College, Bloomsburg, Pennsylvania.** 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:

Desire to Enter:

- |                   |                          |           |                |                          |             |                          |
|-------------------|--------------------------|-----------|----------------|--------------------------|-------------|--------------------------|
| Business          | <input type="checkbox"/> | September | _____, 195____ | <input type="checkbox"/> | ____196____ | <input type="checkbox"/> |
| Elementary        | <input type="checkbox"/> | January   | _____, 196____ | <input type="checkbox"/> | ____196____ | <input type="checkbox"/> |
| Secondary         | <input type="checkbox"/> |           |                |                          |             |                          |
| Special Education | <input type="checkbox"/> |           |                |                          |             |                          |

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 high school from which you  
were graduated \_\_\_\_\_

When were you graduated? \_\_\_\_\_

Is this your first enrollment in this institution? \_\_\_\_\_

Give the names and location of any institutions which you have attended  
since graduation from high school \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## DEPOSITS

(Subject to Change)

### Advance Registration Deposit

An Advanced Registration Deposit of \$25.00 shall be made by all students; \$10.00 of this amount shall be paid when the student requests registration. This is a guarantee of the intention of the student to enter college for the term or semester indicated. It is deposited with the Revenue Department to the credit of the student's basic fee. *It is not repayable.*

When a student is approved for admission to college, the remaining \$15.00 of the Advanced Registration Deposit of \$25.00 shall be collected along with the Community Activities Fee of \$20.00.

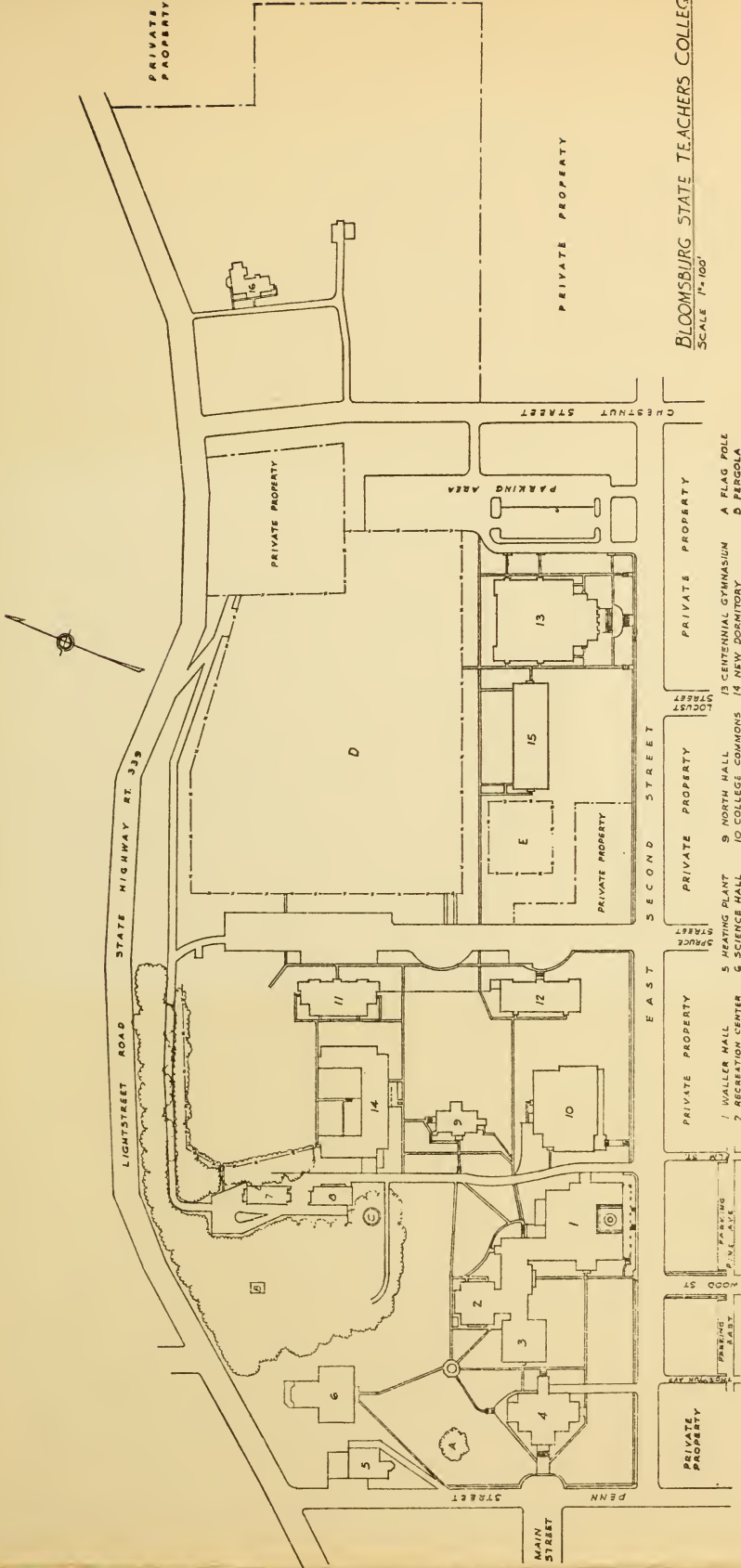
Students who meet the admission requirements of the college, but who do not report at the beginning of the semester, will not receive a repayment of these advanced deposits. However, they may receive a repayment of the Community Activities Fee of \$20.00, if they make written application to the Business Manager of the College before August or December of the semester when they expect to enter.

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.

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'

- |                     |                                  |                           |                  |
|---------------------|----------------------------------|---------------------------|------------------|
| 1 WALLER HALL       | 9 NORTH HALL                     | 13 CENTENNIAL GYMNASIUM   | A FLAG POLE      |
| 2 RECREATION CENTER | 10 COLLEGE COMMONS               | 14 NEW DORMITORY          | D PERGOLA        |
| 3 NOETLING HALL     | 11 NAVY HALL                     | 15 NEW CLASSROOM BUILDING | C LABOON         |
| 4 CARVER HALL       | 12 B. FRANKLIN LABORATORY SCHOOL | 16 PRESIDENTS HOUSE       | E ATHLETIC FIELD |
| 5 HEATING PLANT     |                                  |                           | D PRINTS COURTS  |
| 6 SCIENCE HALL      |                                  |                           |                  |
| 7 LAUNDRY           |                                  |                           |                  |
| 8 SHOP & STORAGE    |                                  |                           |                  |

