

1961-63
CATALOG



College Commons

BLOOMSBURG STATE COLLEGE
BLOOMSBURG, PENNSYLVANIA

QUESTIONS FREQUENTLY ASKED:

- (1) How much does it cost to attend the Bloomsburg State College?
(page 30)
- (2) What are the requirements for admission?
(pages 36-38)
- (3) What are the graduation requirements?
(pages 39-40)
- (4) Can I prepare to teach in the elementary grades?
(pages 51-52)
- (5) Can I prepare to teach high school subjects?
(pages 52-63)
- (6) Can I prepare to teach business subjects?
(pages 95-97)
- (7) Can I prepare to teach special education subjects?
(pages 105-107)
- (8) What special curriculums are offered at Bloomsburg?
(pages 114-115)
- (9) Where would I live?
(pages 31-32)
- (10) Is Bloomsburg approved for Veterans' Education?
(page 37)
- (11) What credits can be transferred from other colleges and universities?
(page 38)
- (12) What is the content of the several curriculums?
(pages 51, 52, 95, 105)
- (13) What extracurricular activities are available?
(pages 45-48)
- (14) Are scholarships and loan funds available at Bloomsburg?
(pages 34-35)
- (15) What standards of scholarship are expected?
(pages 37-39)
- (16) What record of placement does Bloomsburg have?
(pages 118-119)
- (17) What are the requirements for graduate work?
(page 43)

ACCREDITED BY

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

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the Bachelor's degree as the highest degree approved (except as noted below)."

The State Council of Education on June 9, 1960, granted their approval to the College to offer programs of study leading to the degree of Master of Education in the fields of Business Education and Elementary Education beginning June, 1961.

MEMBER OF

American Council on Education
National Association for Business Teacher Education
National Office Management Association
National Collegiate Athletic Association
National Association of Intercollegiate Athletics

Archives (College)
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Bloomsburg State College
Bloomsburg, PA 17815

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Jan. 1961

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BLOOMSBURG, PENNSYLVANIA

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Preliminary Enrollment Blank	Insert
Map of Campus	Inside Back Cover



BUFFALO (with arrow pointing northwest)

PITTSBURGH (with arrow pointing west)

BLOOMSBURG

NEW YORK (with arrow pointing east)

WASHTON (written vertically)



HARRISBURG

LANCASTER

READING

YORK

PHOENIXVILLE

BLOOMSBURG STATE COLLEGE PRESENTS**ACADEMIC AND PROFESSIONAL OFFERINGS**

Superior Higher Education at Reasonable Cost (\$900-\$1000 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 Curriculums in Business Education, Dental Hygiene, Public School Nursing, Speech Correction, Special Education for the Mentally Retarded.

Graduate Programs in Business Education and Elementary Education.

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, Golf, Swimming, Track, and Field Sports

EXTRA-CURRICULAR AND COMMUNITY OPPORTUNITIES

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 1961 - 1962*

1961 JUNE 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 JULY 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 AUGUST 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 SEPTEMBER 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 OCTOBER 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 NOVEMBER 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		

THE SUMMER SESSIONS

PRE-SESSION

1961-1962

Classes Begin _____ Monday, June 12
 Session Ends _____ Friday, June 30

MAIN SESSION

Classes Begin _____ Monday, July 3
 Session Ends _____ Friday, August 11

POST SESSION

Classes Begin _____ Monday, August 14
 Session Ends _____ Friday, September 1

FIRST SEMESTER

Faculty Meeting _____ Mon., Sept. 11
 Registration of Freshmen _____ Tues., Sept. 12
 Registration of Upperclassmen _____
 _____ Wed., Sept. 13
 Classes begin for Upperclassmen _____
 _____ Thurs., Sept. 14
 Classes begin for Freshmen _____ Mon., Sept. 18

Thanksgiving Recess begins at close of
 Classes _____ Tuesday, November 21
 Thanksgiving Recess ends at 8:00 A.M.
 _____ Monday, November 27

*Subject to change if college adopts the Quarter System.

CALENDAR FOR 1961 - 1962*

1961 DECEMBER 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						

Christmas Recess begins at close of
Classes Tuesday, Dec. 19

Christmas Recess ends at
8:00 A.M. Wednesday, January 3

First Semester ends at
close of classes Saturday, January 20

1962 JANUARY 1962

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			

SECOND SEMESTER

Registration of all students
Thursday, Jan. 25

Classes begin for all students
Friday, Jan. 26

1962 FEBRUARY 1962

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			

1962 MARCH 1962

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

1962 APRIL 1962

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

Easter Recess begins at close of
Classes Friday, April 13

Easter Recess ends at
8:00 A.M. Tuesday, April 24

1962 MAY 1962

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		

Alumni Day Saturday, May 26

Baccalaureate and
Commencement Sunday, May 27

Faculty Meeting Monday, May 28

*Subject to change if college adopts the Quarter System.

CALENDAR FOR ACADEMIC YEAR 1962 - 1963*

1962 JUNE 1962

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

1962 JULY 1962

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				

1962 AUGUST 1962

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	

1962 SEPTEMBER 1962

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						

1962 OCTOBER 1962

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			

1962 NOVEMBER 1962

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	

THE SUMMER SESSIONS

PRE-SESSION

1962 - 1963

Classes Begin Monday, June 11

Session Ends Friday, June 29

MAIN SESSION

Classes Begin Monday, July 2

Session Ends Friday, August 10

POST SESSION

Classes Begin Monday, August 13

Session Ends Friday, August 31

FIRST SEMESTER

Faculty Meeting Monday, Sept. 10

Registration of Freshmen Tuesday, Sept. 11

Registration of Upperclassmen
Wednesday, Sept. 12

Classes begin for Upperclassmen
Thursday, Sept. 13

Classes begin for Freshmen
Monday, Sept. 17

Thanksgiving Recess begins at close of
Classes Wednesday, Nov. 21

Thanksgiving Recess ends at
8:00 A.M. Monday, Nov. 26

*Subject to change if college adopts the Quarter System.

CALENDAR FOR 1962-1963*

1962 DECEMBER 1962

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

Christmas Recess begins at close of
Classes Tuesday, Dec. 18

Christmas Recess ends at
8:00 A.M. Thursday, Jan. 3

First Semester ends at
close of classes --- Saturday, January 19

1963 JANUARY 1963

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		

SECOND SEMESTER

Registration of
all students Wednesday, Jan. 23

Classes begin
for all students Thursday, Jan. 24

1963 FEBRUARY 1963

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		

1963 MARCH 1963

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						

1963 APRIL 1963

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

Easter Recess begins at close of
Classes Friday, April 5

Easter Recess ends at
8:00 A.M. Tuesday, April 16

1963 MAY 1963

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	

Alumni Day Saturday, May 25

Commencement and
Baccalaureate Sunday, May 26

Faculty Meeting Monday, May 27

*Subject to change if college adopts the Quarter System.

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION**

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 Ex-Officio Member, Board of Trustees
 Chairman, State Council of Education

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GEORGE W. HOFFMAN, Deputy Superintendent

NEAL V. MUSMANNO, Deputy Superintendent

RICHARD F. SCHIER, Deputy Superintendent

RALPH C. SWAN, Deputy Superintendent

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O. H. English	* Abington
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Carl E. Fleckenstine, Vice President	R. D. 2, Orangeville
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Paul G. Martin	Business Manager
Thomas A. Gorrey	Superintendent of Buildings and Grounds
W. Horace Williams	Manager, Husky Lounge

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Donald F. Maietta	Special Education

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Kimber C. Kuster	Mathematics and Science
Nelson A. Miller	Music
John J. Serff	Social Studies
Cecil C. Seronsy	Communications
Robert P. Ulmer	Art

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Homecoming	William B. Sterling
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Orientation	C. Stuart Edwards
Publications	Edward T. DeVoe
Public Relations	Boyd F. Buckingham
Scholarships, Loans, and Grants	J. Alfred McCauslin

The Dean of Instruction and Dean of Students 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

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Bloomsburg State College, B.S.; Graduate Study, Pennsylvania State University.
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Bucknell University, A.B.; New York University, Bucknell University, M.A.; University of Pittsburgh, Ed.D.
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Pennsylvania State University, B.S.; Graduate Study, University of Pennsylvania, Bucknell University.
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Lock Haven State College, B.S.; Pennsylvania State University, M.Ed.
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Elizabethtown College, B.S.; Goldey Business College, Diploma in Sales and Business Administration; Temple University, M.S.; Graduate Study, Temple University.
- HENRY R. GEORGE *Social Studies*
University of Pittsburgh, A.B.; M. Litt.; Graduate Study, Syracuse University.

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Bloomsburg State College, B.S.; Temple University, M.Ed.; American College of Life Underwriters, C.L.U.; Life Insurance Market Institute, Purdue University.
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Miami University, B.A.; Clark University, M.A.; Graduate Study, Clark University.
- JOSEPH G. GODWIN *Speech*
Notre Dame University, A.B.; Purdue University, M.A.; Graduate Study, Purdue University.
- MRS. DEBORAH W. GRIFFITH *Benjamin Franklin Laboratory School*
Bloomsburg State College, B.S.; Teachers College, Columbia University, M.A.
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St. Bernardine of Siena College, Loudonville, New York, B.A.; University of Virginia, M.A.; Graduate Study, University of Virginia.
- OTTO D. HARRIS *Art*
Paterson (N. J.) Teachers College, B.S.; Teachers College, Columbia 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*
Bloomsburg State College, 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.
- MATTHEW H. HOHN *Biological Science*
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- MELVILLE HOPKINS *Speech*
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- RUSSELL E. HOUK *Health and Physical Education*
Lock Haven State College, B.S.; Bucknell University, M.S.; Graduate Study, Pennsylvania State University.
- CHARLES G. JACKSON *Social Studies*
Westminster College, B.A.; University of North Carolina, M.A.; Graduate Study, University of North Carolina.
- MRS. MARY LOU JOHN *Social Studies*
Bloomsburg State College, B.S.; Graduate Study, Bucknell University.

- ROYCE O. JOHNSON *Director of Elementary Education*
Lock Haven State College, B.S.; University of Pittsburgh, M.Ed.;
Pennsylvania State University, Ed.D.
- WARREN I. JOHNSON *Benjamin Franklin Laboratory School*
West Chester State College, B.S.; Pennsylvania State University,
M.Ed.; Graduate Study, Pennsylvania State University.
- ELINOR R. KEEFER *Head Librarian*
Muskingum College, A.B.; University of Pittsburgh, L.L.M.; Library
School, George Peabody College, Library Science, B.S.
- HELEN M. T. KELLY *Speech*
Boston University (Evening Division) B.B.A. *cum laude*; Boston Col-
lege, M.A.
- CARL T. KENDALL *Biological Science*
Vincennes University, A.S.; Indiana State Teachers College, Terre
Haute, Indiana, B.S.; M.S.; Golden State University, Sc. D.
- ROBERT L. KLINEDINST *Mathematics*
Gettysburg College, B.A.; Graduate Study, Pennsylvania State Uni-
versity.
- CHARLES C. KOPP *English*
Frostburg (Md.) State Teachers College, B.S.; West Virginia Univer-
sity, A.M.; Graduate Study, University of London, Pennsylvania State
University.
- MARY E. KRAMER *Special Education*
Kutztown State College, B.S.; Lehigh University, M.A.; Graduate
Study, Syracuse University, Pennsylvania State University.
- MRS. MYRRL H. KRIEGER *Art*
University of Cincinnati, B.S. in A.A.; B.S. in Art Education; M.Ed.;
Graduate Study, Pennsylvania State University.
- KIMBER C. KUSTER *Biological Science*
Bloomsburg State Normal School, University of Michigan, B.S.; M.S.;
Ph.D.
- ELLEN K. LANE *Dean of Women*
Bridgewater (Mass.) Teachers College, B.S. in Teacher Education;
Harvard Graduate School of Education, Ed.M.; Graduate Study, Har-
vard University.
- HAROLD H. LANTERMAN *Physical Science*
Bloomsburg State College, B.S.; New York University, M.A.; Grad-
uate Study, New York University; Pennsylvania State University,
Ed.D.
- JAMES R. C. LEITZEL *Mathematics*
Pennsylvania State University, B.A.; M.A.
- CHARLES E. LYLE *Special Education*
West Liberty (W. Va.) State College, A.B.; University of Pittsburgh,
M.Ed.; Ph.D.
- DAVID J. LYTTLE *English*
Earlham College, B.A.; Claremont Graduate School, Claremont, Cali-
fornia, M.A.; State University of Iowa, M.F.A.

- 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*
Bloomsburg State College, B.S.; University of Pittsburgh, M.S.; Ph.D.
- THOMAS B. MARTIN *Director of Business Education*
Kirksville (Mo.) State Teachers College, B.S.; University of Tennessee.
M.S.; Indiana University, Ed.D.
- J. ALFRED McCAUSLIN *Dean of Students*
Rollins College, B.A.; Pennsylvania State University, M.A.; M.S.:
Graduate Study, University of Maryland.
- MRS. MARGARET E. McCERN *Business Education*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.:
Graduate Study, *ibid.*
- JOANNE E. McCOMB *Health and Physical Education*
Slippery Rock State College, B.S.; Graduate Study, Indiana (Pa.) State
College.
- MRS. CHARLOTTE A. McKECHNIE *English*
Bloomsburg State College, B.S.
- RICHARD P. MEASE *Speech Correction*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Sc.
- M. BEATRICE METTLER *Health*
Bucknell University, A.B.; University of Pennsylvania, M.A.; Grad-
uate of the Johns Hopkins Hospital School of Nursing, Baltimore,
Maryland, R.N.; Graduate Study, University of Chicago.
- NELSON A. MILLER *Music*
Indiana (Pa.) State College, B.S.; Pennsylvania State University, M.Ed.:
Graduate Study, University of Pittsburgh, Pennsylvania State Uni-
versity.
- JAMES H. MONTGOMERY *Spanish*
Guilford College, B.A.; University of North Carolina, M.A.; Grad-
uate Study, U.C.L.A., University of Havana.
- DAVID J. MULLEN *Education and Psychology*
Indiana (Pa.) State College, B.S.; University of Pittsburgh, M.Ed.; Co-
lumbia University, Teachers College, Ed.D.
- MRS. HILDEGARD PESTEL *Reference Librarian*
University of Leipzig, Doctor of Law; Pratt Institute, Library School,
New York, M. of Lib. Sc.
- THADDEUS PIOTROWSKI *Audio-Visual Education*
California (Pa.) State College, B.S.; Pennsylvania State University,
M.Ed.; Graduate Study, Pennsylvania State University.
- DONALD D. RABB *Biological Science*
Bloomsburg State College, B.S.; Bucknell University, M.S.Ed.; Col-
orado University; Pennsylvania State University, Ed.D.

- FRANCIS J. RADICE *Business Education*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.;
Graduate Study, Pennsylvania State University.
- GWENDOLYN REAMS *Assistant Librarian*
University of Alabama, B.A.; George Peabody College, M.A.; Gradu-
ate Study, University of North Carolina, University of Alabama.
- ALVA W. RICE *English*
Madison College, B.S.; George Washington University, Indiana Uni-
versity, M.A.; Graduate Study, University of Kentucky, University of
Oslo, Norway.
- KENNETH A. ROBERTS *Benjamin Franklin Laboratory School*
Bloomsburg State College, B.S.; Bucknell University, M.S.; Graduate
Study, Pennsylvania State University, Bucknell University.
- SUSAN RUSINKO *English*
Wheaton College, B.A.; Pennsylvania State University, M.A.; Gradu-
ate Study, University of Minnesota, Columbia University.
- 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.
- MRS. EVELYN G. SACHS *Business Education*
Bloomsburg State College, B.S.; University of New Mexico, M.A.
- MARTIN A. SATZ *Education and Psychology*
University of Minnesota, B.A.; M.A.; University of Washington, Ph.D.
- RICHARD C. SAVAGE *English*
University of North Carolina, B.A.; Columbia University, M.A.; Gradu-
ate Study, Edinburgh University, Scotland.
- TOBIAS F. SCARPINO *Physical Science*
Kutztown State College, B.S.; Bucknell University, M.S.; Graduate
Study, Princeton University, Pennsylvania State University.
- RUSSELL F. SCHLEICHER *Elementary Education*
Pennsylvania State University, B.S.; Lehigh University; M.A.; Gradu-
ate Study, Pennsylvania State University.
- JOHN S. SCRIMGEOUR, JR. *Mathematics*
Bloomsburg State College, B.S.; Graduate Study, Pennsylvania State
University.
- GILBERT R. W. SELDERS *Reading Specialist*
Pennsylvania State University, B.A.; M.Ed.; Ed.D.
- REX E. SELK *Physical Science*
Knox College, A.B.; State University of Iowa, M.S.; Graduate Study.
University of West Virginia, State University of Iowa, Ohio University.
- JOHN J. SERFF *Social Studies*
Shippensburg State College, B.S.; Pennsylvania State University,
M.Ed.; Ph.D.

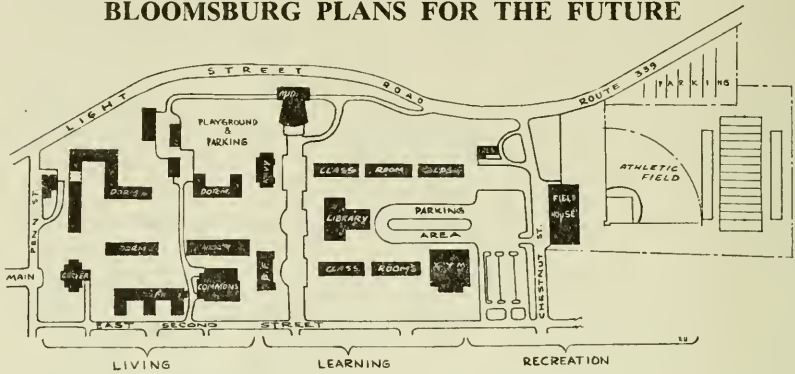
- CECIL C. SERONSY *English*
University of Virginia, B.A.; Harvard University, M.A.; Ph.D.
- SAMUEL P. SHILLING *Speech Correction*
Pennsylvania State University, B.S.; M.S.; Graduate Study, Pennsylvania State University.
- DAVID K. SHORTESS *Biological Science*
Lycoming College, B.S.; Pennsylvania State University, M.S.
- MRS. BARBARA J. L. SHOCKLEY *Social Studies*
University of Oklahoma, B.A.; University of Utah, M.S.; University of Pennsylvania, Ph.D.
- ROBERT R. SOLENBERGER *Social Studies*
University of Pennsylvania, A.B.; M.A.; Graduate Study, University of Pennsylvania.
- WILLIAM B. STERLING *Geography*
Plattsburgh (N. Y.) 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*
Lock Haven State College, B.S.; St. Bonaventure College, M.S.; Graduate Study, Pennsylvania State University, Bucknell University.
- GEORGE G. STRADTMAN *Dean of Men*
Millersville State College, B.S.; Temple University, Ed.M.; Graduate Study, Pennsylvania State University, Temple University, Union College.
- DAVID A. SUPERDOCK *Physical Science*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.
- EUGENE D. THOENEN *Social Studies*
West Virginia University, A.B.; M.A.; Ph.D.
- ROBERT P. ULMER *Art*
Kutztown State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University.
- E. PAUL WAGNER *Education and Psychology*
Pennsylvania State University, B.S.; M.Ed.; Ed.D.; Public School Psychologist.
- MRS. ELIZABETH B. WILLIAMS *Education and Psychology*
Slippery Rock State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Syracuse University.
- MARY E. WRAY *Health and Physical Education*
Lake Erie College, A.B.; Pennsylvania State University, M.S.; Graduate Study, University of Pittsburgh.
- ROBERT G. ZEIGLER *Health and Physical Education*
West Chester State College, B.S.; Pennsylvania State University, M.S.
- EDITH G. ZINN *Art*
Pennsylvania State University, B.A.; M.A.; Graduate Study, Pennsylvania State University, Rutgers University.

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.
- MRS. OLIVE PAYNE BEEMAN (Retired May, 1959) *Art*
University of Chicago, Ph.B.; Graduate Study, University of Indiana; University of Chicago.
- 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.
- WILLIAM C. FORNEY (Retired May, 1959) *Business Education*
Temple University, B.A.; New York University, M.A.; Graduate Study, Harvard University, Chicago 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; Allegheny College, Columbia University, B.S., M.A.; Graduate Study, New York University.
- ALICE JOHNSTON (Retired Jan. 1952) *Speech*
Park College, Missouri, 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.
- PEARL L. MASON (Retired May, 1945) *Librarian*
Simmons College, B.S.; Graduate Study, Columbia University.
- NELL MAUPIN (Retired May, 1959) *Social Studies*
Peabody Teachers College, B.A.; Vanderbilt University, Chicago University; University of Iowa, M.A., Ph.D.; Graduate Study, New York University.
- LUCY McCAMMON (Retired Jan., 1958) *Physical Education*
Southwest Missouri Teachers College, A.B.; Columbia University, M.A.; Graduate Study, Alabama University; Columbia University.
- HARRIET M. MOORE (Retired May, 1951) *Music*
State Teachers College, Kirksville, Missouri; New York University, B.A., M.A.; Graduate Study, Bush Conservatory, Chicago, Ill.; University of Chicago; Washington University.
- MABEL MOYER (Retired May, 1945) *Elementary Education*
State Normal School, Bloomsburg; 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; Columbia University, B.S., M.A.
- ETHEL E. SHAW (Retired May, 1942) *English*
New Britain Normal School, Connecticut; Mt. Holyoke College; Cor-
nell University; Teachers College, Columbia University, B.S., M.A.;
Graduate 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 (Retired May, 1939)
Benjamin Franklin Laboratory School
Graduate, Pratt Institute; Columbia University, B.A.
- WILLIAM B. SUTLIFF (Retired May, 1937) *Dean of Instruction*
State Normal School, Bloomsburg, Lafayette College, 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.; Columbia University, A.M.; Graduate Study, University of
California, Columbia University.
- C. M. HAUSKNECHT (Retired July, 1950) *Business Manager*

BLOOMSBURG PLANS FOR THE FUTURE



PROPOSED CAMPUS PLAN

January, 1961

The illustration above represents the college of tomorrow at Bloomsburg, which 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. A Field House will be erected at the extreme right, in the area devoted to Athletic and Recreational Activities.

New North Hall was opened in September, 1960, to house 200 male resident students. Old 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, other 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 the rear of the building facing Light Street Road.

A Library will be located on the Mount Olympus Athletic Field on the approximate site 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 number from 300 to 400.

The present College Commons seats 800 students for dining purposes. A second dining room needs to be constructed. It may be a separate building, or a dining room in which food, prepared in the present College Commons, is served.

Plans for an enrollment of 3,000 students are now in process with the living, learning, and recreation areas of 60 acres as shown above.

BLOOMSBURG STATE COLLEGE HISTORY

PRINCIPALS

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

PRESIDENTS

Francis B. Haas	1927—1939
Harvey A. Andruss	1939—

Bloomsburg has had a long and interesting history. 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.

The school was headed by Henry Carver of Binghamton, N. Y. at the beginning of the 1866 term. His powerful 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. He assured the trustees that \$15,000 would provide a suitable building, and he assumed, in addition to his duties as teacher, the offices of architect and contractor.

The present Carver Hall was dedicated with gala observance by the townspeople on April 4, 1867. 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 bell which formerly called the students to their classes.

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 Mr. Wickersham 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.

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.

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. 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 shortly after his resignation.

Dr. D. J. Waller, Jr., served a second time as principal until 1920, and he was succeeded by Dr. Charles H. Fisher, who came to the Normal School from the State Department of Public Instruction. 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 effort to the education of teachers. Dr. G. C. L. Riemer came from the State Department of Public Instruction and was principal when 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.

In June, 1939, the College very fittingly celebrated its 100th Anniversary, highlighted by the dedication of Centennial Gymnasium.

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.

Dr. Harvey A. Andruss, who had organized and directed the Department of Business Education and had served as Dean of Instruction from 1937-1939, was appointed to succeed Dr. Haas as President. During the next two decades of hot and cold wars, the campus was enlarged, new buildings were added, and the number of students and faculty was doubled.

Early in 1960, Bloomsburg became a State College, celebrated the Thirtieth Anniversary of the Division of Business Education, received continuing accreditation from the Middle States Association as a degree-granting institution, and was approved by the State Council of Education to inaugurate a program of graduate studies leading to the Master of Education degree, beginning in June, 1961.

A number of changes were necessitated by the increased enrollment: new centers were opened in Milton, Lewisburg, Muncy, Montoursville, Lycoming County, and Schuylkill County for seniors doing practice teaching; co-operative agreements were arranged with the Geisinger Hospital and the Selinsgrove State School for observation and classes at the former, and observation and practice teaching at the latter.

The approved Campus Plan had to be modified to provide buildings for an expected enrollment of 3,000 students by 1965. Architect's drawings are being prepared for two women's dormitories to accommodate 450 women and for a half-million dollar addition to the Heating Plant. Plans are currently being considered to change the two-semester calendar to the quarterly system which will make possible the year-round operation of the college plant and facilities.

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

CAMPUS, BUILDINGS, AND EQUIPMENT

CAMPUS. The State College property comprises about 60 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-doors pageants and dramatics.

The buildings of the State 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 bell tower and pillared entrance form a picturesque approach to the College campus and buildings. The building, which contains an auditorium seating 900, 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 directly behind Carver Hall. On the first floor are housed classrooms and faculty offices. Adequate and attractive lounges, including compact kitchen units for day women and day men, are located on the first and second floors, respectively. The Audio-Visual Education Laboratory is housed on the second floor.

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 College 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 registered nurses in attendance.

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

HUSKY LOUNGE. This former gymnasium adjoins Waller Hall. Space is provided for a completely equipped Snack Bar, with booths and tables for dining. An elevated television lounge on the east side and the College Store on the west side of the lounge, provide additional student facilities.

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.

OLD NORTH HALL. North Hall, formerly a men's dormitory, is a short distance from Waller Hall. The first floor of this three-story building is presently being used to provide temporary offices for departmental chairmen. The basement is now used as a dressing room for athletic teams.

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. This building has been recently renovated and rewired, and modern fire towers have been added.

BENJAMIN FRANKLIN LABORATORY SCHOOL. The Benjamin Franklin Laboratory School building was opened for use in 1930. It is designed, planned, and equipped in accordance with the best modern practice. It provides facilities for demonstration and experimentation from the kindergarten to the sixth grade, as well as a special classroom for the mentally retarded. A newly furnished children's library is located on the first floor.

LAUNDRY. The laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the College.

CENTENNIAL GYMNASIUM. The Centennial Gymnasium is located on the eastern boundary of the campus, near the Athletic Field. It contains a large main gymnasium with a playing court of 48 by 84 feet, and two smaller auxiliary gymnasiums, each with an adjoining locker room. To the rear of the main floor is a swimming pool 75 by 30 feet, which meets intercollegiate standards. This building houses, in addition, complete office and classroom facilities for the Health and Physical Education Department.

NAVY HALL. This building was made available to the United States Navy for its V-12 officer training program during World War II. It contains eleven classrooms, as well as faculty offices. The ground floor has been completely remodeled to provide facilities for the Department of Special Education. This area includes clinics for speech and hearing therapy, reading improvement, and psychological services. A large area designed for group activities and clinical observation augments the more specialized functions of the department.

SHOP AND STORAGE BUILDING. This structure is a modern brick building adjoining the laundry. It is used for shop and storage purposes, making it possible to concentrate the maintenance equipment and services here.

HEATING PLANT. The Heating 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 college buildings. Another addition, costing \$600,000, will be completed in 1961, and will supply heat for the new buildings in the proposed Campus Plan.

COLLEGE COMMONS. The College Commons, a dining hall, was completed in December, 1956, at a cost of more than \$500,000. The oak-paneled hall accommodates 800 students, who dine at tables with space for eight. A continuous glass wall on the south side of the building cre-

ates 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 library, moved to its present site in the spring of 1958, is located on the first floor of Waller Hall, opposite the main entrance. It now has nearly 45,000 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. Additional facilities of 25,000 volumes are available at the Bloomsburg Public Library. The college has recently entered into a cooperative arrangement with Town officials regarding joint use of this public facility.

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, has fourteen classrooms, plus faculty offices. The first floor houses classrooms, laboratories for chemistry, physics, botany, zoology, survey physical science and biological science, and geography. Eight specialized classrooms on the second floor are used for instruction in business education.

*I still find each day too short
for all the thoughts I want to
think, all the walks I want to
take, all the books I want to
read, and all the friends I want
to see. The longer I live the
more my mind dwells upon the
beauty and the wonder of the
world. . . . One's own door opens
upon the wealth of heaven and
earth. . . . Life is a struggle,
but not a warfare; it is a day's
labor, but labor on God's earth,
under the sun and stars, with
other laborers, where we may
think and sing and rejoice as
we work.*

—John Burroughs

UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN STATE 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

	Regular	Special	Totals
Elementary Education	\$100.00	(none)	\$100.00
Secondary Education	100.00	(none)	100.00
Business Education	100.00	\$12.00	112.00
Special Education	100.00	10.00	110.00

This fee is fixed by the Board of Trustees as necessary for the proper operation of the College as provided in Section #2008 of the School Laws of Pennsylvania.

- (b) Students taking nine or fewer semester hours shall pay at the rate of \$11.00 per semester hour. Students taking more than nine 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) In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, or studios of the special curriculums.

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 \$144.00 per one-half semester and \$48.00 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) Students expecting to occupy dormitory rooms in September must pay \$144.00 (one-half of the housing fee for a semester) before August 1. The remainder, \$144.00, may be paid before November 15. All other unpaid fees must be paid at time of enrollment.
- (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: \$7.00 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. Fees for Out-of-State Students

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$268.00 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 \$268.00 per semester.

VII. Degree Fee

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

VIII. Record of Transcript Fee

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

IX. Delinquent Accounts

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

X. 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. The entire Advance Registration Deposit *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.

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 September or December of the semester when they expect to enter.

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

WHISTLING IN THE DARK

This poem was written by W. B. Sutliff at the time of his retirement as Dean of Instruction at the State Teachers College, Bloomsburg, Pa., in 1937.

I, who am about to pass, salute you, Youth.
No more shall bells which start aright the day
Encounter me, for I am now forsooth
An idler, doomed by Time, the old books say
To seek a chimney corner and a book.
But I shall show Old Time a thing or two;
I shall not grieve, but seek a cozy nook
Along some silent stream with friends so true.
I'll live again and in a new world find
A place. From you no trace Old Time I'll sue.
I only ask that friends keep me in mind.

I, who am soon to pass, salute you, Age.
The curtain still is raised, on goes the show,
The old familiar actors fill the stage,
The author's lines are read, the foot-lights glow.
But I who filled the call boy's place so long
And once or twice an obscure line have said,
Shall join the crowd and listen for a song
Or hope to hear some phrase by friendly voices read.
Time hands the slip, the job is done, away!
The highway calls, the open road's ahead.
I'll take a ride and see my friends today.

SUMMARY OF EXPENSES

(Subject to Change)

The cost of one semester for students living at	Home	College
Basic Fee	\$100.00	\$100.00
Housing Fee (Board, Room, and Laundry)	(none)	288.00
Activities Fee	20.00	20.00
Books and Supplies (Estimated)	60.00	60.00
Total	\$180.00	\$468.00

Business students pay \$12.00 additional.

Special Education students pay \$10.00 additional.

Out-of-state students pay \$268.00 per semester.

A statement of student accounts will be mailed prior to registration each semester. This account may be paid upon receipt of this statement, but 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.

Keys

Each student secures 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 "Bloomsburg State 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 \$60.00 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.

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)

Resident Students Living Off Campus

In certain situations where dormitory housing may not be available, upon notification from the College, students are required to select off campus rental accommodations from lists of College inspected and approved rooms and apartments in the Town of Bloomsburg. Lists of approved off campus housing may be obtained from either the Dean of Men or the Dean of Women.

Each resident student living off campus is required to enter into a written agreement with his householder or landlord covering the period of proposed tenancy, using Student Housing Agreement forms provided by the College.

It is expected that resident students living off campus will conduct themselves with the same decorum expected of other resident students and

that they will comply with the house rules and regulations of their householders or landlords.

An Assistant Dean of Men and an Assistant Dean of Women supervise the housing of resident students living off campus.

Commuting (Day) Students

Dayroom facilities are provided for women and men students who do not live on the campus or in off campus rental housing approved for resident students.

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.

. . . . Come, my friends.

'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are, —
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

—Alfred Lord Tennyson

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 Students.
2. Hourly rates of payment will range from \$.50 to \$.80.
 - (a) Payments to entering students will range from \$.50 to \$.65.
 - (b) College dining room and kitchen employment will be paid at rates of \$.65 to \$.75 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 post 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 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, 1952, and 1954 Scholarships of \$50.00 each; Class of 1954, \$100.00; Faculty Association Scholarship, \$75.00; B.S.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 \$500.00, and loans are to be repaid in monthly installments of not less than \$20.00, beginning four months after graduation. No interest is charged on such loans.

2. The Kehr-Ward Fund is available for loans not exceeding \$50.00 (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.

3. The Bakeless Memorial Fund resulted from an initial contribution to a loan fund in memory of Oscar Hugh Bakeless and his wife. An equal amount raised by the College Community will be included in this loan fund, which is available to any student meeting the requirements of general loan fund policies set by the Alumni Student Loan Fund Committee.

Federal Loans

The National Defense Student Loan program operates under regulations promulgated by the National Defense Education Act of 1959. The U. S. Congress makes special appropriations to the Department of Health, Education, and Welfare, part of which is allotted by the Secretary for loans to needy students preparing to teach in the public schools of the United States.

The allotment to BSC is supplemented by the profits from the College Book Store. Applicants for loans are required to sign a loyalty oath and promissory note. Under present administrative policy, a student may secure no more than \$500 a year from this fund.

Repayment of loans begins one year after the student finishes or withdraws from college. Ten yearly payments at 3% interest annually are required. Those persons teaching in Public Schools for five years following graduation will have half of the loan forgiven.

“Education is the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws.”

—Thomas Henry Huxley

ADMISSION REQUIREMENTS

Following is a statement of the general principles controlling 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 the Scholastic Aptitude Test of the College Entrance Examination Board. Arrangements for taking this test are left to the applicant.

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 a battery of achievement tests. 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 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 Classes**

At the beginning of each semester a schedule of classes is handed to each student. 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

Students wishing to transfer to this college may be candidates for admission only if:

1. They have been in attendance at other colleges for four semesters or less.
2. They have a record of honorable dismissal or completion of their work at other colleges with a quality point average of C-plus or better. (2.5 on a 4.0 basis)
3. They have no evidence on their record of having been on social or academic probation at other colleges.

The applications of students meeting the above qualifications will receive the same consideration as those of other new candidates, but must show better than average results on the Qualifying Examination and in the personal characteristics pointing to success as teachers.

The quota of transfer students is not to exceed 10% of any entering group.

A student approved for admission as a transfer from another college must 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 the 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 may be 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; 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 not handed in, or material which does not satisfy the instructor's standards or the course requirements. 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.

Incomplete is not considered in computing quality points.

Condition 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.

Requirements for Graduation

The conferring of the degree of Bachelor of Science in Education, or any other degrees which the Bloomsburg State College is authorized to grant, and the Application for the Pennsylvania Teaching Certificate requires the following:

- 1—Completion of 128 semester hours of credit in a specified undergraduate curriculum, or 30 hours of graduate credit in courses required for the degree of Master of Education.
- 2—A condition of health and physical fitness, which assures teachers for the Commonwealth of Pennsylvania who will possess the vigor and vitality necessary for this profession.
- 3—Emotional stability, as evidenced by active participation in college social and academic activities.
- 4—Personality traits considered by the college to be adequate for a member of the teaching profession.
- 5—High moral and ethical standards of conduct.

The college reserves the right to withhold the degree or the application for a certificate to teach in the Commonwealth of Pennsylvania if one or more of these conditions for graduation are not met.

All candidates for degrees are individually responsible for meeting all the requirements for graduation outlined above.

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 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 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.

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 Bloomsburg State College. The Benjamin Franklin Laboratory 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.

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.

STUDENT TEACHING IN SECONDARY SCHOOLS

Students enrolled in the Division of Business Education and the Division of Secondary Education are afforded the opportunity to observe master teachers at work in junior and senior high school programs and to engage in teaching in actual classroom situations under the guidance

of these master teachers. The opportunities are available to Bloomsburg students through the cooperation of the school officials of the Berwick Area Senior High School, Bloomsburg Area Junior-Senior High School, Central Columbia Joint Junior-Senior High School, Danville Senior High School, Lewisburg Senior High School, Milton Junior-Senior High School, Montoursville Senior High School, Orange Street Junior High School (Berwick), Stevens Junior High School (Williamsport), and Williamsport Senior High School. As the program of student teaching is expanded to meet the needs of an ever increasing student body, other school systems in Eastern Pennsylvania will, undoubtedly, be utilized.

Student teaching is viewed by the faculty of the Division of Business Education and the Division of Secondary Education as the culminating activity of a student's college career. Classroom experience is obtained under the guidance of well trained and experienced master teachers employed by cooperating high schools with supervision provided by faculty members of the College. This period of internship, comprising one semester, will prepare a student to assume confidently the responsibilities with which he will be charged in his initial teaching position. This experience will not only prepare the student to discharge his responsibilities in a commendable fashion, but also will assure him of becoming a definite asset to the school which secures his services.

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.

PROGRAM OF GRADUATE STUDIES

The Bloomsburg State College is authorized by the State Council of Education of the Commonwealth of Pennsylvania to offer a program of graduate studies in Business Education and in Elementary Education. Upon completion by a student of the requirements established by the Graduate Council of the College, the Master of Education degree in Business Education or the Master of Education degree in Elementary Education will be conferred. The program of graduate studies has as its primary purpose the increasing of the competency of elementary school teachers and of teachers of business subjects in Pennsylvania.

Persons desiring to enroll in graduate courses must file an application for admission and meet the requirements established by the Graduate Council. Students wishing to earn the Master of Education degree must, in addition, request admission to candidacy for the degree.

The following fees are applicable to the program of graduate studies:

Matriculation Fee	\$10.00
(Payable at time of application for admission to graduate courses. Not refundable or applicable to graduate tuition.)	
Graduate Tuition Fee	\$20.00 per sem. hr.
Activities Fee (summer term only)	\$ 3.00 per three-week session
	\$ 6.00 per six-week session
Graduation and Diploma Fee	\$10.00
(Not including rental of cap, gown, and hood)	

Detailed information relating to the program is contained in the Graduate Studies Bulletin. Requests for this bulletin, for application forms, and for additional information concerning the program should be addressed to Dr. Thomas B. Martin, Director of Graduate Studies.

SUMMER SESSIONS

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

Since a State College is a professional institution for the education of teachers for our public schools, the college 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, resident 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.

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 who commute from their homes to the College. 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 resident men students including unmarried men living in rented accommodations in the Town of Bloomsburg as well as those living in campus dormitories. The administrative body is composed of the President, Vice-President, Secretary, and Treasurer. By means of this organization, the men cooperate with the administration in promoting personal and group responsibilities.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year in addition to assembly attendance. 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:

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 creates 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, on the campus.

Business Education Club

Organized in 1930 in order to give students a wider range of experiences, the Business Education Club affords all students of the Division of Business Education an opportunity to participate in an organization designed to develop professional interest in business education. Bi-weekly programs and periodic social functions provide members with an opportunity to learn of current business practices and to become acquainted with fellow students with similar interests. The organization strives to develop qualities of leadership on the part of members; to promote interest in organizing Business Education Clubs in high schools; to aid students in becoming conversant with modern business methods and systems; and to develop a sense of responsibility on the part of members.

Cheerleaders

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

Class Organizations

For purposes of government and conduct of social affairs, the **Senior, Junior, Sophomore, and Freshman Classes** are organized under 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.

Council for Education of Exceptional Children

The Council for Exceptional Children, Alpha Chapter, was organized on the Bloomsburg State College campus in February, 1960. This is the first college or university chapter in Pennsylvania affiliated with the state and national councils.

The purpose of this organization is to promote the welfare and education of exceptional children by coordinating the work of students enrolled in the Division of Special Education as well as of agencies and individuals, public and private, interested in the movement.

Students enrolled in this Club meet monthly during the college year.

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.

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 Pennsylvania State Education Association

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.

Veterans' Association

The purpose of the Veterans' Association is to orient and educate any student about his prospective military obligations, and to keep veterans abreast on all matters concerning their governmental benefits and responsibilities, past and present.

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 for membership.

COLLEGE PUBLICATIONS

The Maroon and Gold

The college paper is published by a student staff. It keeps 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 informs 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.

Placement Brochure

Annual publication of the Placement service, this brochure contains photos of graduating seniors, plus personal data of interest to employing officers in the schools of the Commonwealth.

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.

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 228 chapters. 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 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 13 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 1925 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 345 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 36, 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. Membership is open to students in the Division of Business Education who have demonstrated keen professional interest in business teaching; who have attained above average scholastic standing; and who have participated actively in the Business Education Club. Membership is regarded by the faculty of the Division of Business Education, and by the active members, as a distinct honor.

Alpha Delta Chapter was installed at the Bloomsburg State College on May 2, 1935. The fraternity is now composed of 111 chapters located on campuses throughout the United States. The aims of the fraternity are: (a) to promote interest in scholarship in business education; (b) to encourage high ethical standards in business and professional life; and (c) to contribute to the professional development of the prospective business teacher.

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. The Iota Chapter now has 70 active chapters, representing 25 states.

ALUMNI ACTIVITIES

A graduate of the college automatically becomes a member of the Alumni Association upon the payment of dues, which entitles the payee to receive the "Alumni Quarterly", publication of the Association.

There are eleven county Alumni organizations fully organized and eagerly promoting an active program. Meetings are held in every county prior to college reunions.

Two dates on the college calendar are set aside especially for the Alumni; they are Homecoming Day in the fall and Alumni Day in the spring.

CHOOSING A CURRICULUM

Every new student entering Bloomsburg State College is required to take a battery of tests covering English, reading, 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 strength and weakness. He sees himself in relation to the group of students entering Bloomsburg State 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, **Introduction to Education**, which emphasizes 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

In order to change his curriculum, a student must obtain permission in writing from the directors of the curriculums involved, and present this request to the Dean of Instruction whose approval is required before the change in curriculum becomes effective. All requests must bear the signature of the applicant's parents.

DIVISION OF ELEMENTARY EDUCATION

Students in Elementary Education must be made aware of and sensitive to the problems which children encounter in their growth and development, and how those problems affect their learning. Instruction and practice in program planning and budgeting of the school day are provided to the end that they will know how to provide for individual differences.

The human relations skills which will help students gain necessary rapport and standing among their associates as they work toward improved practices are an integral part of this program of studies.

Students in this curriculum are required to choose their electives from a sequence of courses* which will give them an unusual depth of training and experience in one area of the elementary program of studies. This "Area of Competence" will not only help students to overcome apparent individual academic weaknesses but it will also help to equip the elementary teacher to serve as a resource person to teachers and pupils in the schools in which he will teach.

THE FOUR YEAR ELEMENTARY CURRICULUM

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.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the semester hours of credits.)

First Semester			Second Semester		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English			Phys. 101—Basic Physical		
Composition	3	3	Science	4	3
Math. 101—Fundamentals			Eng. 102—English		
of Mathematics	3	3	Composition	3	3
Speech 101—Fundamentals			Mus. 101—Introduction		
of Speech	2	2	to Music	3	2
Ed. 101—Introduction to			Health 101—Principles of		
Education	3	3	Hygiene	2	2
Geog. 101—World			P. E. 101—Physical		
Geography	3	3	Education	2	1
Art 101—Introduction to			Geog. 223—Geography of		
Art	3	2	U.S. and Pa.	3	3
	17	16	Elective	3	3
				20	17
Third Semester			Fourth Semester		
Biol. 101—Basic Biology..	4	3	P. E. 201—Physical		
P. E. 102—Physical			Education	2	1
Education	2	1	Ed. 202—Materials in Ele-		
Psy. 201—General			mentary School Science	3	3
Psychology	3	3	Eng. 208—Survey of World		
Eng. 207—Survey of			Literature	3	3
World Literature	3	3	Hist. 212—History of		
Hist. 211—History of			Civilization since the		
Civilization to the 17th			17th Century	3	3
Century	3	3	Ed. 301—Audio-Visual		
Elective	3	3	Education	3	2
	18	16	Elective	3	3
				17	15

*English, Spanish, French, German, Mathematics, Geography, Social Studies, General Science, Biological Science, and Physical Science.

Fifth Semester				Sixth Semester			
Mus. 201—Methods and Materials in Elementary Music	4	3		Art 201—Methods and Materials in Elementary Art	4	3	
Hist. 221—History of the U.S. and Pa. to 1865 ...	3	3		Hist. 222—History of the U.S. and Pa. since 1865	3	3	
Psy. 301—Educational Psychology	3	3		Psy. 311—Child Growth and Development	3	3	
Eng. 309—Children's Literature	3	3		Ed. 371—Teaching of Reading in the Elementary Grades	3	3	
P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3		Ed. 381—Seminar in Methods and Organization in the Elementary School..	6	6	
Elective	3	3					
	20	18			19	18	
Seventh Semester				Eighth Semester			
Phys. 201—Science in Modern Civilization ...	3	3		Ed. 401—Student Teaching in the Elementary School	30	12	
Pol. Sci. 211—United States Government ...	3	3		Ed. 411—Professional Practicum (including School Law)	2	2	
Phil. 211—Introduction to Philosophy	3	3			32	14	
Speech 301—Speech for the Classroom Teacher ...	2	2					
Elective	3	3					
	14	14					

DIVISION OF SECONDARY EDUCATION

Programs of studies in Secondary Education have been designed to give students the academic and cultural background necessary to make them competent in their respective fields. Moreover, consideration has been given to other areas of pupil needs in the basic educational program for teachers. Courses in professional education and psychology stress the needs of youth and the principles of learning applicable to meeting them. Much emphasis is laid on the dynamics of mental hygiene pertaining to youth and the community.

In order to further strengthen academic competence, the new curriculum in Secondary Education abandons the traditional concept of major and minor concentrations. Students are required to major in one area or in one fixed combination of closely-related disciplines.

THE FOUR YEAR SECONDARY CURRICULUM

This curriculum leads to certification for teaching specific subjects in a senior high school or in a regularly organized junior high school. To insure the specialized preparation essential to effective teaching, the program places emphasis on the arts and sciences, but at the same time gives adequate attention to professional courses.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the semester hours of credit.)

	First Semester		Hours			Second Semester		Hours	
	CL	CR	CL	CR		CL	CR		
Eng. 101—English Composition	3	3			Eng. 102—English Composition	3	3		
Speech 101—Fundamentals of Speech	2	2			Phys. 102—Basic Physical Science	4	3		
Biol. 101—Basic Biology ..	4	3			Geog. 101—World Geography	3	3		
Art 101—Introduction to Art	3	2			Mus. 101—Introduction to Music	3	2		
Math. 101—Fundamentals of Mathematics	3	3			Health 101—Principles of Hygiene	2	2		
Ed. 101—Introduction to Education	3	3			P. E. 101—Physical Education	2	1		
	18	16			Elective	3	3		
						20	17		

Third Semester				Fourth Semester			
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3		
Hist. 211—History of Civilization to the 17th Century	3	3	*Hist. 212—History of Civilization since the 17th Century	3	3		
Phys. 202—Science in Modern Civilization	3	3	Psy. 201—General Psychology	3	3		
P. E. 102—Physical Education	2	1	P. E. 201—Physical Education	2	1		
Electives	6	6	Electives	6	6		
	17	16		17	16		
Fifth Semester				Sixth Semester			
Hist. 221—History of U.S. and Pa. to 1865	3	3	Hist. 222—History of U.S. and Pa. since 1865	3	3		
Psy. 301—Educational Psychology	3	3	Ed. 361—Problems of Secondary Education, including Guidance	3	3		
Speech 301—Speech for the Classroom Teacher	2	2	Electives	9	9		
Ed. 301—Audio-Visual Education	3	2		15	15		
Electives	6	6					
	17	16					
Seventh Semester				Eighth Semester			
Pol. Sci. 211—United States Government	3	3	Ed. 402—Student Teaching in the Secondary School. ³⁰	12	12		
Philo. 211—Introduction to Philosophy	3	3	Ed. 411—Professional Practicum (including School Law)	2	2		
Electives	12	12		32	14		
	18	18					

*Not required of Social Studies or History majors.

ENGLISH—24 Semester Hours

REQUIRED COURSES (12 CR)

	CL	CR
Eng. 211—British Writers	3	3
Eng. 212—British Writers	3	3
Eng. 233—Shakespeare	3	3
Eng. 406—English Philology and Grammar	3	3

ELECTIVE COURSES (Minimum of 12 CR)

Group A—Survey and Period Courses		
Eng. 321—Pre-Shakespearean Literature	3	3
Eng. 341—Seventeenth Century Literature	3	3
Eng. 351—Eighteenth Century Literature	3	3
Eng. 361—Romantic Movement in England	3	3
Eng. 368—Victorian Prose	3	3
Eng. 381—American Literature	3	3
Group B—Literary Form Courses		
Eng. 218—Literature of Biography	3	3
Eng. 318—The Essay	3	3
Eng. 333—Early English Drama (exclusive of Shakespeare)	3	3
Eng. 355—Eighteenth Century Novel	3	3
Eng. 365—Nineteenth Century Novel	3	3
Eng. 385—The American Novel	3	3
Eng. 388—Later American Prose	3	3
Eng. 393—Modern Drama	3	3
Eng. 395—Modern Novel	3	3
Eng. 396—Short Story	3	3
Eng. 397—Modern Poetry	3	3
Eng. 499—Criticism	3	3
Group C—Composition and Miscellaneous Courses		
Eng. 203—Advanced Composition	3	3
Eng. 205—Journalism	3	3
Eng. 304—Creative Writing	3	3
Eng. 391—Ideas in Literature	3	3

Group D—Speech and Drama

Speech 206—Oral Interpretation of Literature	3	3
Speech 211—Play Production	3	3
Speech 221—Argumentation and Debate	3	3
Speech 311—Play Direction	3	3
Speech 314—Costume and Makeup	3	3
Speech 321—Persuasion	3	3
Speech 325—Extempore Speech	3	3

(Not more than one course in Group D will be counted as an English elective.)

Group E—Developmental Reading

Ed. 451—Foundations of Reading Instruction	3	3	CL	CR
Ed. 452—Diagnostic and Remedial Reading	3	3		

NOTE: These two courses meet the state requirements for certification in Developmental Reading for the public schools, but are not counted as English electives.

SUMMARY

General Education	61	CR
Professional Education	25	
Specialization	24	
Electives	18	
Total	128	

FOREIGN LANGUAGES**FRENCH—24 Semester Hours****REQUIRED COURSES (12 CR)**

Elementary French	CL	CR
Fr. 101—Elementary French	3	3
Fr. 102—Elementary French	3	3
Intermediate French		
Fr. 201—Intermediate French	3	3
Fr. 202—Intermediate French	3	3

ELECTIVE COURSES (12 CR)

Fr. 211—Survey of French Literature	3	3
Fr. 212—Survey of French Literature	3	3
Fr. 303—Advanced Grammar and Composition	3	3
Fr. 313—French Drama to 1830	3	3
Fr. 314—French Drama: 1830 to Present Time	3	3
Fr. 315—The French Novel	3	3
Fr. 316—The French Short Story	3	3
Fr. 417—French Lyric Poetry	3	3
Fr. 471—Contemporary French Literature	3	3

SUMMARY

General Education	61	CR
Professional Education	25	
Specialization	24	
Others	18	
Total	128	

GERMAN—24 Semester Hours**REQUIRED COURSES (12 CR)**

Elementary German	CL	CR
Ger. 101—Elementary German	3	3
Ger. 102—Elementary German	3	3
Intermediate German		
Ger. 201—Intermediate German	3	3
Ger. 202—Intermediate German	3	3

ELECTIVE COURSES (12 CR)

Ger. 211—Survey of German Literature	3	3
Ger. 212—Survey of German Literature	3	3
Ger. 303—Advanced Grammar and Composition	3	3
Ger. 351—18th-Century German Literature	3	3
Ger. 352—18th Century German Literature	3	3
Ger. 361—19th Century German Literature	3	3
Ger. 362—19th Century German Literature	3	3
Ger. 417—German Lyric Poetry	3	3
Ger. 471—Contemporary German Literature	3	3

SUMMARY

General Education	61	CR
Professional Education	25	
Specialization	24	
Others	18	
Total	128	

**SPANISH—24 Semester Hours
REQUIRED COURSES (12 CR)**

Elementary Spanish	CL	CR
Span. 101—Elementary Spanish	3	3
Span. 102—Elementary Spanish	3	3
Intermediate Spanish		
Span. 201—Intermediate Spanish	3	3
Span. 202—Intermediate Spanish	3	3

ELECTIVE COURSES (12 CR)

Span. 211—Survey of the Literature of Spain	3	3
Span. 212—Survey of the Literature of Spain	3	3
Span. 317—Lyric Poetry of Spain and Spanish America	3	3
Span. 343—Golden-Age Drama	3	3
Span. 345—Cervantes	3	3
Span. 381—Survey of the Literature of Spanish America	3	3
Span. 385—Prose Fiction in Spanish America	3	3
Span. 463—Spanish Drama of the 19th and 20th Centuries	3	3
Span. 471—Spanish Literature since 1898	3	3

SUMMARY

General Education	61	CR
Professional Education	25	
Specialization	24	
Electives	18	
Total	128	

SCIENCE and MATHEMATICS

COMPREHENSIVE SCIENCE—50 Semester Hours

Majors in this area are not required to take Biol. 101—Basic Biology, Phys. 101—Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101—Fundamentals of Mathematics.

REQUIRED COURSES (44 CR)

Botany (8)	CL	CR
Bot. 111—General Botany	6	4
Bot. 112—Systematic Botany	6	4
Zoology (8)		
Zool. 111—Invertebrate Zoology	6	4
Zool. 112—Vertebrate Zoology	6	4
Chemistry (8)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4

Physics (8)

Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4

Earth Science (6)

(Select two of the following:)

Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Geology	3	3

Mathematics (6)

Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3

ELECTIVE COURSES (7 CR)

	CL	CR
Biological Science		
Bot. 232—Field Botany	5	3
Zool. 232—Field Zoology	5	3
Zool. 242—Ornithology	5	3
Zool. 321—Vertebrate Anatomy	5	3
Biol. 351—Microbiology	5	3
Biol. 401—Radiation Biology	5	3
Physical Science		
Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
Chem. 431—Industrial Chemistry	3	3
Phys. 225—Demonstrations in Physics	5	3
Phys. 314—Electricity and Magnetism	6	4

SUMMARY

	CR
General Education	60*
Professional Education	28
Specialization	40
Total	128

*Count Bot. 111—General Botany (4 s.h.), Chem. 111—General Inorganic Chemistry (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

BIOLOGICAL SCIENCE—51 Semester Hours

Biological Science majors are not required to take Biol. 101—Basic Biology, Phys. 101—Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101—Fundamentals of Mathematics.

REQUIRED COURSES (33 CR)

	CL	CR
Botany (8)		
Bot. 111—General Botany	6	4
Bot. 112—Systematic Botany	6	4
Zoology (8)		
Zool. 111—Invertebrate Zoology	6	4
Zool. 112—Vertebrate Zoology	6	4
Biology (3)		
Biol. 461—Microtechniques	5	3
Chemistry (8)		
Chem. 112—General Inorganic Chemistry	6	4
Chem. 113—General Inorganic Chemistry	6	4
Math (6)		
Math. 111—College Algebra	3	3
Math. 116—Introductory Statistics	3	3

ELECTIVE COURSES (18 CR)

Eighteen semester hours are required including a minimum of two field courses and two laboratory-type courses.

	CL	CR
Field Courses		
Bot. 232—Field Botany	5	3
Biol. 242—Fresh Water Biology	5	3
Biol. 312—Ecology	5	3
Zool. 232—Field Zoology	5	3
Zool. 242—Ornithology	5	3
Zool. 352—Entomology	5	3
Laboratory-type Courses		
Bot. 251—Plant Anatomy	5	3
Bot. 341—Bacteriology	5	3
Bot. 421—Plant Physiology	5	3
Biol. 341—Genetics	5	3
Biol. 351—Microbiology	5	3
Biol. 401—Radiation Biology	5	3
Zool. 321—Vertebrate Anatomy	5	3
Zool. 331—Vertebrate Physiology	5	3
Zool. 411—Embryology	5	3

SUMMARY

	CR
General Education	60*
Professional Education	28
Specialization	40
Total	128

*Count Bot. 111—General Botany (4 s.h.), Chem. 111—General Inorganic Chemistry (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

PHYSICAL SCIENCE—51 Semester Hours

Majors in this area are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 101 — Fundamentals of Mathematics.

NOTE: The 54 semester hours for the major will not meet the new certification requirements in Chemistry and Physics, which are 24 semester hours each. Completion of the program will require at least twelve weeks of summer school.

REQUIRED COURSES (43 CR)

	CL	CR
Physics (14)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3
Chemistry (11)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3
Mathematics (18)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 222—Advanced College Algebra	3	3
Math. 311—Integral Calculus	3	3

ELECTIVE COURSES (8 CR)

Must be selected from the following groups.

	CL	CR
Chemistry		
Chem. 211—Organic Chemistry	6	4
Chem. 222—Organic Chemistry	6	4
Chem. 311—Physical Chemistry	5	3
Chem. 411—Qualitative Organic Chemistry	7	3
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3

Physics

Phys. 314—Electricity and Magnetism	6	4
Phys. 411—Mechanics and Heat	6	4
Phys. 412—Sound and Optics	6	4

SUMMARY

	CR
General Education	60*
Professional Education	28
Specialization	40
Total	128

*Count Phys. 111—General Physics (4 s.h.), Chem. 111—General Inorganic Chemistry (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

PHYSICS AND MATHEMATICS—48 Semester Hours

Physics and Mathematics majors are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 101 — Fundamentals of Mathematics.

REQUIRED COURSES (32 CR)

Physics (14)	CL	CR
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3
Mathematics (18)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 222—Advanced College Algebra	3	3
Math. 311—Integral Calculus	3	3

ELECTIVE COURSES (16 CR)

At least 8 s.h. of Physics must be included.*

Physics	CL	CR
Phys. 314—Electricity and Magnetism	6	4
Phys. 411—Mechanics and Heat	6	4
Phys. 412—Sound and Optics	6	4
Mathematics		
Math. 116—Introductory Statistics	3	3
Math. 246—Field Work in Mathematics	3	3
Math. 321—Introduction to Modern Algebra	3	3
Math. 411—Advanced Calculus	3	3

*Students may also elect Chem. 111 and 112—General Inorganic Chemistry.

SUMMARY

	CR
General Education	63**
Professional Education	28
Specialization	37
Total	128

**Count Phys. 111—General Physics (4 s.h.), Phys. 112—General Physics (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

CHEMISTRY—48 Semester Hours

Chemistry majors are **not** required to take Phys. 101 — Basic Physical Science, Phys. 202—Science in Modern Civilization, and Math. 101 — College Algebra.

REQUIRED COURSES (48 CR)

	CL	CR
Chemistry (22)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Chem. 221—Qualitative Analysis	7	3
Chem. 222—Quantitative Analysis	7	3
Chem. 311—Organic Chemistry	6	4
Chem. 312—Organic Chemistry	6	4
Physics (8)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Mathematics (18)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 222—Advanced College Algebra	3	3
Math. 311—Integral Calculus	3	3

ELECTIVE COURSES

Chem. 322—Qualitative Organic Chemistry	7	3
Chem. 411—Physical Chemistry	5	3
Chem. 425—Water Analysis	5	2
Chem. 431—Industrial Chemistry	3	3
Chem. 441—Biological Chemistry	5	3

SUMMARY

	CR
General Education	63*
Professional Education	28
Specialization	37
Total	128

*Count Chem. 111—General Inorganic Chemistry (4 s.h.), Physics 111—General Physics (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

PHYSICS—48 Semester Hours

Physics majors are not required to take Phys. 101 — Basic Physical Science, Phys. 202 — Science in Modern Civilization, and Math. 101 — Fundamentals of Mathematics.

REQUIRED COURSES (40 CR)

	CL	CR
Physics (14)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 225—Demonstrations in Physics	5	3
Phys. 321—Introduction to Atomic Physics	3	3
Chemistry (8)		
Chem. 111—General Inorganic Chemistry	6	4
Chem. 112—General Inorganic Chemistry	6	4
Mathematics (18)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 211—Analytic Geometry	3	3
Math. 212—Differential Calculus	3	3
Math. 222—Advanced College Algebra	3	3
Math. 311—Integral Calculus	3	3

ELECTIVE COURSES (8 CR)

Phys. 314—Electricity and Magnetism	6	4
Phys. 411—Mechanics and Heat	6	4
Phys. 412—Optics and Sound	6	4

SUMMARY

		CR
General Education	63*	
Professional Education	28	
Specialization	37	
Total		128

*Count Phys. 111—General Physics (4 s.h.), Chem. 111—General Inorganic Chemistry (4 s.h.), and Math. 111—College Algebra (3 s.h.) as General Education.

MATHEMATICS—30 Semester Hours

Mathematics majors are not required to take Math. 101 — Fundamentals of Mathematics.

REQUIRED COURSES (24 CR)

		CL	CR
Math. 111—College Algebra	3		3
Math. 112—Trigonometry	3		3
Math. 211—Analytic Geometry	3		3
Math. 212—Differential Calculus	3		3
Math. 222—Advanced College Algebra	3		3
Math. 224—College Geometry	3		3
Math. 311—Integral Calculus	3		3
Math. 312—Differential Equations	3		3

ELECTIVE COURSES (6 CR)

Math. 116—Introductory Statistics	3	3
Math. 246—Field Work in Mathematics	3	3
Math. 321—Introduction to Modern Algebra	3	3
Math. 411—Advanced Calculus	3	3

SUMMARY

		CR
General Education	61*	
Professional Education	28	
Specialization	30	
Electives	9	
Total		128

*Count Math. 111—College Algebra (3 s.h.) as General Education.

EARTH and SPACE SCIENCE**EARTH AND SPACE SCIENCE—31 Semester Hours**

Earth and Space Science majors are not required to take Math. 101 — Fundamentals of Mathematics, Phys. 101 — Basic Physical Science, and Phys. 201 — Science in Modern Civilization.

REQUIRED COURSES (31 CR)

		CL	CR
Mathematics (9)			
Math. 111—College Algebra	3		3
Math. 112—Trigonometry	3		3
Math. 305—Earth and Space Mathematics	3		3
Physics (11)			
Phys. 111—General Physics	6		4
Phys. 112—General Physics	6		4
Phys. 305—Earth and Space Physics	3		3

Earth Science (15)

Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Geology	3	3
Geog. 453—Astronomy	3	3

SUMMARY

	CR
General Education	60*
Professional Education	28
Specialization	31
Electives	9
	128
Total	128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY AND EARTH AND SPACE SCIENCE

44 Semester Hours

Geography and Earth and Space Science majors are not required to take Math. 101 — Fundamentals of Mathematics and Phys. 101 — Basic Physical Science.

REQUIRED COURSES (32 CR)

Mathematics (9)	CL	CR
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
Math. 305—Earth and Space Mathematics	3	3
Physics (11)		
Phys. 111—General Physics	6	4
Phys. 112—General Physics	6	4
Phys. 305—Earth and Space Physics	3	3
Earth Science (12)		
Geog. 353—Physiography	3	3
Geog. 356—Meteorology	3	3
Geog. 357—Geology	3	3
Geog. 453—Astronomy	3	3

ELECTIVE COURSES (12 CR)

Geog. 223—Geography of the U. S. and Pa.	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3

SUMMARY

	CR
General Education	62*
Professional Education	28
Specialization	37
Elective	1
	128
Total	128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

SOCIAL STUDIES

Comprehensive Social Studies—36 Semester Hours

History (15)	CH	CR
Hist. 231—Europe from the Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3
One Elective from This Series:		
Hist. 323—A History of Colonial America	3	3
Hist. 324—Economic History of the United States	3	3
Hist. 325—Social and Cultural History of the United States	3	3
Hist. 326—Diplomatic History of the United States	3	3
Hist. 327—Twentieth Century United States History	3	3
Hist. 423—Problems in United States History	3	3
One Elective from This Series:		
Hist. 244—History of Russia	3	3
Hist. 333—Social and Cultural History of Modern Europe	3	3
Hist. 345—History of England	3	3
Hist. 433—Renaissance and Reformation	3	3
One Elective from This Series:		
Hist. 253—History of Latin America	3	3
Hist. 343—History of the Far East	3	3
Hist. 344—Twentieth Century World History	3	3
Hist. 353—Latin America and the United States	3	3
Hist. 443—Selected Contemporary Cultures	3	3
Political Science (3)		
Pol. Sci. 313—State and Local Government	3	3
Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 323—Comparative Governments	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3
Economics (6)		
Econ. 211—Economics I (Required)	3	3
One Elective from This Series:		
Econ. 313—Industrial Relations	3	3
Econ. 413—Money, Banking, and Fiscal Policy	3	3
Econ. 423—History of Economic Thought	3	3
Sociology (6)		
Soc. 211—Principles of Sociology (Required)	3	3
One Elective from This Series:		
Soc. 313—Contemporary Social Problems	3	3
Soc. 323—Introduction to Anthropology	3	3
Geography (6)		
Two Electives from This Series:		
Geog. 223—Geography of the United States and Pennsylvania	3	3
Geog. 224—Geographic Influences in United States History	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 353—Physiography	3	3
Geog. 354—Climatology	3	3
Geog. 358—Conservation of Natural Resources	3	3

SUMMARY

	CR
General Education	61*
Professional Education	28
Specialization	33
Electives	6
Total	128

*Count Hist. 231—Europe to 1815 (3 s.h.) as General Education.

HISTORY AND GOVERNMENT—27 C.H.

Majors in History and Government are not required to take Hist. 212—History of Civilization since the 17th Century.

History (15)	CL	CR
Hist. 231—Europe from the Renaissance to 1815 (Required)	3	3
Hist. 232—Europe since 1815 (Required)	3	3
Electives	9	9

One three-hour elective from each of the three series listed under **Comprehensive Social Studies**.

Government (12)	CL	CR
Pol. Sci. 313—State and Local Government (Required)	3	3
Pol. Sci. 323—Comparative Government (Required)	3	3
Electives	9	9

Two Electives from This Series:

Pol. Sci. 314—Political Parties and Elections	3	3
Pol. Sci. 324—International Relations	3	3
Pol. Sci. 433—History of Political Thought	3	3

SUMMARY

	CR
General Education	61*
Professional Education	28
Specialization	24
Electives	15
Total	128

*Count Hist. 231—Europe from the Renaissance to 1815 as General Education.

Whom, then, do I call educated? First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good-naturedly persons and things that are disagreeable; and furthermore, those who hold their pleasures under control and are not overcome by misfortune; finally, those who are not spoiled by success.

—Socrates

DESCRIPTION OF COURSES**DEPARTMENT OF ART****Art 101—Introduction to Art 2 sem. hrs.**

Introductory analysis of the elements of architecture, painting, and sculpture. The art principles basic to fine and applied arts as they apply to every day life. Use of color and design as applied to clothing, furniture, and advertising. Students experiment with art forms, and make fundamental applications. Extensive use is made of films, slides, and illustrative materials.

**Art 201—Methods and Materials for Teaching
Art in the Elementary School 3 sem. hrs.**

Development of sensibilities of the student towards his own creative potential and that of children is achieved through meaningful experiences in a wide range of materials. Of major concern is the understanding of the interdependence of creative activities and the full development of the child. Motivations, materials, lesson plans, stages of growth and development, and evaluations of the child and his work in a creative climate are also emphasized. (Formerly Art in Elementary Grades and Teaching Art in Elementary Grades)

Art 303—Elementary Arts and Crafts 3 sem. hrs.

An introduction to several types of handicraft is considered in relation to teaching the mentally handicapped. Exploration in the basic fundamentals of woodworking, weaving, modeling, in various materials, basketry, working with yarns and string and leather will be experienced. Creative and experimental handling of the various materials is encouraged. (Formerly Arts and Crafts I)

Art 304—Advanced Arts and Crafts 3 sem. hrs.

A further development of Art 303 with more skills and with advanced materials is featured. The course fundamentally concerns itself with the teaching of crafts for mentally retarded children and the development of personal sensitivities to materials on the part of the teacher. (Formerly Arts and Crafts II)

Art 311—Creative Art 3 sem. hrs.

This course proposes to advance the student's understanding of the creative process in art expression and as it relates itself to the elementary program. The student will pursue creative activities in two and three dimensional materials consistent with his professional interest. Prerequisite: Art 201

Art 411—Creative Design 3 sem. hrs.

Through confrontation by the student with his own examples of art work, those of his peers, and with those historical examples at his level of development, an awareness of personal growth is developed leading to a more adequate adjustment of the individual in terms of self-concept and society.

Art 412—Problems in Elementary School Art 3 sem. hrs.

A study of the varied approaches and procedures involved in carrying out the art program of the elementary school; procedures in preparation, presentation, and development of art activities are developed. Prerequisite: Art 201

DEPARTMENT OF COMMUNICATIONS

ENGLISH

Eng. 101—English Composition 3 sem. hrs.

Reading and writing are closely related in the composition course. Frequent themes are called for, half of which are written in class. Writing proficiency in the student is aimed at through intensive study of the principles of rhetoric and emphasis is placed upon the mechanics of grammar, punctuation, and spelling. Considerable outside reading is called for by the individual instructor. (Formerly English I)

Eng. 102—English Composition 3 sem. hrs.

A continuation of English 101, with increasing emphasis placed on effective diction, tone, and style. In addition to the regular compositions and book reviews, a term paper, carefully directed through its various stages, is required. (Formerly English II) . Prerequisite: Eng. 101

Eng. 203—Advanced Composition 3 sem. hrs.

The aim in this course is to sharpen the student's powers of observation, enabling him to write more clearly, honestly, and economically. "Creative writing" is not emphasized as such in this course, although students are given to understand that all effective writing is in a sense "creative." Various models of good English prose are analyzed and frequent compositions of a length varying from 300 words up to 2000 words are assigned, read, and discussed in class. Prerequisite: Eng. 102

Eng. 205—Journalism 3 sem. hrs.

An introduction to the fundamentals of news gathering, reporting and editing. Closely related to these fundamentals will be the study of criteria for newspaper evaluation. The course will also include a brief survey of the newspaper's development in the United States.

Eng. 207—Survey of World Literature 3 sem. hrs.

The purpose here is to acquaint the student with many of the most important literary works of the Western World. Epic, lyric, and dramatic poetry, as well as such later genres as novel and short story, are studied for both aesthetic and general cultural purposes. Particular attention is given to the way in which the work read exhibits one or more such "temperers" as Classicism, Romanticism, Realism, Naturalism, Impressionism, and Symbolism. (Formerly Literature I)

Eng. 208—Survey of World Literature 3 sem. hrs.

This is a continuation of English 207. The works read are generally of more recent date than those in English 207, and considerably more collateral reading is required. Prerequisite: Eng. 207. (Formerly Literature II)

Eng. 211—British Writers 3 sem. hrs.

A required second-semester course for all students majoring in English. By focusing upon the major British writers in chronological order, this course is valuable as a survey, while at the same time it provides depth in reading. Generous selections, often whole works, are read from Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Boswell, and Johnson.

Eng. 212—British Writers**3 sem. hrs.**

A required third-semester course for all students majoring in English. Here the study of major British Writers is carried down to the present; included among those writers are Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot. Prerequisite: Eng. 211

Eng. 218—Literature of Biography**3 sem. hrs.**

A survey of the works of selected British and American biographers and autobiographers. Lives of representative men and women are presented against their literary backgrounds. This course emphasizes the potentialities of such literature in a variety of patterns.

Eng. 233—Shakespeare**3 sem. hrs.**

A required course for all students majoring in English, to be taken in their third or fourth semester. Eighteen of Shakespeare's plays are read, some more intensively than others. Some attention is given to conditions of the Elizabethan theatre and to the history of the Shakespearean text, but the main emphasis is on Shakespeare as poet and playwright.

Eng. 304—Creative Writing**3 sem. hrs.**

The student is helped to improve his own creative work in this course. At least three original short stories and five original poems are expected from each student. These works receive critical analysis by the instructor and by the class in group discussion. Form, metrics, imagery, and diction are evaluated, and suggestions for revisions of each work may be expected. The student, if he desires, is made acquainted with suitable literary markets.

Eng. 309—Children's Literature**3 sem. hrs.**

Literature for children is examined and studied. Criteria for selecting literature for the classroom and the library, suggestions for presenting literary works in the elementary classroom, and basic literary concepts are given emphasis. This course is required of all students in Elementary Education.

Eng. 318—The Essay**3 sem. hrs.**

The course is divided into two parts: a historical survey of the formal and informal essay from Montaigne and Bacon to the present, with primary emphasis on the traditional British authors; and a critical examination of the modern periodical essay. The course is eclectic.

Eng. 321—Pre-Shakespearean Literature**3 sem. hrs.**

Beginning with *Beowulf* in translation, this course offers readings in the medieval romances, including *Sir Gawain and the Green Knight*, fifteenth century ballads, More's *Utopia*, and non-dramatic poetry and prose of the 16th century.

Eng. 333—Early English Drama**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.

Eng. 351—18th Century Literature **3 sem. hrs.**

Primarily a survey of the literature of the Augustan Age in England, the course in 18th Century Literature examines such major writers of the neo-classical period as Addison and Steele, Swift, Pope, Boswell, and Johnson, and introduces the student to the forerunners of the Romantic Revival. Particular attention is paid to the beginnings of the British novel and to the plays of Addison, Steele, Sheridan, and Goldsmith.

Eng. 355—18th Century Novel **3 sem. hrs.**

Centered mainly on the major novels of Defoe, Richardson, Fielding, Smollett, Sterne, and Austin, this course traces the development of the English novel from the picaresque to the realistic.

Eng. 361—Romantic Movement in England **3 sem. hrs.**

Although the more important poets, such as Wordsworth, Coleridge, Keats, and Shelley are dealt with, the main emphasis of the course is placed upon prose writing, including criticism, of Hazlitt, Lamb, DeQuincey, and Carlyle, along with the work of Hunt, Landor, and Peacock.

Eng. 365—19th Century Novel **3 sem. hrs.**

The 19th Century Novel course covers the period from the death of Scott in 1832 to the turn of the century. The emphasis here is on the major British writers of the Victorian Period, with supplementary readings in the works of the great continental novelists. The novels are analyzed in relation to their socio-political implications as well as for their literary excellence.

Eng. 368—Victorian Prose **3 sem. hrs.**

A study of the major works of Victorian prose, including the writings of Newman, Huxley, Carlyle, Mill, Ruskin, Arnold, Morris and Pater. Particular attention will be given to ideas contained in the selected works and the ways in which the writings reflect significant aspects of the Victorian milieu.

Eng. 381—American Literature **3 sem. hrs.**

American Literature is designed primarily as a study of the forms and movement of the American Renaissance as reflected in the major works of Emerson, Thoreau, Hawthorne, Whitman, and Melville. Other major writers of the nineteenth and twentieth centuries will also be studied.

Eng. 388—Later American Prose **3 sem. hrs.**

A study of representative American prose writers from the late nineteenth century to the present. Reading will be from major works reflecting the political, social, and artistic milieu of the time, and will include such writers as Veblen, Steffens, Hearn, Mencken, Babbitt, Moore, Brooks, Lippmann, and others.

Eng. 391—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 are Sophocle's *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 *The Wild Duck*, Melville's *Moby Dick*, and Camus' *The Stranger*.

Eng. 393—**Modern Drama** 3 sem. hrs.

An analytical study of major Continental, English, and American plays from Ibsen to O'Neill, with emphasis on contemporary attitudes, themes, and structure as compared or contrasted with those of traditional dramatists. A course in earlier drama and in Shakespeare is strongly recommended for students enrolling in Modern Drama.

Eng. 395—**Modern Novel** 3 sem. hrs.

Reading will be limited to British and American novelists from D. H. Lawrence to Faulkner. Students will consider the current novel as a developing art form, as a vehicle providing insight into human problems, and as a reflection of the modern temper.

Eng. 396—**Short Story** 3 sem. hrs.

Through lectures and class discussions, the student is offered an introduction to the French, Russian, English, and American short story. At least fifty short stories are read, and action, characterization, point of view, and irony are considered in class. The student is also required to submit one original short story, and to give orally a critical analysis of a well-known short story assigned by the instructor.

Eng. 397—**Modern Poetry** 3 sem. hrs.

This course is an introduction to contemporary poetic movements through lectures, class discussions, and reading. The American poets considered include Emily Dickinson, T. S. Eliot, E. E. Cummings, Robert Lowell, and Allen Ginsberg. Thomas Hardy, Gerard Manly Hopkins, W. B. Yeats, W. H. Auden, and Dylan Thomas are some of the modern English poets dealt with. The work of these poets is appreciatively analyzed in relation to historic background, the poet's character, and his poetic craft. In addition, the student may be required to submit one original poem so as to provide the instructor with further evidence of his sensitivity to contemporary poetry.

Eng. 406—**English Philology and Grammar** 3 sem. hrs.

A required course for all students majoring in English, to be offered in their junior or senior year. The aim here is to provide the student with a sense of the historical development of English phonology, morphology, vocabulary, and syntax, that he may the better understand current English. Some contemporary problems in semantics are examined, and descriptive rather than prescriptive grammar is emphasized as a realistic approach to living language.

Eng. 499—**Criticism** 3 sem. hrs.

For advanced students majoring in English. Admission to course must be arranged with the instructor. The major critical texts of Western Europe are examined and application is made to literary texts. Beginning with Plato's *Ion* and *Phaedrus* and Aristotle's *Poetics*, a survey is made of important critical principles, as elucidated by Longinus, Minuturne, Sidney, Boileau, Johnson, Coleridge, and more recent critics.

Eng. 385—The American Novel 3 sem. hrs.

This is a survey of the development of the novel form in America from Charles Brockden Brown to the present, with major emphasis on the outstanding American novelists of the Twentieth Century. Ten outstanding works are generally covered in this course, supplemented by reading of critical commentary.

SPEECH**Speech 101—Fundamentals of Speech** 2 sem. hrs.

The study and practice of communication skills in speaking, listening, reading, and writing. Emphasis is placed on the analysis and criticism of the human voice through articulation, diction, and vocabulary, and the study of organization and types of platform speeches. (Formerly Speech I)

Speech 206—Oral Interpretation of Literature 3 sem. hrs.

The student receives training in reading aloud — in the techniques involved in the assimilation of the intellectual and emotional qualities or values found on the printed page, and in the skills required for the successful oral communication of these to a group of listeners.

Speech 211—Play Production 3 sem. hrs.

Survey and analysis of long and short plays for educational production. Consideration is given to the playwright and audience as well as the physical equipment, including scenery, lighting, properties, make-up, and costume. Each student assumes the duties as production coordinator of a "short" play.

Speech 221—Argumentation and Debate 3 sem. hrs.

A study is made of the basic principles of argument, with practice in discussion and debate. Stress is on the techniques of effective thinking and speaking on controversial issues.

Speech 301—Speech for the Classroom Teacher 2 sem. hrs.

A continuation of Speech 101 to energize speech mechanics, to free the student from timidity, and to communicate to others, through reading aloud, discussion and memorized portions of dramatic literature. One aim is to improve oral communication in the future teacher, through lesson demonstration exercises. Prerequisite: Speech 101. (Formerly Speech II)

Speech 311—Play Direction 3 sem. hrs.

Emphasis is given to choosing a play, casting, rehearsing, directing, and the various methods of integrating all the elements in "arena", proscenium, and historical styles of presentation of the dramatic and/or musical production. Each student directs a "short" play.

Speech 314—Costume and Make-up 3 sem. hrs.

Investigation into the historical background and design of stage costume. Emphasis is given to practical application of the design and execution of stage costume, as well as to basic principles in the art and application of stage make-up. Both course areas aim at being directly aligned with major productions presented by the college.

Speech 321—Persuasion**3 sem. hrs.**

Problems of human motivation as encountered in audience situations are studied. Both the ethical responsibilities of the speaker and a scientific approach are analyzed. Methods of applying knowledge of the bases and tools of persuasion are presented in detail.

Speech 325—Extempore Speech**3 sem. hrs.**

This is an advanced public speaking course. Attention is given first to three types of speaking: the manuscript, the memorized speech, and the impromptu speech. Emphasis is then placed on the composition and delivery of the extemporaneous speech.

FOREIGN LANGUAGES**FRENCH****Fr. 101—Elementary French****3 sem. hrs.**

Attention is given to the development of the four basic skills: reading, writing, speaking, and the understanding of spoken French. Teaching is done by the oral method in this course, and in all of the courses that follow. (Formerly French I)

Fr. 102—Elementary French**3 sem. hrs.**

Continuation of French 101. Students who have had one semester of French in college or one year in high school may elect this course. Prerequisite: Fr. 101. (Formerly French II)

Fr. 201—Intermediate French**3 sem. hrs.**

Continued development of the basic skills. The study of grammar is continued, and much time is given to the reading of contemporary French prose. Students who have had two semesters of college French or two years in high school are eligible to elect the course. (Formerly French III)

Fr. 202—Intermediate French**3 sem. hrs.**

Continuation of French 201. The course is open to students who have had three semesters of college French or three years in high school. Teaching is done by oral method. Prerequisite: Fr. 201. (Formerly French IV)

Fr. 211—Survey of French Literature**3 sem. hrs.**

A course in the history of French Literature from the Middle Ages to the French Revolution. Attention will be given to the development of the various literary types. Lectures and assigned readings are given. Prerequisite: Fr. 202.

Fr. 212—Survey of French Literature**3 sem. hrs.**

The material studied is the literature of France from the Revolutionary period to the present time. Attention is given to the various literary movements of the period. Prerequisite: Fr. 211.

Fr. 303—Advanced Grammar and Composition**3 sem. hrs.**

The object of the course is to perfect the student's ability to write good French. Opportunities are provided for original composition. Prerequisite: Fr. 202.

Fr. 313—French Drama to 1830 **3 sem. hrs.**

A study of the development of French drama from its beginnings. Emphasis is laid on the classical drama of the 17th century. Plays of Corneille, Racine, and Moliere are read and discussed. Some attention is given also to the tragedies of Voltaire, and the "drame" of Diderot. Prerequisite: Fr. 202.

Fr. 314—French Drama: 1830 to the Present **3 sem. hrs.**

The Romantic Drama is studied through the reading and discussion of plays by Dumas Pere, Hugo, Musset, and de Vigny. Later plays down to the present are studied, as far as time permits. Prerequisite: Fr. 202.

Fr. 315—The French Novel **3 sem. hrs.**

A historical study of the development of the novel in France. The class is assigned readings from the leading 19th and 20th century novelists. Prerequisite: Fr. 202.

Fr. 316—The French Short Story **3 sem. hrs.**

A study of the representative short story writers from 1800 to the present time. Prerequisite: Fr. 202.

Fr. 417—French Lyric Poetry **3 sem. hrs.**

A study of the development of French lyric poetry from its origins to the present time. The course includes readings from the outstanding poets of each period. Prerequisite: Fr. 202.

Fr. 471—Contemporary French Literature **3 sem. hrs.**

A study of French literature since 1900, with emphasis on the effect produced on French writing by the two World Wars. Lectures and assigned readings are given. Prerequisite: Fr. 202.

GERMAN**Ger. 101—Elementary German** **3 sem. hrs.**

For those who have had no previous study in German, training is given in the development of the basic skills: reading, writing, speaking, and understanding of spoken German. Emphasis is laid on correct pronunciation and vocabulary-building. The oral method is used in this course, and in all the courses that follow. (Formerly German I)

Ger. 102—Elementary German **3 sem. hrs.**

Continuation of German 101. Students who have had one semester of college German or one year in high school may elect this course. Prerequisite: Ger. 101. (Formerly German II)

Ger. 201—Intermediate German **3 sem. hrs.**

Continued development of the basic skills. The study of grammar receives more attention than in the previous courses. Students who have had two semesters in college or two years in high school are eligible to elect this course. Prerequisite: Ger. 201. (Formerly German III)

Ger. 202—Intermediate German **3 sem. hrs.**

Continuation of Ger. 201. The course is open to students who have had three semesters of German in college or three years in high school. Prerequisite: Ger. 201. (Formerly German IV)

Ger. 211—Survey of German Literature 3 sem. hrs.

A general course in the history of German literature from the Middle Ages to 1800. Lectures and assigned readings. Prerequisite: Ger. 102.

Ger. 212—Survey of German Literature 3 sem. hrs.

Continued study of the history of German literature from 1800 to the present time. Prerequisite: Ger. 211.

Ger. 303—Advanced Grammar and Composition 3 sem. hrs.

The aim of the course is to perfect the student's ability to write good German. Opportunities will be given for original composition. Prerequisite: Ger. 202.

Ger. 351—18th Century German Literature 3 sem. hrs.

A study of the German novel and short story during the 18th century. Prerequisite: Ger. 202.

Ger. 352—18th Century German Literature 3 sem. hrs.

A study of German drama of the 18th century, including the plays of Lessing, Goethe, and Schiller. Prerequisite: Ger. 202.

Ger. 361—19th Century German Literature 3 sem. hrs.

A study of the development of the novel and the short story during the 19th century. Prerequisite: Ger. 202.

Ger. 362—19th Century German Literature 3 sem. hrs.

A study of German drama of the 19th century, comprising readings, lectures, discussion, and reports. Prerequisite: Ger. 202.

Ger. 417—German Lyric Poetry 3 sem. hrs.

A study of the development of German lyric poetry from its origins to the present time. Prerequisite: Ger. 202.

Ger. 471—Contemporary German Literature 3 sem. hrs.

A study of the works of representative German writers of the 20th century. Prerequisite: Ger. 202.

SPANISH

Span. 101—Elementary Spanish 3 sem. hrs.

Designed for students who have had no Spanish. Although some grammar is presented formally, major emphasis is placed upon speech patterns, thus enabling the student to learn to think in the language. (Formerly Spanish I)

Span. 102—Elementary Spanish 3 sem. hrs.

A continuation of grammar drill and speech practice. Prerequisite: Span. 101. (Formerly Spanish II)

Span. 201—Intermediate Spanish 3 sem. hrs.

This course is designed for students who have had one year of college Spanish or two years of high-school Spanish. Speech patterns are stressed, but more emphasis is given to grammatical analysis and extensive reading. The course is conducted largely in the Spanish language. (Formerly Spanish III)

Span. 202—Intermediate Spanish 3 sem. hrs.

A continuation of Span. 201. Prerequisite: Span. 201. (Formerly Spanish IV)

Span. 211—Survey of the Literature of Spain 3 sem. hrs.

An attempt is made in this course and its sequel to acquaint the student with the highlights of 900 years of Spanish literature. The literature is studied against the background of the political and cultural developments of the times. Selections are read from the major literary works, covering every important genre. Prerequisite: Span. 202.

Span. 212—Survey of the Literature of Spain 3 sem. hrs.

A continuation of the survey of Spanish literature into the modern period. Prerequisite: Span. 211.

Span. 317—Lyric Poetry of Spain and Spanish America 3 sem. hrs.

One of the dominant strains in Spanish literature—lyricism—is the subject of study in this course. Included is lyric poetry ranging over the entire length of the literary history of Spain and Spanish America. Prerequisite: Span. 202.

Span. 343—Golden-Age Drama 3 sem. hrs.

The purpose of this course is to acquaint the student with plays of the leading 17th century playwrights, including among others Lope De Vega, Calderon de la Barca, Tirso de Molina, and Ruiz de Alarcon. Prerequisite: Span. 202.

Span. 345—Cervantes 3 sem. hrs.

An examination is made of the works of Cervantes, including *Don Quixote*, the *Novelas ejemplares*, and the drama *La Numancia*. Prerequisite: Span. 202.

Span. 381—Survey of the Literature of Spanish America 3 sem. hrs.

Examples of the various literary genres are studied in relation to the epoch, geographical location, and cultural environment in which they were composed. Prerequisite: Span. 202.

Span. 385—Prose Fiction in Spanish America 3 sem. hrs.

In this course the student is introduced to the outstanding novels of the past century and to the short story, the genre in which the Spanish-American writers have most distinguished themselves. Prerequisite: Span. 202.

Span. 463—Spanish Drama of the Nineteenth and Twentieth Centuries 3 sem. hrs.

Spanish drama since 1800 is examined, including such notable Spanish dramatists as Benavente and Garcia Lorca. Prerequisite: Span. 202.

Span. 471—Spanish Literature since 1898 3 sem. hrs.

The most characteristic works of the leading writers are studied. The genres included are the novel, short story, drama, poetry, and the essay. Prerequisite: Span. 202.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

EDUCATION

Ed. 101—Introduction to Education 3 sem. hrs.

The primary aim of the course is to orient prospective teachers in the five major aspects of American education: (1) organization and administration, (2) areas of education, (3) personnel in education, (4) provisions for educational materials and environment, and (5) interpretation of education. The student is introduced to the scope of American education, its numerous problems, and its infinite possibilities. (Formerly Professional Orientation)

Ed. 201—Language Arts for the Elementary School 3 sem. hrs.

Attention is given to the role of reading, writing, speaking and listening in the elementary school. Emphasis is placed upon research, the actual use of various machines, teacher-pupil made projects and methods and techniques for their presentation. Opportunities are also given for writing children's poetry and children's books. Prerequisite: Psy. 301. (Formerly Teaching of Language in the Elementary Grades)

Ed. 202—Materials in Elementary School Science 3 sem. hrs.

The content is chosen to include scientific concepts and facts that are of most interest to children. It includes not only the environmental experiences of children but also new areas where the experiences of children are limited. The scope is wide but specialization in any one area of science is not required. (Formerly Science for the Elementary Grades)

Ed. 301—Audio-Visual Education 2 sem. hrs.

A comprehensive study is made of all communicative media. Opportunity to develop skills in the use of various teaching tools is provided during the laboratory periods. Prerequisite: Psy. 301.

Ed. 311—Educational Measurements 3 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. Construction and use of subjective type tests are studied. Attention is given to the methods of grading and problems involved. A study is made of the representative standardized tests. Attention is given to the vocabulary of measurement. Prerequisite: Psy. 301.

Ed. 321—Early Childhood Education

Problems peculiar to Nursery School and Kindergarten age boys and girls are considered. Programs, materials, activities, and equipment necessary for working effectively with those age groups are studied and evaluated. Observations, participation, and field trips are integral parts of the students' experience. Prerequisite: Psy. 311.

Ed. 341—Introduction to Guidance and Counseling 3 sem. hrs.

In this course the prospective teacher develops the guidance point of view in the classroom. It aims at developing in the teacher a deeper understanding of each pupil as a unique individual and as a member of various groups. It also seeks to bring out the dynamic forces that influence behavior and various techniques that can be used to enable students to develop their potentialities. Prerequisite: Psy. 301.

Ed. 342—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 a designated area. Prerequisite: Psy. 301.

Ed. 351—Teaching of English in the Secondary School 3 sem. hrs.

Through the unit approach students will have opportunities to investigate as well as to have laboratory experiences in the following areas: general objectives of the secondary school in respect to this particular discipline; daily and long range planning with emphasis on resource unit construction; an examination of courses of study to familiarize and provide information on the scope and sequence of the discipline; a knowledge of the research concerning current methods of teaching this discipline; a compilation of materials, resources, and bibliographies pertinent to this area; and opportunities to examine, construct and apply tests, as well as, other forms of evaluating, diagnosing, and reporting pupil progress. Prerequisite: Psy. 301.

Ed. 352—Teaching of Foreign Languages in the Secondary School 3 sem. hrs.

See Ed. 351 for course description.

Ed. 353—Teaching of Mathematics in the Secondary School 3 sem. hrs.

See Ed. 351 for course description.

Ed. 354—Teaching of Science in the Secondary School 3 sem. hrs.

See Ed. 351 for course description.

Ed. 355—Teaching of Social Studies in the Secondary School 3 sem. hrs.

See Ed. 351 for course description.

Ed. 361—Problems of Secondary Education Including Guidance 3 sem. hrs.

A projection of problems encountered in teaching with particular emphasis upon the first years of teaching is attempted. Attention is also given to problems of pupil-growth and development affecting directly the professional educator. Curriculum and counseling are important considerations in the development of the course syllabus. Prerequisite: Psy. 301.

Ed. 371—Teaching of Reading in the Elementary Grades 3 sem. hrs.

Study is made of developmental reading from readiness through the entire elementary school curriculum. Emphasis is placed upon principles, problems, techniques, and materials used in the total elementary school program.

Ed. 372—Foundations of Reading Instruction 3 sem. hrs.

A detailed study is made of the reading program in the secondary school, including the areas of comprehension, speed, study skills, library skills, recreation and enrichment, and method of using information. The development of a secondary school reading program is required of each student. Prerequisite: Psy. 301.

Ed. 373—Diagnostic and Remedial Reading 3 sem. hrs.

A comprehensive study is made of diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. The course is designed for elementary and/or secondary school teachers. As a part of the course, each student is required to develop a remedial reading program. Prerequisite: Ed. 371.

Ed. 381—Seminar in Methods and Organization in the Elementary School 6 sem. hrs.

Review is made of the ways in which elementary schools in the past have been organized to solve the problems that stem from the great individual differences among children. Consideration is then given to research related to present day experimentation in this field. Students are then given intensive experience in methods and materials in the Elementary Curriculum Center. Prerequisite: Psy. 301.

Ed. 401—Student Teaching in the Elementary School 12 sem. hrs.

Student teaching is scheduled on a full semester basis with a minimum of thirty hours per week. Opportunities are given for direct participating experience at two grade levels and in as many areas of the elementary curriculum as possible. Congenial association with carefully selected master teachers and observation of them at work is the climax of the students' professional preparation.

Ed. 402—Student Teaching in the Secondary School 12 sem. hrs.

Student teaching is scheduled on a full semester basis with a minimum of 30 hours per week. The assignment requires the construction or adaptation of a resource unit for use by the student teacher during this period as well as daily planning and guided observation. Students are exposed to actual teaching and other experiences to give them a wide sampling of the activities of the professional teacher. Eligibility: A quality point average of 2.0 in at least 90 semester hours of the prescribed curriculum and approval of the division director. (Formerly Student Teaching and Direction of Student Activities)

Ed. 411—Professional Practicum 2 sem. hrs.

The practicum is operated concurrently with Student Teaching and includes orientation to Student Teaching, planning, professional growth in service, placement, school law, classroom management, educational conferences in Harrisburg and Washington. Primarily, consideration is given to the practical problems that confront teachers in service.

Ed. 421—Curriculum Development 3 sem. hrs.

Offerings will include an examination of the function of education in a democratic society; the needs and problems of youth and of American society; and practices and procedures for curriculum development and improvement on local, district, state, and national levels. Prerequisite: Psy. 301. (Formerly Principles of Curriculum Construction)

Ed. 451—Foundations of Reading Instruction 3 sem. hrs.

A detailed study of the reading program in the secondary school, including the area of comprehension, speed, study skills, library skills, recreation and enrichment and how to use information. The development of a secondary school reading program is required of each student. Prerequisite: Completion of course work for certification in English.

Ed. 452—Diagnostic and Remedial Reading 3 sem. hrs.

A comprehensive study of diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. The course is designed for elementary school and/or secondary school teachers. As a part of the course, each student is required to develop a remedial reading program. Prerequisite: Ed. 451.

PSYCHOLOGY**Psy. 201—General Psychology** 3 sem. hrs.

The course aims to develop an understanding of how people behave and why they behave as they do. It discusses the relative influence of heredity and environment, the nature and function of perception, emotions, and thought, the forces within us and external to us that bring about various kinds of behavior, and the problems of adjustment in a complex society. (Formerly Psychology I)

Psy. 301—Educational Psychology and Evaluative Techniques 3 sem. hrs.

Principles of learning and techniques of evaluation are emphasized in the prerequisite course to student teaching. Functional applications in educational practice are reinforced through observations in cooperating and demonstration schools. Relationship of psychology to educational counseling is considered so as to enable students to assume responsibilities related to homeroom and other co-curriculum activities. Prerequisite: Psy. 201. (Formerly Psychology II)

Psy. 311—Child Growth and Development 3 sem. hrs.

Consideration is given to the principles of human development which have most significance for understanding and working with children in elementary school classrooms and activities. Prerequisite: Psy. 201. (Formerly Child Development)

Psy. 321—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 the interpretation of test results. Prerequisite: Psy. 301.

Psy. 322—Mental Tests (Individual) 3 sem. hrs.

Most of the time will be devoted to training in the use of the 1960 Revision of the STANFORD-BINET SCALE. Several individual performance tests are also included as a part of this course. There will be considerable practice in the actual administration of tests under the supervision of the instructor. Prerequisite: Psy. 301.

Psy. 331—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. 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. Practical applications of principles of good mental hygiene are vividly demonstrated. Field trips to nearby mental institutions are taken. Prerequisite: Psy. 301.

Psy. 401—Abnormal Psychology

3 sem. hrs.

A study is made of the different form of mental abnormalities including symptoms, diagnosis, and treatment. Problem cases and characteristics of handicapped and subnormal children will be considered. Special attention will be given to problems of individual and group control. Prerequisite: Psy. 201.

Psy. 411—Adolescent Psychology

3 sem. hrs.

This course is concerned with the physical, social, and psychological attributes of youth from age eleven to twenty and their adjustment in a dynamic society. It treats with such subjects as changes that occur in individuals during their adolescence, conflicts that are experienced, problems of educational, social and emotional adjustment, and preparation for vocational, community, and family living. Prerequisite: Psy. 301.

Psy. 421—Clinical Practice

3 sem. hrs.

It is the purpose of this course to provide practical experience in clinical procedure. The work of the course consists, in the main, of making 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 ability tests are used. Prerequisite: Psy. 322.

Psy. 431—The Study of Personality

3 sem. hrs.

This course is designed to provide insight into the nature and organization of personality and the dynamic forces that shape the individual into what he is. It treats of the various theories of personality types, conflicting forces that impinge upon individuals, conscious and unconscious processes, individual differences, abnormal trends, and ways of measuring personality characteristics. Prerequisite: Psy. 201.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Phys. Ed. 101

1 sem. hr.

Development of skills and attitudes toward physical development and fitness with special emphasis on team activities, such as soccer, speedball, touch football, volley ball, basketball, softball, track and field, vaulting, and tumbling. An individual physical fitness inventory will be taken along with attention being given to posture and body carriage. (Formerly Physical Education I)

Phys. Ed. 102

1 sem. hr.

Development of skills and attitudes toward swimming competence. Beginning swimming through general lifesaving techniques are emphasized. (Formerly Physical Education II)

Phys. Ed. 201

1 sem. hr.

Development of skills and attitudes toward recreational activities now commonly engaged in our society. Activities like archery, handball, tennis, golf, bowling, badminton are covered. Emphasis will be placed upon the development of individual skills and the ability to help direct these activities in school recreational programs. A parallel program for women follows the same pattern with activities directed to their specific needs. (Formerly Physical Education III)

Phys. Ed. 311

3 sem. hrs.

Methods and Materials in Health and Physical Education for the Elementary Grades

The course is directed to the preparation of Elementary Education students to help them develop sound principles and procedures in meeting the physical and emotional needs of the child in the Elementary Grades. The program will include basic fundamentals of growth and development, skills, games, activities and dances that are a major part of the physical program, as well as opportunities to develop enrichment in the area of Health Teaching. A laboratory experience will also be included.

Health 101—Principles of Hygiene

2 sem. hrs.

A study of the basic anatomical and physiological systems of the human body which serves as a foundation for the development of good health principles and attitudes. Particular attention is given to healthful living in a college environment.

DEPARTMENT OF MUSIC**Mus. 101—Introduction to Music**

2 sem. hrs.

This course is designed to give the student a background and understanding of music appreciation as a listener. Emphasis will be placed upon the various media through which music is expressed. Selected masterpieces, composers, musical forms and styles of baroque, classical, romantic and contemporary schools will be considered. Recorded compositions of each school will be studied, analyzed, and compared. This course will also show relationships of music to art, literature, and historical events.

Mus. 201—Methods and Materials for Teaching Music in Elementary School

3 sem. hrs.

This course considers the materials and methods of the presentation of music in the elementary school and the correlation of music with other subjects. Attention is given to presenting of the rote song, the reading song, two and three part music, music appreciation, rhythmic activities, rhythm band and creative activities. Basic music series are examined as well as supplementary materials. This course is designed to prepare the grade teacher to teach his own music in a self-contained classroom or under supervision from a music specialist. (Formerly Music for the Elementary Grades and Teaching Music in Elementary Grades)

Mus. 412—Music Aids for the Elementary Classroom Teacher 3 sem. hrs.

Materials and methods helpful to the classroom teacher for an effective music program. Learning to use the piano, autoharp, ukelele and other musical instruments as aids. — Recordings and supplementary music materials are included. Some theory and applied music are also necessarily required. Prerequisite: Mus. 212

DEPARTMENT OF SCIENCE AND MATHEMATICS

BIOLOGY

Biol. 101—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 111 or Zoology 111 for this course.

Biol. 242—Marine Biology (Fresh Water)

3 sem. hrs.

An advanced course in the analysis of the flora and fauna of fresh water streams, lakes and ponds and their relationship to the health and welfare of the country. Special emphasis will be given to the application of the study of fresh water biology in the study of stream pollution and the best use of the available water supply for industry, human consumption and recreational purposes. Laboratory studies will include field studies of local streams, lakes, and farm ponds. Prerequisites: Bot. 121, Zool. 121.

Biol. 312—Ecology

3 sem. hrs.

A general survey course that is designed to show the principles and concepts pertaining to succession patterns, limiting factors, habitat studies and population studies at the species, interspecies, and community level. Emphasis is also placed on the application of Ecological data to studies on natural resources and public health and welfare. There is one all day trip to study the succession pattern in an acid bog. Prerequisite: Bot. 121, Zool. 121.

Biol. 341—Genetics

3 sem. hrs.

This course deals with the science and theories of inheritance in plants and animals as well as with problems of Eugenics. The practical application of genetics in animal breeding, plant propagation, and improvement of the human race is emphasized. The genetic effects of high energy radiation on living organisms, including man, is stressed. Prerequisites: Bot. 121, Zool. 121.

Biol. 351—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: Bot. 121, Zool. 121.

Biol. 401—Radiation Biology

3 sem. hrs.

Physical and genetic effects of radiation on plants and animals; radioactive fall-out and its biological consequences; applications of radioisotopes in biological research; use of radiation sources and detectors. Prerequisites: Phys. 111; Biol. 341; Bot. 121; Zool. 121.

Biol. 461—Microtechnique

3 sem. hrs.

A general course in the preparation of plant and animal tissues for examination with the compound microscope. Whole mount staining of animal tissues will also be included. Special emphasis will be placed on the fixing and staining of sectioned cells and tissues to show the protoplasmic contents. Prerequisites: Bot. 112, Zool. 112.

BOTANY**Bot. 111—General Botany** 4 sem. hrs.

It is presupposed that students have had a course in Biology. This course is introduced with history, definition and scope of the plant kingdom. Laboratory study includes cells, leaves, roots, stems, flowers, seeds, anabolic and catabolic metabolism. Conservation, economic esthetic value, evolution and genetics of plants are stressed. (Formerly Botany I)

Bot. 112—Systematic Botany 4 sem. hrs.

A general survey course of the plant kingdom to show the phylogenetic development and arrangement of the plants in the taxonomic system. Special emphasis is placed on life cycles and the significance of the sexual phase in the development and classification of plants. Students are taught the application of taxonomy by the use of keys for the identification of part of the local flora. Several field trips to nearby areas are included. Prerequisite: Bot. 111.

Bot. 232—Field Botany 3 sem. hrs.

This course introduces plants in their natural environment. Plants are classified in the field. Plant communities are recognized in forests, fields, bogs, streams, and ponds. Plant culture is observed in local greenhouses, nursery, farms, and gardens. Prerequisite: Bot. 111.

Bot. 251—Plant Anatomy 3 sem. hrs.

An advanced course in the study of cell structure in plants and their relationship to the physiological functions of the plant. Special emphasis is placed on the phyletic development of plant cells and the tissues, especially those concerned with the gross structure of roots, stems, and leaves. Prerequisites: Bot. 121, Zool. 121.

Bot. 341—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. Prerequisite: Bot. 121.

Bot. 421—Plant Physiology 3 sem. hrs.

A survey course dealing with the physiological processes of plants and their effect on growth of the vegetative and reproductive organ. Prerequisites: Bot. 251, Chem. 111.

ZOOLOGY**Zool. 111—Invertebrate Zoology** 4 sem. hrs.

The study of invertebrate animals based upon lecture and laboratory work. Representatives of each phyla are studied as part of the laboratory work. Particular attention is paid to morphology, physiology, development, and variations of each organism. Ecology and evolution of these forms are considered in relation to the economy of man. (Formerly Zoology I)

Zool. 121—Vertebrate Zoology 4 sem. hrs.

A detailed study of the phylum Chordata. Laboratory work includes the dissection of the Amphioxus, Dogfish Shark, and the frog. Consideration is given to the morphology, physiology, heredity, and development of the chordates. Ecology and evolution of these forms are studied in relations to the intellectual progress and practical aspects of this science. Prerequisite: Zool. 111 (Formerly Zoology II)

Zool. 232—Field Zoology 3 sem. hrs.

Animals are observed and classified in the field. 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. Prerequisite: Zool. 121.

Zool. 242—Ornithology 3 sem. hrs.

Birds are identified in the field and from museum specimens; songs, feeding habits, nest building, and care of young, migration, economic importance.

Zool. 252—Entomology 3 sem. hrs.

Entomology is a field course in the general study of insects, involving collecting, mounting, and classifying local specimens. The morphology, physiology, life histories, and habits of harmful and beneficial insects is emphasized. Prerequisite: Zool. 111.

Zool. 321—Vertebrate Anatomy 3 sem. hrs.

Vertebrate Anatomy covers the morphology by systems of Fishes, Amphibians, Reptiles, Birds, and Mammals. Preserved specimens are dissected by each member of the class. Comparisons are made with the skeleton and manikins of the human body. Prerequisite: Zool. 121.

Zool. 331—Vertebrate Physiology 3 sem. hrs.

The functions of tissues, organs, and systems are studied by class demonstrations and experiments. Student teams facilitate the use of equipment and specimens. Live material is obtained from Amphibians, Reptiles, Birds, and Mammals. Prerequisite: Zool. 321.

Zool. 411—Embryology 3 sem. hrs.

The development of vertebrates is traced through the various stages of Amphioxus, frog, chick, and pig. The formation of adult structures is followed from germ cells through maturation, segmentation, germ layers, and systems. Prerequisites: Zool. 121 and Biol. 341.

CHEMISTRY

Chem. 111—General Inorganic Chemistry 4 sem. hrs.

An intensive and broadened overview of High School Chemistry with emphasis upon basic principles, laws, and concepts of general inorganic chemistry; the non-metallic elements are studied in detail, together with considerable practice in formula writing, and equation writing, and balancing, as well as simple chemical calculations. The laboratory serves as review and application of the class work. (Formerly Inorganic Chemistry I)

Chem. 112—General Inorganic Chemistry 4 sem. hrs.

A continuation of Chem. 111. Emphasis is placed upon the study of the metallic elements, their procurement and refinement together with a detailed survey of their compounds and uses to man. Continued practice with equation writing and balancing, as well as simple chemical calculations. The laboratory serves as review and application of the class work. Prerequisite: Chem. 111. (Formerly Inorganic Chemistry II)

Chem. 221—Qualitative Analysis 3 sem. hrs.

A study of the systematic identification and separation of the common cations and anions. The laboratory procedure involves macro techniques of analytical chemistry; study of the theory of ionization, mass action, and chemical equilibrium as it applies to analytical chemistry is emphasized. Prerequisite: Chem. 112.

Chem. 222—Quantitative Analysis (Inorg.) 3 sem. hrs.

A study of the fundamental principles of gravimetric and volumetric analysis, with development of ability in performing quantitative chemical calculations. Analysis of a variety of substances involving both volumetric and gravimetric procedures, and practice in preparing and standardizing solutions characterize the laboratory work. Prerequisites: Chem. 221, Math. 222.

Chem. 331—Organic Chemistry 4 sem. hrs.

An intensive study of the Aliphatic Series, or open chain compounds of Organic Chemistry involving the more important of these compounds; their synthesis, reactions, occurrence, and uses. There is frequent reference to mechanisms as type reactions. Laboratory serves as application and review of the class work. Prerequisites: Chem. 111 and 112. (Formerly Organic Chemistry I)

Chem. 332—Organic Chemistry 4 sem. hrs.

A continuation of Chem. 331. The Aromatic Series or ring compounds of the hydrocarbons are intensively studied. The most important of these compounds, their synthesis, reactions, occurrence, and uses are emphasized, and type mechanisms are noted. Laboratory serves as application and review of the class work. Prerequisite: Chem. 331. (Formerly Organic Chemistry II)

Chem. 322—Qualitative Organic Analysis 3 sem. hrs.

This course is primarily a laboratory course in the qualitative analysis of organic compounds. The analysis of carbon compounds by means of a systematic separation and identification is applied to the most common types of organic substances. Methods and techniques are studied and applications to industry and scientific research emphasized. Prerequisite: Chem. 332.

Chem. 411—Physical Chemistry 3 sem. hrs.

An introductory course in the study of physico-chemical principles in the behavior of matter. The study is made on a lecture-demonstration basis, involving the implications of energy relationships, kinetics of chemical reactions, phase rule, equilibria, molecular weight, melting point phenomena. Prerequisites: Chem. 112, Phys. 116, Math. 311.

Chem. 425—Water Analysis 2 sem. hrs.

A survey course in the chemical, physical, and biological phases of water analysis. Laboratory exercises include the examination of water from the entire hydro cycle. Prerequisites: Zool. 111, Chem. 111, Bot. 341.

Chem. 431—Industrial Chemistry 3 sem. hrs.

A comprehensive survey of the application of chemistry to modern industry. The operating efficiency, equipment used, chemical manufac-

ture, and methods of attacking new problems of industry through research are studied. Each student will select a simulated research problem from some particular industry to be developed experimentally, and prepare an oral and written report. Prerequisites: Chem. 112, Phys. 116.

Chem. 441—Biochemistry

3 sem. hrs.

This is an introductory course designed to study the chemistry of substances comprising living organisms, plants, and animals. Biological processes which have a chemical background or a chemical interpretation are investigated. Laboratory experiments include those dealing with plant photosynthesis, blood chemistry, extraction and separation of organic substances from the plants or animal, analysis of substances dealing with materials used in hospital laboratories. Coordination is maintained with the Biology Department and their courses with regard to experiments and subject matter. Prerequisites: Chem. 112, Bot. 112, or Zool. 112.

PHYSICS

Phys. 101—Basic Physical Science

3 sem. hrs.

Basic principles of physics, chemistry, astronomy, geology, and meteorology are covered in this survey course. Consideration is given to topics on machines, heat, light, sound, electricity, atomic structure, chemical elements, chemical reactions, and current advances in electronics, space flight, and atomic energy. An understanding of scientific principles is developed through demonstrations and individual experimentation. Students majoring in Physical Science will substitute Phys. 111 or Chem. 111.

Phys. 111—General Physics

4 sem. hrs.

In this course the basic principles of Mechanics, Mechanics of Fluids, and Heat are introduced. Fundamentals of motion, machines, states of matter, transfer of heat, expansion, and thermodynamics are emphasized. Demonstrations and recitations are used to supplement individual laboratory experiments. (Formerly Physics I)

Phys. 112—General Physics

4 sem. hrs.

A continuation of Phys. 111; this course deals with the principles of elementary wave motion, sound, light and elementary optics, electrostatics, and an introduction to the fundamentals of current electricity and magnetism. Lectures and recitation are supplemented with laboratory work. Prerequisites: Phys. 111, Math. 112.

Phys. 202—Science in Modern Civilization

3 sem. hrs.

This is a survey course of the broad field of science. Non-technical views are provided of a wide variety of sciences ranging from cosmology to nuclear physics. Appreciations of the contributions made by the sciences to modern civilization are promoted through lectures, demonstrations, class discussions, and selected readings, both assigned and free choice, of scientific literature intended for well-informed laymen as found in periodicals and selected paper bound books.

Phys. 225—Demonstrations in Physics

3 sem. hrs.

This course is designed to give prospective teachers practical experience for conducting demonstrations. Techniques in the use of equipment are a feature of this experience. Basic principles are made meaningful

through the use of audio-visual material, stroboscopes, oscilloscopes, and lecture room size galvanometers. Prerequisites: Chem. 112, Phys. 112.

Phys. 305—Earth and Space Physics 3 sem. hrs.

The principles of Physics are applied to planetary motion and rocketry. The course also includes a survey of the solar system and Kepler's Law, space flight, and guidance. Emphasis is placed on the principles of pure Physics involving Newton's Laws, escape velocities, vectors, trajectories, fuels, gyroscopes, and current developments in space science. Prerequisite: Phys. 112.

Phys. 314—Electricity and Magnetism 4 sem. hrs.

A detailed study of direct and alternating current principles and how these principles apply to the construction and operating characteristics of common circuits, devices, and machines. Attention is also given to the basic elements of electromagnetic induction and the application of this phenomenon to generators, transformers, electromagnets, motors, and similar types of apparatus. Lectures and recitation are supplemented with individual and group laboratory work. Prerequisite: Phys. 112.

Phys. 321—Introduction to Atomic Physics 3 sem. hrs.

The basic principles of electronics and their implication in Radio and Television are presented in this course; comprehensive study of the recent advances in physics, with emphasis on crystal structure, X-ray techniques, electron tubes, atom models, radio-activity, transmutation and the cosmic ray are included. Prerequisites: Chem. 112, Phys. 112, Math. 311.

Phys. 411—Mechanics and Heat 4 sem. hrs.

A more detailed and advanced treatment of statics, kinematics, and dynamics with some stress on engineering applications. The expanded study of heat includes the fundamental principles of thermodynamics, heat measurements, expansion, and external and internal combustion engines. Prerequisites: Phys. 112, Math. 311.

Phys. 412—Sound and Optics 4 sem. hrs.

A more complete study of wave motion, sound production, propagation, and acoustics. The study of light includes a more thorough treatment of geometric optics, photometry, diffraction, interference, and polarized light. Prerequisites: Phys. 112, Math. 311.

MATHEMATICS

Math. 101—Fundamentals of Mathematics 3 sem. hrs.

Consideration is given to mathematics as a universal language essential to quantitative communication in a technical age. The four fundamental operations as applied to arithmetic and algebra are re-examined with the objective of achieving, through an insightful approach, greater competency in everyday computations. Skills are improved in fundamental operations through experiences with whole numbers, common and decimal fractions; percentage; measurements; graphs; formulae, functional relationships and in algebra to the inclusion of linear equations.

Math. 111—College Algebra 3 sem. hrs.

Designed to strengthen and increase the concepts developed in secondary school algebra. Emphasis is placed on understanding the basic skills necessary for application to the sciences and to further mathematical study. (Formerly Algebra I)

Math. 112—Trigonometry **3 sem. hrs.**

Designed to have the student become proficient in the use of the trigonometric functions, be able to develop the various formulas used, and be able to apply them in the solution of problems. Particular emphasis will be placed on the use of trigonometric identities and the solution of trigonometric equations. Prerequisite: Math. 111.

Math. 116—Introductory Statistics **3 sem. hrs.**

This course aims to develop the ability to read, interpret, and construct tables of statistical data; to compute values for the various statistical measures; and to apply the basic skills of statistics to the physical, biological, and social sciences. Prerequisite: Math. 111.

Math. 211—Analytic Geometry **3 sem. hrs.**

A study of construction and proof by analysis. A major portion of the course is devoted to a critical study of the conic sections in both rectangular and polar coordinates. Ample opportunity is provided for the solution of original exercises. Prerequisite: Math. 112.

Math. 212—Differential Calculus **3 sem. hrs.**

Presents the fundamental ideas and applications of the Differential Calculus. Discussion of variables, functions, and limits precedes the formal definition of the derivative. Differentiation techniques for the various algebraic, transcendental, inverse, and exponential functions are presented with applications to the sciences. Prerequisite: Math. 211. (Formerly Calculus I)

Math. 222—Advanced College Algebra **3 sem. hrs.**

A continuation of Math. 111, with emphasis on mathematical induction, inequalities, complex numbers, theory of equations, logarithms, interest and annuities, permutations, combinations, probability, determinants, partial fractions, and infinite series. Prerequisite: Math. 111.

Math. 224—College Geometry **3 sem. hrs.**

A program of study designed to broaden the background in geometry. Geometric construction with emphasis on analysis, similitude and homothecy, properties of the triangle, the quadrilateral, the Simson line, harmonic division, properties of the circle, and recent geometry of the triangle, are the principal points of emphasis. Prerequisite: Math. 111.

Math. 246—Field Work in Mathematics **3 sem. hrs.**

Mathematics takes on new interest when its materials are seen to be applicable to life situations. Instruments used in the field are the slide rule, the angle mirror, the hypsometer and clinometer, the plane table, the vernier, the transit, and scale drawing. The student constructs his own problems and solves them. Prerequisite: Math. 112.

Math. 305—Mathematics for Earth and Space Science **3 sem. hrs.**

A critical study of spherical geometry and spherical trigonometry. Emphasis will be on variation and denominate numbers as applied to circular measures. The metric unit of distance, and finding the distance between two places of the earth. Prerequisites: Math. 111 and Math. 112.

Math. 311—Integral Calculus 3 sem. hrs.

Integral calculus. A study of the techniques of integration with applications to both geometrical and physical problems. The integration techniques of partial fractions, integration by parts, rationalization and trigonometric substitutions will be employed. Geometrical and physical problems of plane area, volume of a solid, length of arc, centroid work, and moments of inertia will be included. Prerequisite: Math. 212. (Formerly Calculus II)

Math. 312—Differential Equations 3 sem. hrs.

A study of elementary ordinary differential equations and the techniques applied to obtain their solution. A discussion of infinite series is presented, and power series are applied as a technique of solution. Prerequisite: Math. 311.

Math. 321—Introduction to Modern Algebra 3 sem. hrs.

Designed primarily to acquaint the student with some of the concepts and terminology of Modern Algebra. Subjects discussed include Sets, Symbolic Logic, Groups, Fields, Relations, Functions, and such other topics as time permits. (Replaces Modern Mathematics) Prerequisite: Math. 212.

Math. 411—Advanced Calculus 3 sem. hrs.

Continuation of Math. 311. Solid analytic geometry; infinite series; and multiple integration with applications are discussed. Prerequisite: Math. 311.

DEPARTMENT OF SOCIAL STUDIES AND GEOGRAPHY**ECONOMICS****Econ. 211—Principles of Economics** 3 sem. hrs.

This elementary study of economics is directed towards an understanding of the fundamental forces that influence the production, distribution and consumption of wealth. Some historical and current basic principles of economic theory are considered. Concepts in price and value are studied along with the institutions of economic life.

Econ. 212—Principles of Economics 3 sem. hrs.

A study of the determination of price by supply and demand, distribution of income, the pricing of the productive factors, international trade and finance, and current economic problems. Prerequisite: Econ. 211.

Econ. 313—Industrial Relations 3 sem. hrs.

Industrial relations deals with the practical questions that are presented in our modern industrial organization in the fields of management, labor unions and the economic life of members of the working force. The history of organized labor and the growth of theories in management are noted in order to gain an appreciation of present day methods in approaching these problems. Attention is also directed to a consideration of current policies in the national and state governments to control industrial relations. Prerequisite: Econ. 211.

Econ. 413—Money, Banking and Fiscal Policy 3 sem. hrs.

The historical background and development of monetary practices and principles form the introduction to this course. On this foundation, the principles of banking, with special attention to commercial banking and credit regulations, are studied. Current monetary and banking developments are considered against the background of the broad national fiscal policies and theory. Notice is also taken of the role of international banking institutions in domestic and world-wide economic problems. Prerequisite: Econ. 211.

Econ. 423—History of Economic Thought 3 sem. hrs.

Economic changes have been greatly determined by economic theorists. This course analyzes some of the different economic theories which have been propounded in the past and their effect on present day thinking about economic, business, and political systems. The surplus value theory, economic planning as a part of government responsibility, relations of family budgets to Engel's Law, government responsibility for employment, and rent control are among those theories to be studied. Prerequisites: For Bus. Ed. students — Econ. 211, 212, and Hist. 324. For other students — Hist. 212, 222, and Econ. 211.

GEOGRAPHY**Geog. 101—World Geography** 3 sem. hrs.

In a modern world with travel time shrinking to a matter of hours between any of our world continents, it has become increasingly important for us to know our world and its peoples. As our world society develops and improves in technical advancements, it becomes necessary to depend upon many nations and their peoples for the necessary natural resource materials. World Geography is designed 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.

Geog. 223—Geography of the United States and Pennsylvania 3 sem. hrs.

This study is regional in its approach with some emphasis upon Pennsylvania and its relationships to the nation. The physical setting, present inhabitants, occupations, resources, present use of resources, and future outlook for each division are considered. Special emphasis is placed upon the position of the United States' supply of natural resources with respect to the world of nations.

Geog. 224—Geographic Influences in American History 3 sem. hrs.

This defines the relationship between the historical movements in the United States and the natural environment as a stage on which the action is portrayed. Considerable emphasis is given to the relation of rivers, lakes, islands, vegetation, and soils in the early development of the United States and the expansion of the American people. Prerequisite: Hist. 222.

Geog. 233—Geography of Europe 3 sem. hrs.

Europe is examined in terms of its physical characteristics, topography, transportation systems, resources, population, and trade. An analysis of these factors sheds light on the relation of its geography to its economic, social, and political problems.

Geog. 243—Geography of Asia 3 sem. hrs.

An understanding of the large and populous lands of Asia is essential to a full appreciation of the present complex world problems. Geography of Asia emphasizes the physical characteristics of the continent but extensively treats the social, cultural, and economic aspects of the continent.

Geog. 244—Geography of Latin America 3 sem. hrs.

A regional study is made of South America, Central America and the islands of the Caribbean Sea. The human and physical factors of the geographic environment are covered to provide a background for the understanding of the historical development and contemporary trends and problems of the region.

Geog. 245—Geography of Africa 3 sem. hrs.

The physical geographic elements (climate, soils, natural vegetation, minerals, physiography and water) are studied especially as they relate to agriculture, grazing, mining, manufacturing, transportation, communication, and political boundaries for all of Africa. The historical development of tribal and colonial Africa is included, particularly in its relation to the geographic influences.

Geog. 353—Physiography 3 sem. hrs.

Physiography involves the study of the dynamic, tectonic, and gradational forces which, in conjunction with climatic and biologic forces, have shaped the earth into its present form and are constantly refashioning and modifying it. The activities of vulcanism, diastrophism, weathering, erosion (by wind, ocean, running water, and glaciers) on the formation of plains, plateaus, hills, mountains, and the oceanic margins and floors are considered. The interpretation of geologic and topographic maps, diagrams, models, and slides form an important part of this course.

Geog. 354—Climatology 3 sem. hrs.

The physical elements of climate (temperature, moisture, pressure and winds, air masses and storms) and the distribution of varied climates over the earth are the major concerns of this course. The use and observation of standard weather-recording instruments is undertaken. Additionally, the role of climate in the distribution of soils, vegetation, water resources, agriculture, transportation, industry, housing, and the human organism are considered.

Geog. 355—Cartography 3 sem. hrs.

Skills in the use and the interpretation of maps, models, globes, charts, and geographic diagrams are stressed. A brief history of maps is presented. Signs, symbols, and scales will be studied, and map projections will be constructed. Students will use the appropriate drafting instruments, pantographs, lettering guides, and scribes.

Geog. 356—Meteorology 3 sem. hrs.

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

Geog. 357—Geology**3 sem. hrs.**

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

Geog. 358—Conservation of Natural Resources**3 sem. hrs.**

Conservation of Natural Resources is designed to create an awareness of the extreme importance to our economy and to our very lives of this nation's vital resources. Emphasis is placed upon conservation of soils, forests, grasslands, waters, minerals, the air, and human resources. Considerable time is devoted to field trips, films, and to lectures by experts in various phases of conservation.

Geog. 453—Astronomy**3 sem. hrs.**

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 the study of constellations, are the main considerations. Some mathematical phases of the subject are also studied.

HISTORY**Hist. 211—History of Civilization to the 17th Century****3 sem. hrs.**

A survey is presented of the development of western institutions, beginning with the early civilizations of the Nile and the Tigris-Euphrates Valleys, and continuing to the opening of the 18th century. The significant contributions of the successive cultures within this period to the total development of Western Civilization are given special emphasis. (Formerly History of Civilization I)

Hist. 212—History of Civilization Since the 17th Century**3 sem. hrs.**

The story of western civilization is continued in this course, showing the effect of previous development upon the modern period, and the continuing development of Western institutions and culture through examination of the commercial, industrial and agricultural revolutions, social change, political evolution, and intellectual change. Prerequisite: Hist. 211. (Formerly History of Civilization II)

Hist. 221—History of the United States and Pennsylvania to 1865**3 sem. hrs.**

This survey course is a chronological study of the United States covering the period from the Discovery of America to and including the Civil War. The most important aspects of our social, economic, political, and cultural history are highlighted. The same aspects of Pennsylvania history are woven in concurrently. (Formerly History of United States and Pennsylvania I)

Hist. 222—History of the United States and Pennsylvania Since 1865**3 sem. hrs.**

The significant political, social, and economic developments of the United States from the Civil War to the present are highlighted. Special emphasis is placed upon contemporary relationships and the underlying principles involved. Similar developments in Pennsylvania history are treated concurrently. Prerequisite: Hist. 221. (Formerly History of United States and Pennsylvania II)

Hist. 231—Europe from the Renaissance to 1815 3 sem. hrs.

This course deals with the political, social, economic and cultural development of Europe from 1300 to 1815. Attention is given to the Renaissance and Reformation, the appearance of modern economic institutions, such as capitalism, and the emergence of national states in western and eastern Europe. The subsequent advancement or decline of these states is examined, with Britain, France, Russia, Prussia and Spain as points of interest. (Formerly Europe to 1815)

Hist. 232—Europe Since 1815 3 sem. hrs.

A survey is made of European history since the Congress of Vienna. The rise of nationalism, the evolution of liberalism and the new imperialism are studied in conjunction with other significant economic, cultural, political and social developments. Special attention is given to the great conflicts of the twentieth century and to the rise of the ideologies. Prerequisite: Hist. 231.

Hist. 244—A History of Russia 3 sem. hrs.

A survey of the history of Russia from the pre-Kievan period to the present. The Kievan State, the rise of Muscovy, and the creation of the empire under Peter the Great and Catherine II are treated. Specific attention is directed to the revolutionary movement, the revolutions of 1905 and 1917, the N. E. P., the five year plans, the U.S.S.R. in World War II, and the subsequent development of Soviet Power.

Hist. 253—History of Latin America 3 sem. hrs.

The history of Spanish colonization in the New World, the fight for independence, the growth of the national states are the major divisions of study. Emphasis is placed on political, economic, and social problems.

Hist. 323—A History of Colonial America 3 sem. hrs.

A specialized course which involves a study of the European discovery and exploration of the new world and the settlement and development of Dutch, English, French, Spanish and Swedish Colonies. The rise of divergent interests and the struggle for empire between France and England are studied, and particular attention is directed toward colonial influence on the early culture and institutions of the United States and upon subsequent developments that had their roots in the colonial period. Prerequisite: Hist. 222.

Hist. 324—Economic History of the United States 3 sem. hrs.

A history of the economic development of the United States begins with the European background for colonial expansion and continues to the present. By examining the growth of American economic and social institutions the course aims towards a better appreciation and understanding of present and future economic problems.

Hist. 325—Social and Cultural History of the United States 3 sem. hrs.

The many aspects of American life, such as religion, education, social structure and institutions, cultural and intellectual achievements are studied in a chronological treatment. Beginning with the reliance upon an Old World society and Culture during the colonial period to the emergence of a new American society and culture, emphasis is placed upon the many factors and forces which molded and modified that society and culture. Prerequisite: Hist. 222.

Hist. 326—Diplomatic History of the United States 3 sem. hrs.

A major portion of the course involves the manner by which our diplomats and statesmen achieved or failed to achieve success in our various foreign relations involving many countries, and the determining factors at the time at home and abroad. Some of the personalities with their strengths and weaknesses, who have served the United States, are open to view. Emphasis is also given to the machinery of diplomacy. Prerequisite: Hist. 222.

Hist. 327—Twentieth Century United States History 3 sem. hrs.

Recent United States history is presented both in the light of the emergence of the United States to the status of a great World Power with increasing responsibilities for world leadership, and in the political, economic, and social forces at work internally which have taken us from conservatism to liberalism, from the depths of a great depression to a period of unprecedented prosperity, and from isolationism to internationalism. Prerequisite: Hist. 222.

Hist. 333—Social and Cultural History of Modern Europe 3 sem. hrs.

An examination of the major social and cultural developments within European civilization since 1500. The past and present social fabric of Europe is considered in terms of its origins and distinctive traits and attainments. Cultural developments are considered with some reference to general trends, such as Romanticism and Realism, and include an examination of the fine arts, literature and philosophy. The repercussions of these developments upon political, economic and social institutions are also scrutinized. Prerequisite: Hist. 232.

Hist. 343—History of the Far East 3 sem. hrs.

Consideration is given to the past thought and culture of ancient Far Eastern peoples as it helps to explain the present, with special emphasis on the more recent history of the area. The impact of the West is viewed in the examination of major political, social, economic and intellectual problems and developments in the Far East, as well as the effect on current problems and the shaping of the future.

Hist. 344—Twentieth Century World History 3 sem. hrs.

This course shows the breakdown of European policy and the growth of new economic and political doctrines — Fascism, Communism and Nazism. War increasingly becomes the means of settling disputes between nations, and freedom tends to be replaced in men's minds by their desire for security. Prerequisites: Hist. 222 and Hist. 232.

Hist. 345—History of England 3 sem. hrs.

The students are introduced to British Development from prehistoric times to the present. Consideration of medieval England stresses unique political and social development. Coverage of the Modern Age includes the commercial, agricultural and industrial revolutions, the struggle between Monarch and Parliament, religious changes and the creation of the Empire. Special attention is given to periods of notable achievement, such as the reign of Victoria. The British contribution to American civilization serves as a framework of study. Prerequisite: Hist. 232.

Hist. 353—Latin America and the United States 3 sem. hrs.

The relations between the United States and Latin America from the colonial period to the present are analyzed. Special emphasis will be placed on the Monroe Doctrine, western hemispheric relations since 1900, and the organization of American States.

Hist. 423—Problems in United States History 3 sem. hrs.

The persistent and recurring problems of the United States are examined in terms of analysis of the problems and previously suggested solutions. It is not the purpose of the course to resolve the controversies nor to arrive at final judgments, but to examine the forces that have created the problems. Prerequisite: Hist. 222.

Hist. 433—Renaissance and Reformation 3 sem. hrs.

This is a detailed examination of one of the movements identified with the transition from the medieval to the Modern Age. Attention is given to the new forms of urban social and economic life, humanism and achievements in the fine arts. Geographical exploration, progress in science and invention, and the nature of the new national states of Europe are also considered. The genesis of various Protestant groups and the Catholic response are treated in detail to facilitate understanding of contemporary religious thought and organizations.

Hist. 443—Selected Contemporary Cultures 3 sem. hrs.

A survey is made of contemporary developments in selected cultural areas of the world to promote better world understanding. Emphasis is placed upon the current problems, achievements and failures of peoples and social orders in the aforementioned areas in the fields of art, religion, philosophy, politics, literature, music, customs, education and social relations.

PHILOSOPHY**Phil. 211—Introduction to Philosophy** 3 sem. hrs.

This is an attempt to develop systematically a number of general topics with which the sciences, in their attempts to specialize, do not try to deal. Some of these are forms of argument, kinds of knowledge, nature of reality, individual and social values, and standards of conduct.

POLITICAL SCIENCE**Pol. Sci. 211—United States Government** 3 sem. hrs.

Federal government is an intricate system. This course deals with the historical background, general principles, and other basic essentials of the American federal system of government. Consideration of the Congress, the presidency, the courts, administrative organization, and civil service is followed by some treatment of state and local governments. (Formerly American Government)

Pol. Sci. 313—State and Local Government 3 sem. hrs.

The State level of the federal government system is presented. Governmental interaction as it affects national-state and state-local relations, the office and duties of the governor, the legislative and the judicial branch and their inter-relations are considered. Special attention is given to the constitution of the Commonwealth of Pennsylvania, and a comparison and contrast with other states' instruments of government is drawn. Prerequisite: Pol. Sci. 211.

Pol. Sci. 314—Political Parties and Elections 3 sem. hrs.

Emphasis is placed upon the role of the political party in developing the aspirations of the people and focusing these desires upon the decision-makers in government. Attention will be given to multi-party and two party systems, non-party influences, party leadership, and the roles of communication, public relations techniques, and money in politics. Political party machinery will also be studied. Prerequisite: Pol. Sci. 211.

Pol. Sci. 323—Comparative Government 3 sem. hrs.

The constitutions of many modern states are analyzed in order to determine the structure, functions, powers and limitations of the nations they establish. These instruments of government are also compared and contrasted in order to determine the best elements in each, and the best possible elements in any area of government. Different types of governments are categorized for the purpose of determining the strongest and weakest features of each system. Prerequisite: Pol. Sci. 211.

Pol. Sci. 324—International Relations 3 sem. hrs.

Political theory of the state, sovereignty, and government, along with a detailed examination of their component parts, receive initial attention. The sources of national power, along with the results of national power, as they emerge in the form of disputes, conflicts, and wars, or alliances, balances of power, and settlements by international law in international courts are also considered. The historical origins of states and international organizations are also considered.

Pol. Sci. 433—History of Political Thought 3 sem. hrs.

Some of the most important political theorists of the past and their proposals are studied with reference to their validity at the time, and their application and acceptance today. Some of these are liberty, authority, democracy, individualism, nationalism, and internationalism. Prerequisite: Hist. 212, 222.

SOCIOLOGY**Soc. 211—Principles of Sociology** 3 sem. hrs.

The basic characteristics of group behavior, the organization of society and culture, individual and community adjustments, are analyzed in the light of their origin, development, form, and functions.

Soc. 313—Contemporary Social Problems 3 sem. hrs.

Exploration is made of some urgent social problems, and proposals offered for their solution. Topics include social change, personal maladjustment, social disorganization, mobility, delinquency, racial and economic tensions, and special problems of youth, families and aging. Prerequisite: Soc. 211.

Soc. 323—Introduction to Anthropology 3 sem. hrs.

This is a brief survey of human prehistory, physical types of man, language distributions, cultural and social achievements of pre-literate peoples, cultural processes and the role of culture in personality formation.

DIVISION OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College as one of the institutions in which secondary business teachers of the Commonwealth may be educated. The primary purpose of the program of the Division of Business Education is to train teachers for the junior and senior high schools of Pennsylvania.

Upon completion of the Business Education Curriculum, the Bachelor of Science Degree is conferred and application may be made to the State Department of Public Instruction for a teaching certificate. The courses included in the curriculum qualify graduates to secure certification to teach business subjects in any junior or senior high school in Pennsylvania.

ENTRANCE REQUIREMENTS

The Business Education Curriculum has proved so popular since it was first introduced in 1930 that only a limited number of selected students are admitted. All prospective students who plan to select this curriculum should apply to the Director of Admissions early in the year preceding the year in which they expect to enroll in the College. Only those high school students whose records indicate the ability to complete satisfactorily the curriculum are accepted. **This does not mean that students applying for admission must have had business courses in high school or business college. Many students who have had no previous business training complete successfully the Business Education Curriculum.**

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

ADVANCED STANDING

Applicants for admission to the Business Education Curriculum who have earned credit at other colleges or universities should submit a transcript of this credit when applying for admission. Advanced standing will be granted for courses completed at other institutions of college grade when, in the judgment of the Dean of Instruction, such courses are equivalent to subjects prescribed in the Business Education Curriculum.

If a tentative evaluation of courses completed at other colleges or universities is desired, a transcript showing the names of the courses, the grades, and the credit hours earned should be sent to the Director of the Division of Business Education. A tentative evaluation can be requested prior to making application for admission to the College.

REGULATIONS GOVERNING CERTIFICATION OF BUSINESS TEACHERS

(Effective October 1, 1963)

The following regulations governing the issuance of certificates for the teaching of business subjects in the secondary schools of Pennsylvania have been approved by the State Council of Education to become effective October 1, 1963:

I. **Provisional College Certificate**—Issued to persons who have met the basic requirements for the issuance of the Provisional College Certificate and who have met the following specific requirements:

A. Completion of thirty-six semester hours in business education including twelve semester hours distributed in at least four of the following subjects: bookkeeping, business law, business organization and management, economics, office practice (required), and principles of selling, and

B. Completion of the requirements of two or more of the following:

Bookkeeping	12 semester hours
Retail Selling	9 semester hours
Shorthand	9 semester hours
Typewriting	6 semester hours

II. **Permanent College Certificate**—The Provisional College Certificate will be made permanent on evidence of three years of successful teaching on the Provisional College Certificate in the public schools of Pennsylvania and the satisfactory completion of twelve semester hours (effective October 1, 1959) of post baccalaureate study subsequent to the granting of the Bachelor's Degree. Students should be aware that the State Council of Education may in the future increase the number of semester hours of post baccalaureate study required for the issuance of a Permanent College Certificate.

PLACEMENT OF GRADUATES

Graduates of the Division of Business Education are given assistance by the College in securing teaching positions. This assistance is provided without charge by the Bureau of Teacher Placement which maintains contacts at all times with high schools and colleges throughout the area served by the College. The faculty of the Division of Business Education also have a special interest in securing desirable positions for graduates and provide assistance whenever possible. The services of the Bureau of Teacher Placement of the College are also available without charge to any alumnus of the Division of Business Education who desires to secure a new position.

EQUIPMENT AND FACILITIES

The faculty of the Division of Business Education recognizes that business skills cannot be learned wholly from textbooks but must be acquired through practice in the use of machines and equipment found in the modern office. Business students are provided the opportunity to acquire skill in the operation of up-to-date office machines and equipment by having available for their use the most modern adding, calculating, bookkeeping, duplicating, dictating, and transcribing machines possible as well as manual and electric typewriters.

The new building which houses the Division of Business Education was specifically designed to accommodate the needs of a growing business education program. In developing the plans for the construction of Sutliff Hall, careful consideration was given to changes which are occurring and which will probably occur in the automated business office and the effect these changes will have on training programs for business teachers. The opportunity to secure training in a building specifically designed for a modern business education program permits students to gain experience that will be valuable to them in suggesting facilities for equipping a business education department in the secondary school.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

The student completing the Business Education Curriculum has an opportunity to spend one year in office and secretarial practice courses. During one semester each student acts as a business worker in a campus office where he is held responsible for the same vocational efficiency as the regularly employed office worker. This experience is supplemented by class instruction in 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 duplicating machines; operation of dictating and transcribing machines; operation of adding, calculating, and bookkeeping machines; and the preparation and use of business papers.

My role, I know, is not to transform the world, nor man: for that I have not virtues enough, nor clear-sightedness. But it consists, perhaps, in serving, where I can, those few values without which a world, even transformed, is not worth living in, without which a man, even new, would not be worthy of respect.

—Albert Camus

THE FOUR YEAR CURRICULUMS IN BUSINESS EDUCATION

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.

For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the number of semester hours' credit.

FIRST YEAR (All Sequences)

First Semester	Hours		Second Semester	Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Math. 101—Fundamentals of Mathematics	3	3	Phys. 101—Basic Physical Science	4	3
Geog. 101—World Geography	3	3	Art 101—Introduction to Art	3	2
Mus. 101—Introduction to Music	3	2	Health 101—Principles of Hygiene	2	2
Sp. 101—Fundamentals of Speech	2	2	P. E. 102—Physical Education	2	1
Ed. 101—Introduction to Education	3	3	Bus. Ed. 101—Introduction to Business Organization and Finance	3	3
P. E. 101—Physical Education	2	1	Bus. Ed. 221—Principles of Accounting	4	3
	19	17		21	17

GENERAL SEQUENCE

Second Year

	CL	CR		CL	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Biol. 101—Basic Biology	4	3	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Physical Education	2	1	Hist. 324—Economic History of the U. S. and Pa.	3	3
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2
Bus. Ed. 211—Elementary Shorthand	4	3	Bus. Ed. 212—Elementary Shorthand	4	3
Bus. Ed. 222—Principles of Accounting	4	3	Bus. Ed. 321—Intermediate Accounting	3	3
	21	15		20	17

Third Year

	CL	CR		CL	CR
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3
Bus. Ed. 322—Intermediate Accounting	3	3	Business Education Elective	3	3
Bus. Ed. 331—Business Law	3	3		15	15
	20	17			

Fourth Year

First Semester	Hours		Second Semester	Hours	
	CL	CR		CL	CR
Sp. 301—Speech for the Classroom Teacher	2	2	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3		32	14
Ed. 301—Audio-Visual Education	3	2			
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	19	16			

ACCOUNTING SEQUENCE

Second Year

	CL			CL	
	CR	CR		CR	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Biol. 101—Basic Biology	4	3	Phys. 202—Science in Modern Civilization	3	3
P. E. 201—Physical Education	2	1	Hist. 324—Economic History of the U. S. and Pa.	3	3
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2
Bus. Ed. 222—Principles of Accounting	4	3	Bus. Ed. 321—Intermediate Accounting	3	3
Business Education Elective	3	3	Business Education Elective	3	3
	20	15		19	17

Third Year

	CL			CL	
	CR	CR		CR	CR
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 332—Business Law	3	3
Bus. Ed. 322—Intermediate Accounting	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School	3	3
Bus. Ed. 331—Business Law	3	3	Accounting Elective	3	3
Business Education Elective	3	3		15	15
	19	17			

Fourth Year

	CL			CL	
	CR	CR		CR	CR
Sp. 301—Speech for the Classroom Teacher	2	2	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3		32	14
Ed. 301—Audio-Visual Education	3	2			
Bus. Ed. 351—Teaching Business Subjects in the Secondary School	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	19	16			

SECRETARIAL SEQUENCE

Second Year

First Semester		Hours		Second Semester		Hours	
	CL	CR		CL	CR	CL	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3		
Biol. 101—Basic Biology ..	4	3	Phys. 202—Science in Modern Civilization	3	3		
P. E. 201—Physical Education	2	1	Hist. 324—Economic History of U. S. and Pa.	3	3		
Bus. Ed. 201—Elementary Typewriting	4	2	Bus. Ed. 202—Elementary Typewriting	4	2		
Bus. Ed. 211—Elementary Shorthand	4	3	Bus. Ed. 212—Elementary Shorthand	4	3		
Business Education Elective	3	3	Bus. Ed. 333—Business Correspondence and Reports	3	3		
	<u>20</u>	<u>15</u>		<u>20</u>	<u>17</u>		

Third Year

	CL	CR		CL	CR
Psy. 201—General Psychology	3	3	Econ. 212—Principles of Economics	3	3
Econ. 211—Principles of Economics	3	3	Psy. 301—Educational Psychology	3	3
Bus. Ed. 301—Advanced Typewriting	4	2	Bus. Ed. 312—Secretarial Practice	5	3
Bus. Ed. 311—Advanced Shorthand	4	3	Bus. Ed. 332—Business Law ..	3	3
Bus. Ed. 331—Business Law Business Education Elective	3	3	Bus. Ed. 361—Problems of Business Education in the Secondary School ...	3	3
	<u>20</u>	<u>17</u>		<u>17</u>	<u>15</u>

Fourth Year

	CL	CR		CL	CR
Sp. 301—Speech for the Classroom Teacher	2	2	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School	30	12
Econ. 423—History of Economic Thought	3	3	Bus. Ed. 411—Professional Practicum (Including School Law) in Business Education	2	2
Pol. Sci. 211—United States Government	3	3		<u>32</u>	<u>14</u>
Ed. 301—Audio-Visual Education	3	2			
Bus. Ed. 351—Teaching Business Subjects in the Secondary School ..	3	3			
Bus. Ed. 401—Clerical Practice and Office Machines	5	3			
	<u>19</u>	<u>16</u>			

COURSE DESCRIPTIONS
DIVISION OF BUSINESS EDUCATION

Bus. Ed. 101—Introduction to Business Organization and Finance 3 sem. hrs.

A descriptive study of business activity with specific attention given to types of business organizations, managerial controls utilized in business, and the financing of business enterprises. Designed to provide the student with a basic understanding of the various aspects of business organization, finance, and operation. (Formerly **Business Organization**)

Bus. Ed. 201—Elementary Typewriting 2 sem. hrs.

Presentation and mastery of the keyboard and operating parts of the typewriter; stroking techniques and control emphasized; instruction in preparing business letters, manuscripts, carbon copies, envelopes, business forms, and cards; teaching techniques stressed. (Formerly **Typewriting I**)

Bus. Ed. 202—Elementary Typewriting 2 sem. hrs.

Development of job production techniques; instruction in typing letters, envelopes, and cards; introduction of multiple carbon work, preparation of manuscripts, tabulation, and legal forms; preparation of stencils and liquid process masters; teaching techniques stressed. Prerequisite: Bus. Ed. 201 Elementary Typewriting. (Formerly **Typewriting II**)

Bus. Ed. 211—Elementary Shorthand 3 sem. hrs.

Beginning course in Gregg Shorthand Simplified in which shorthand theory is presented with dictation woven into an integrated course; fluent reading and writing of familiar and unfamiliar material are stressed; attention is directed to the learning processes in Shorthand. (Formerly **Shorthand I**)

Bus. Ed. 212—Elementary Shorthand 3 sem. hrs.

Further development of ability to read from shorthand notes; fluency of writing and correctness of outlines stressed; dictation and transcription of both familiar and unfamiliar material; chalkboard writing of shorthand outlines emphasized; teaching methods and techniques considered. Prerequisite: Bus. Ed. 211 Elementary Shorthand (Formerly **Shorthand II**)

Bus. Ed. 221—Principles of Accounting 3 sem. hrs.

Development of the accounting cycle covering both service and merchandising activities of a sole proprietorship; consideration of special journals and special ledgers, accrued and deferred items, and business papers. (Formerly **Accounting I**)

Bus. Ed. 222—Principles of Accounting 3 sem. hrs.

Further development of the accounting cycle; recording, summarizing, and interpreting financial data for partnerships and corporations; development of an understanding of the voucher system. Prerequisite: Bus. Ed. 221 Principles of Accounting. (Formerly **Accounting II**)

Bus. Ed. 241—Salesmanship 3 sem. hrs.

Fundamental principles underlying the sales process; consideration of the salesman in relation to his firm, his goods and his customers; a study of the approach, demonstration, and close of individual sales transactions. (Formerly **Sales and Retail Selling I**)

Bus. Ed. 301—Advanced Typewriting 2 sem. hrs.

Advanced application of typewriting skills in the completion of practical office tasks; accuracy, speed, and job techniques emphasized; spelling, grammar, and principles of teaching stressed. This course is coordinated with Advanced Shorthand for those students seeking certification in Shorthand. Prerequisite: Bus. Ed. 202 Elementary Typewriting. (Formerly **Typewriting III**)

Bus. Ed. 311—Advanced Shorthand 3 sem. hrs.

Designed to provide intensive practice in dictation and transcription of shorthand, with speed and accuracy stressed; grammar, shorthand penmanship, and principles of teaching of shorthand are emphasized. Prerequisite: Bus. Ed. 212 Elementary Shorthand. (Formerly **Shorthand III**)

Bus. Ed. 312—Secretarial Practice 3 sem. hrs.

Practice in stenographic and secretarial activities; dictation of various types of business correspondence and reports; study of problems and procedures encountered in business offices; consideration of office etiquette; supervised secretarial work in school offices. Prerequisite: Bus. Ed. 311 Advanced Shorthand.

Bus. Ed. 321—Intermediate Accounting 3 sem. hrs.

Preparation and interpretation of principal accounting statements; theoretical discussions of the standards of good accounting practice, with emphasis on current items. Prerequisite: Bus. Ed. 222 Principles of Accounting. (Formerly **Accounting IV**)

Bus. Ed. 322—Intermediate Accounting 3 sem. hrs.

Further discussion of the standards of good accounting practice with emphasis on non-current items; solution and discussions of various contemporary accounting problems; detailed analysis of major financial statements of business organizations for the purpose of developing the ability to interpret the significance of various items and relationships. Prerequisite: Bus. Ed. 321 Intermediate Accounting.

Bus. Ed. 331—Business Law 3 sem. hrs.

Designed to acquaint students with legal rights and liabilities with which they will be concerned as teachers and as citizens; fundamental principles of law applicable to business transactions with specific consideration of law as it pertains to contracts, bailments, personal and real property, and sales; sources of law and the judicial system.

Bus. Ed. 332—Business Law 3 sem. hrs.

Fundamental principles of law as they pertain to guaranty and surety contracts, insurance, principal and agency relationships, employer-employee relationships, bankruptcy proceedings, estates and trusts, and various forms of business organizations. Prerequisite: Bus. Ed. 331 Business Law.

Bus. Ed. 333—Business Correspondence and Reports 3 sem. hrs.

Review of essentials of grammar; study of the vocabulary of business; preparation of business forms; writing business letters of various types; preparation of personal data sheets; organization and preparation of business reports. Prerequisite: Bus. Ed. 202 Elementary Typewriting.

Bus. Ed. 334—Business Mathematics 3 sem. hrs.

Basic mathematical concepts and principles related to fundamental business operations with emphasis on credit, insurance, taxes, selling and finance, investments, and the interpretation of statistical data; methods of teaching business arithmetic in the secondary school. Prerequisite: Math. 101 Fundamentals of Mathematics. (Formerly **Business Mathematics II**)

Bus. Ed. 341—Principles of Retailing 3 sem. hrs.

Designed for preparing students for teaching retail selling and consumer buying, and for preparing students for business careers in retailing. Included in the course is a comprehensive study of textiles and non-textiles sold by retailers. Prerequisite: Bus. Ed. 241 Salesmanship. (Formerly **Retail Selling II**)

Bus. Ed. 351—Teaching of Business Subjects in the Secondary School 3 sem. hrs.

Psychological foundations of teaching; methods of teaching shorthand, typewriting, bookkeeping, and basic business subjects; basic skill building procedures; demonstration teaching; lesson planning.

Bus. Ed. 361—Problems of Business Education in the Secondary School 3 sem. hrs.

Consideration of the objectives of secondary business education; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies, selection of textbooks; the curriculum and its development; tests and measurements; current trends in business education.

Bus. Ed. 401—Clerical Practice and Office Machines 3 sem. hrs.

Fundamentals of operating office dictating and transcribing machines, key-driven and rotary calculators, printing calculators, adding-listing machines, and stencil and liquid process duplicators; study of filing systems, business papers, and office procedure; consideration of teaching techniques utilized in the secondary school. Prerequisite: Bus. Ed. 202 Elementary Typewriting.

Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School 12 sem. hrs.

The student-teaching experience is designed to provide students with an opportunity to spend an entire day for a period of one semester in supervised educational activities in the secondary school. Opportunities are provided for students to observe and teach in actual classroom situations through the cooperation of business departments in the various student teaching centers of the College. The teaching experience is gained under the guidance of experienced classroom teachers with supervision provided by members of the college faculty. Prerequisite: Cumulative quality point average of 2.00 or better at the conclusion of the year preceding the year in which Student Teaching is scheduled.

Bus. Ed. 411—Professional Practicum (including School Law) in Business Education 2 sem. hrs.

The practicum is operated concurrently with Student Teaching in Business Subjects in the Secondary School and deals with orientation to Student Teaching, planning, professional growth in service, placement, school law, classroom management. Educational tours to Harrisburg and

Washington are scheduled as a part of the course. Consideration is given to the practical problems that confront the teacher in real teaching situations.

Bus. Ed. 421—Cost Accounting **3 sem. hrs.**

A study of the elements of production cost using the job order system, the process cost system, and the standard cost system; development of the ability to interpret the meaning of cost data. Prerequisite: Bus. Ed. 322 Intermediate Accounting. (Formerly **Accounting III**)

Bus. Ed. 422—Auditing Theory and Procedure **3 sem. hrs.**

Principles, standards, procedures and techniques applicable to internal and public auditing; consideration of the audit report and development of working papers for the preparation of the report. Prerequisite: Bus. Ed. 322 Intermediate Accounting. (Formerly **Accounting V**)

Bus. Ed. 423—Federal Tax Accounting **3 sem. hrs.**

Procedures in accounting as dictated by Federal tax laws; study of laws governing the preparation of Federal Income Tax returns for individuals and small businesses. Prerequisite: Bus. Ed. 322 Intermediate Accounting. (Formerly **Accounting VI**)

Bus. Ed. 431—Office Management **3 sem. hrs.**

A study of the principles of management as they apply to the office with consideration given to organizational principles, office layout, equipment, personnel relations, standards of production, wage scales, procedures, and budgeting.

Bus. Ed. 441—Principles of Marketing **3 sem. hrs.**

An analysis of the structure and functions of marketing; the position of the consumer, producer, and middleman in the marketing process. Prerequisite: Bus. Ed. 241 Salesmanship (Formerly **Retail Selling III**)

Courses in Economics available to business students:

Econ. 211—Principles of Economics **3 sem. hrs.**

(See Department of Social Studies for course description)

Econ. 212—Principles of Economics **3 sem. hrs.**

(See Department of Social Studies for course description)

Econ. 313—Industrial Relations **3 sem. hrs.**

(See Department of Social Studies for course description)

Econ. 413—Money, Banking, and Fiscal Policy **3 sem. hrs.**

(See Department of Social Studies for course description)

Econ. 423—History of Economic Thought **3 sem. hrs.**

(See Department of Social Studies for course description)

“Everything in this world is calculation; there is no such thing as luck, depend upon it; and if you go on calculating with equal exactness, you must succeed in life.”

—Lord Disraeli

DIVISION OF SPECIAL EDUCATION

PURPOSE

The State Department of Public Instruction has designated the State 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 Division, 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 Division 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 Division of Special Education is well equipped with clinical and classroom instruments.

The speech and hearing suite in the Special Education Center located in Navy Hall 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 in the Benjamin Franklin Laboratory School 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, metal working, assorted molds, assorted fabrics and paints, graded thicknesses of paper, tools for linoleum printing, cork and bead craft.

Equipment in the psychological clinic in the Special Education Center 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 in Science Hall 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, SPECIAL CLASS EXPERIENCE, AND STUDENT TEACHING

Students enrolled in these curriculums have the opportunity of participating in carefully supervised and graded special class work for the mentally retarded at the Benjamin Franklin Laboratory School, and in clinical experience at the College Speech and Hearing Clinic. After completion of theory and practice on campus, students participate in student teaching programs in area public schools. Institutions participating in the program include Benjamin Franklin Laboratory School, Selinsgrove State School, Geisinger Memorial Hospital, Bloomsburg Public Schools, Williamsport Public Schools, and Schuylkill County Public Schools.

CERTIFICATION

MENTALLY RETARDED (Educable and Trainable)

A certificate valid for teaching in the elementary schools may be extended for teaching exceptional children as follows:

Provisional:

Six semester hours of courses in the area of the psychology of exceptional children. Six semester hours of specialized preparation in curriculum and methodology for mentally retarded children including arts and crafts, music and audio-visual aids.

Student teaching experience or observation in classes for mentally retarded children and clinical observation shall be a part of the practice teaching requirement. Teachers fully certificated in elementary education in which student teaching has been required may fulfill this requirement with one year of teaching experience in classes for the mentally retarded.

Permanent:

This certificate may be made permanent upon the completion of six additional semester hours in psychology related to exceptional children and six additional hours in methodology, curriculum and materials of instruction, and three years of satisfactory teaching experience.

Adopted, State Council of Education. June 24, 1959.

SPEECH CORRECTION

Provisional:

The provisional college certificate may be issued to an applicant who has completed a minimum of twenty-four (24) hours of Speech Correction with not less than six (6) semester hours in the area of psychology or education of exceptional children, twelve (12) semester hours in the area of the principles and practice of Speech Correction and six (6) semester hours of electives related to Speech Correction.

Adopted, State Council of Education. March 16, 1959.

Permanent:

Provisional college certificates issued after October 1, 1959, shall require for validation for the permanent form of the certificate the completion of 12 semester hours of post baccalaureate work subsequent to the granting of the bachelor's degree.

Note: All permanent certificates require the basic course in the History of the United States and of Pennsylvania, as well as a basic course in visual aids and sensory techniques.

Adopted, State Council of Education. June 18, 1958.

Regulation:

Courses taken to extend a College Provisional Certificate to include additional fields may be used to make the certificate permanent.

Adopted, State Council of Education. April 29, 1958.

THE FOUR YEAR CURRICULUMS IN SPECIAL EDUCATION

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.

For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the semester hours of credit.

TEACHERS OF CLASSES FOR THE MENTALLY RETARDED

First Semester			Second Semester		
	Hours			Hours	
	CL	CR	CL	CR	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Speech 101—Fundamentals of Speech	2	2	Math. 101—Fundamentals of Mathematics	3	3
Biol. 101—Basic Biology ..	4	3	Art 101—Introduction to Art	3	2
Geog. 101—World Geography	3	3	Spec. Ed. 201—Education of Exceptional Children ..	3	3
Ed. 101—Introduction to Education	3	3	Sp. Corr. 151—Speech Problems	3	3
Mus. 101—Introduction to Music	3	2	Health 101—Principles of Hygiene	2	2
	18	16	P. E. 101—Physical Education	2	1
				19	17
Third Semester			Fourth Semester		
	CL	CR		CL	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Hist. 211—History of Civilization to the 17th Century	3	3	Geog. 223—Geography of U.S. and Pa.	3	3
Phys. 101—Basic Physical Science	4	3	Mus. 201—Methods and Materials in Elementary Music	3	3
Psy. 201—General Psychology	3	3	Eng. 309—Children's Literature	3	3
Art 201—Methods and Materials in Elementary Art	4	3	Ed. 301—Audio-Visual Education	3	2
P. E. 102—Physical Education	2	1	Ed. 311—Child Growth and Development	3	3
	19	16	P. E. 201—Physical Education	2	1
				20	18
Fifth Semester			Sixth Semester		
	CL	CR		CL	CR
Hist. 221—History of U.S. and Pa. to 1865	3	3	Spec. Ed. 361—Problems in Special Education ..	3	3
Psy. 301—Educational Psychology	3	3	Speech 301—Speech for the Classroom Teacher ..	2	2
Eng. 309—Teaching of Reading in the Elementary Grades	3	3	Psy. 331—Mental Hygiene (Group)	3	3
Art 301—Arts and Crafts (Elementary)	6	3	Psy. 321—Mental Tests (Advanced)	6	3
Spec. Ed. 351—Special Class Methods	3	3	Art 302—Arts and Crafts (Advanced)	6	3
	18	15	P. E. 311—Methods and Materials in Elementary Health and Physical Education	4	3
				21	17

SPEECH CORRECTION

First Semester			Second Semester		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Speech 101—Fundamentals of Speech	2	2	Math. 101—Fundamentals of Mathematics	3	3
Biol. 101—Basic Biology ..	4	3	Art 101—Introduction to Art	3	2
Geog. 101—World Geography	3	3	Health 101—Principles of Hygiene	2	2
Ed. 101—Introduction to Education	3	3	P.E. 102—Physical Education	2	1
Mus. 101—Introduction to Music	3	2	Sp. Corr. 151—Speech Problems	3	3
P.E. 101—Physical Education	2	1	Sp. Corr. 152—Voice and Diction	3	3
	<u>20</u>	<u>17</u>		<u>19</u>	<u>17</u>
Third Semester			Fourth Semester		
	CL	CR		CL	CR
Eng. 207—Survey of World Literature	3	3	Eng. 208—Survey of World Literature	3	3
Hist. 211—History of Civilization to the 17th Century	3	3	Hist. 212—History of Civilization since the 17th Century	3	3
Psy. 201—General Psychology	3	3	Psy. 311—Child Growth and Development	3	3
P.E. 201—Physical Education	2	1	Psy. 301—Educational Psychology	3	3
Sp. Corr. 251—Phonetics ..	3	3	Sp. Corr. 252—Speech Pathology	3	3
Sp. Corr. 276—Hearing Problems	3	3	Spec. Ed. 201—Education of Exceptional Children ..	3	3
	<u>17</u>	<u>16</u>		<u>18</u>	<u>18</u>
Fifth Semester			Sixth Semester		
	CL	CR		CL	CR
Hist. 221—History of U.S. and Pa. to 1865 ...	3	3	Hist. 222—History of U. S. and Pa. since 1865	3	3
Psy. 321—Mental Tests (Group)	3	3	Psy. 322—Mental Tests (Individual)	3	3
Phys. 201—Basic Physical Science	4	3	Psy. 331—Mental Hygiene.	3	3
Ed. 301—Audio-Visual Education	3	2	Sp. Corr. 353—Speech Clinic	6	3
Sp. Corr. 352—Speech Clinic	6	3	Sp. Corr. 376—Auditory Training and Speech Reading	<u>3</u>	<u>3</u>
Sp. Corr. 354—Articulation Disorders in Public Schools	3	3		<u>18</u>	<u>15</u>
	<u>22</u>	<u>17</u>			
Seventh Semester			Eighth Semester		
	CL	CR		CL	CR
Pol. Sci. 211—United States Government	3	3	Sp. Corr. 402—Student Teaching in Speech Correction	30	12
Phil. 211—Introduction to Philosophy	3	3	Spec. Ed. 411—Professional Practicum (Including School Law)	2	2
Sp. Corr. 351—Clinical Methods in Speech Correction	2	2		<u>32</u>	<u>14</u>
Sp. Corr. 452—Anatomy of Speech and Hearing Mechanisms ..	3	3			
Spec. Ed. 361—Problems in Special Education ...	3	3			
	<u>14</u>	<u>14</u>			

COURSE DESCRIPTIONS

DIVISION OF SPECIAL EDUCATION

SPECIAL EDUCATION

Spec. Ed. 201—Education of Exceptional Children **3 sem. hrs.**

Appreciation of the educational problems of exceptional children: the gifted, retarded, neurologically impaired, physically handicapped, and emotionally maladjusted is developed. Among topics treated are the history and philosophy of special education, programs of local communities and residential schools for exceptional children, and services offered by rehabilitation agencies. Field trips and case studies serve to make the content more meaningful.

Spec. Ed. 351—Special Class Methods **3 sem. hrs.**

Objectives are directed toward acquainting the student with fundamental principles and a variety of teaching techniques applicable to special classes for the mentally retarded. Curricula for preschool, primary, intermediate, and secondary school classes for educable children are analyzed in detail. Interest Experience Units are developed for use during Student Teaching. Observation of public school and residential school special classes are integral parts of the course.

Spec. Ed. 361—Problems in Special Education **3 sem. hrs.**

Current and evolutionary trends, objectives and organization of special education classes and programs are evaluated. Competencies of teachers, curriculums, equipment and materials are considered. Analysis is made of tests and measurements important for effective teaching programs.

Spec. Ed. 401—Student Teaching of Mentally Retarded Children **12 sem. hrs.**

Thirty hours per week of Student Teaching is scheduled, providing practical experience in both public school and residential school classes for mentally retarded children. Actual teaching is preceded by observation and assistance of regularly employed teachers, and the planning of units of work and specific lessons. Students attend extra-curricular activities, conferences, PTA meetings, and teachers' institutes. Eligibility: A cumulative quality point average of 2.0 in at least 90 semester hours.

Spec. Ed. 411—Professional Practicum (Including School Law) **2 sem. hrs.**

Operated concurrently with student teaching, the course enables student teachers to develop with supervisors of student teaching, experience in the selection, organization, and implementation of modern instructional materials. Everyday student teaching activities and problems are constructively evaluated within the framework of public school laws.

Spec. Ed. 416—Psychology of Exceptional Children **3 sem. hrs.**

Emphasis is given to children who are sufficiently deviant physically, neurologically, mentally, and emotionally as to create special problems for themselves, their families, and society. It aims at understanding the causes of their condition, the nature and limitations of their capacities, the socio-psychological effects of their handicaps, and the types of guidance

and therapeutic measures used to facilitate optimal adjustment. Problems unique to the intellectually gifted and the talented child are closely studied. Prerequisites: Psy. 301, Spec. Ed. 201.

SPEECH CORRECTION

Sp. Corr. 151—Speech Problems 3 sem. hrs.

A careful study is made of the more common speech problems that are found in classrooms. Attention is given to evaluating causes of the speech defects, and practical means of helping children with these handicaps. This course should enable the teacher better to understand children with these difficulties, and to be able to help them with problems of articulation, voice, and rhythm.

Sp. Corr. 152—Voice and Diction 3 sem. hrs.

Adequate or acceptable speech is considered desirable for the student entering the teaching profession and essential for the speech correction major. Considers the basic speech problems of the individual student and involves the practical application of speech principles for self-improvement. Involves study of such factors as ear training, breathing, phrasing, inflection, pitch, quality, tempo, rhythm, resonance, and vocal range.

Sp. Corr. 251—Phonetics 3 sem. hrs.

Planned to give an interest in, and knowledge of the phonetic content of the spoken word, it provides a careful analytic study of sounds needed by the teacher of speech, and gives a scientific background for more accurate diagnosis of defective speech sounds. To future teachers in grades it can furnish a valuable background for the understanding of spelling and reading. Phonetic tests are developed by students for use. Prerequisite: Sp. Corr. 152.

Sp. Corr. 252—Speech Pathology 3 sem. hrs.

Investigation and analysis of the processes of respiration, phonation, resonance, and articulation. Acquaints students with causes, symptoms, nature, and management of more complex speech disorders. Study is made of pathological conditions affecting the speech functions, and the effects of such handicaps on personality. Diagnosis of complex speech disorders, and the rehabilitation of persons with such handicaps for students involved in public school speech rehabilitation. Prerequisites: Sp. Corr. 151, 251, 276.

Sp. Corr. 276—Hearing Problems 3 sem. hrs.

Auditory, speech, psychological, and educational factors related to various types of hearing disorders are studied. Roles of parent, educator, and specialist are investigated. Emphasis is placed on rehabilitative measures for adjustment of individuals with impaired hearing. This course constitutes a study of the developmental aspects of languages, and of deviations in speech caused by hearing deficiencies. There is a review of current educational practices in the field. Training is given in testing auditory acuity of individuals. Prerequisite: Sp. Corr. 151.

Sp. Corr. 351—Clinical Methods in Speech Correction 3 sem. hrs.

Modern methods in research are analyzed for the purpose of integrating reliable and current concepts of therapy for student use in their

clinical practicums and student teaching. Demonstration lessons are provided by clinical staff for many phases of diagnosis and therapy related to public school therapy.

Sp. Corr. 352—Speech Clinic **3 sem. hrs.**

Organized to give the student who expects to become a speech correctionist an opportunity to diagnose and follow through with remedial procedures, the less complex types of speech disorders. Opportunity is provided for actual therapy under close supervision, for a minimum of one hundred eight (108) hours. Clinical practicum provides an opportunity to put theory into practice and develop clinical skills and techniques for advanced work in Sp. Corr. 353.

Sp. Corr. 353—Speech Clinic **3 sem. hrs.**

Clinical practicum is supervised by faculty and organized to give students more independent responsibilities than Sp. Corr. 352 to diagnose and administer therapy in group and individual classes. Co-ordinated observations are developed with medical staff at Geisinger Memorial Hospital for study of complex communicative disorders associated with brain damage, neurological and orthopedic insults, and emotional trauma. Pathologies associated with otolaryngology, orthopedics, audiology, speech, and physical therapy are emphasized. Prerequisite: Sp. Corr. 352.

Sp. Corr. 354—Articulation Problems in Public Schools **3 sem. hrs.**

Consideration is given to theories and therapies applicable to individuals enrolled in grades kindergarten through twelve. Comparative evaluations are made of tests and practices used by speech and hearing therapists. Criteria for diagnostic evaluation and therapy are developed for the beginning teacher entering the field of speech and hearing. Prerequisites: Sp. Corr. 151, 251.

Sp. Corr. 376—Auditory Training and Speech Reading **3 sem. hrs.**

Current teaching methods for educating children and adults with hearing losses and deafness are presented and comparative analyses are made. Modern electronic, acoustic equipment and materials are evaluated with reference to contributions made to the visual, auditory, and kinesthetic senses. Case studies, demonstrations, and audio-visual recordings are utilized. Prerequisites: Sp. Corr. 251, 276.

Sp. Corr. 402—Student Teaching in Speech Correction **12 sem. hrs.**

A full semester program is designed for a minimum of thirty hours of speech correction per week per student. Prospective teachers of the speech and hearing handicapped gain experiences with children and youth enrolled in kindergarten through high school. Two different therapeutic experiences of nine weeks each are required in county and/or institutional schools. Units of observation and therapy are closely supervised by co-operating faculty. Prerequisite: A cumulative quality point average of 2.0 in at least 90 semester hours.

Spec. Ed. 416—Psychology of Exceptional Children **3 sem. hrs.**

Emphasis is given to children who are sufficiently deviant physically, neurologically, mentally, and emotionally as to create special problems for themselves, their families, and society. It aims at understanding the courses of their condition, the nature and limitations of their capacities, the socio-psychological effects of their handicaps, and the optimal adjust-

ment. Problems unique to the intellectually gifted and the talented child are closely studied. Prerequisites: Psy. 301 and Spec. Ed. 201.

Sp. Corr. 452—Anatomy of Speech and Hearing Mechanisms 3 sem. hrs.

Embryology, neurology, anatomy, and physiology of the larynx and ear are given primary consideration. Human articulatory power, vibratory, resonating and cerebral mechanisms necessary for speech production are related to anatomy and physiology. A feature of the course is a co-operative lecture series developed for students by medical staff at Geisinger Hospital. Classes are scheduled on campus and at Geisinger. Prerequisite: Sp. Corr. 252.

Sp. Corr. 466—Speech Clinic 3 sem. hrs.

Differential diagnostic and therapeutic procedures for more complex organic and functional disorders are integral aspects. Clinical experience with cerebral palsy, cleft palate, aphasia, auditory impairments, and stuttering is available to students. Advanced case studies and research are utilized. Prerequisite: Sp. Corr. 352, 353.

Sp. Corr. 467—Psychology of Speech and Hearing 3 sem. hrs.

Detailed consideration is given to the developmental aspects of language and to normal and abnormal speech and hearing patterns of individuals in relation to their total personality structure. Current educational and therapeutic trends and practices are reviewed and discussed. Professional responsibilities of the speech correctionist are studied in relation to other professions. Various clinical services are identified and investigated. Prerequisite: Sp. Corr. 252.

Sp. Corr. 491—Measurement of Hearing Loss 3 sem. hrs.

Evaluation is made of anatomical, physiological, and environmental properties of hearing mechanism. Etiology of hearing losses, and interpretation of hearing tests for educational adjustment and placement of individuals are integral aspects. Laboratory experience with clinical audiometric techniques is provided.

"A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with names and form."

—Goethe

SPECIAL DEGREE PROGRAMS

THE TWO-YEAR DEGREE PROGRAMS

The Pennsylvania State Colleges have been approved to offer a two-year program to Dental Hygienists and School Nurses who are able to meet the conditions set forth in the following paragraphs:

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

(Subject to change without notice)

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 requirements 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 and not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Dental Council and Examining Board."
2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

A. Professional Education	Credit Hours
Ed. 101—Introduction to Education.....	3
Psy. 201—General Psychology	3
Psy. 301—Educational Psychology	3
Ed. 301—Audio-Visual Education	2
Total	11
 B. General Education	
1. English and Speech	
Eng. 101—English Composition	3
Sp. 101—Fundamentals of Speech	2
Eng. 102—English Composition	3
Sp. 301—Speech for the Classroom Teacher	2
Eng. 207—Survey of World Literature	3
Eng. 208—Survey of World Literature	3
2. Fine Arts	
Art 101—Introduction to Art	2
Mus. 101—Introduction to Music	2
3. Geography	
Geog. 101—World Geography	3
Geog. 223—Geography of U. S. and Pa.	3
4. Social Studies	
Pol. Sci. 211—United States Government	3
Econ. 211—Economics	3
Hist. 207—History of Western Civilization to the 17th Century	3
Hist. 208—History of Western Civilization since the 17th Century	3
Hist. 221—History of U. S. and Pa.	3
Soc. 211—Sociology	3
Total	44
C. Electives	9
Grand 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.

This curriculum was effective as of January 23, 1951.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

(Subject to change without notice)

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 in Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses related to public school nursing	Credit Hours
Public School Nursing	2
Public School Organization	2
Public Health Nursing	6
Nutrition and Community Health	2
Family Case Work	3
Total	15
B. General and Professional Education	
Hist. 207—History of Western Civilization to the 17th Century	3
Hist. 221—History of U. S. and Pa.	3
Eng. 101—English Composition	3
Eng. 207—Survey of World Literature	3
Sp. 101—Fundamentals of Speech	2
Pol. Sci. 211—United States Government ...	3
Psy. 301—Educational Psychology	3
Ed. 301—Audio-Visual Education	2
Total	22
C. Electives	3
Grand Total	45

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

This curriculum was effective as of June 1, 1951.

EVENING ARTISTS COURSE—1960-1961

1. General Carlos Romulo—"The New Strategy of Communism"
2. Bloomsburg Players—"The Curious Savage"
3. Players, Inc.—"The Merchant of Venice"
4. Edmond Karlsrud—Bass-Baritone
5. Walter Hautzig—Pianist
6. Bloomsburg Players and Choraleers—"Amahl and the Night Visitors"
7. Mildred Dilling—Harpist
8. National Grass Roots Opera Company—"Carmen"
9. The Four Freshmen—Vocal and Instrumental Quartette
10. Basil Rathbone—"An Evening with Basil Rathbone"
11. The Brothers Four—Vocal and Instrumental Quartet
12. Buddy Morrow and His Orchestra
13. Bloomsburg Players—"The Skin of Our Teeth"

EVENING ARTISTS COURSE—1959-1960

1. The Serenaders—Male Quartette
2. The Canadian Players—"The Taming of the Shrew"
3. Marina Svetlova Dance Ensemble
4. Bloomsburg Players—"The Cave Dwellers"
5. Louis Armstrong and the "All Stars"—Concert
6. Amparo Iturbi—Pianist
7. Vincent Price—"Three American Voices"
8. Players Incorporated—"Comedy of Errors"
9. Bloomsburg Players—"The Heiress"
10. Dr. John Bakeless—Author, Historian, Lecturer
11. Henri Noel—Baritone
12. Maynard Ferguson and His Orchestra—Concert

EVENING ARTISTS COURSE—1958-1959

1. The Rondoliers—Male Trio
2. The Canadian Players—"As You Like It"
3. Morley Meredith—Baritone
4. The Bloomsburg Players—"Fanny's First Play"
5. Whittemore and Lowe—Duo-Pianists

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"
7. Bloomsburg Players—"Summer and Smoke"

ANALYSIS OF ENROLLMENT TRENDS

(Figures Are For Years Ending May 31)

Number of Different Students

	1957	1958	1959	1960
Regular Students	1145	1264	1489	1694
Part-time and Extension Classes for Teachers-in-Service	6	73	17	19
Summer Sessions	1293	1317	1852	1952
Total Enrollment	2444	2654	3358	3665

Adjusted Enrollment on Full-Time Basis

Regular Students	1145	1264	1489	1694
Part-time and Extension Classes for Teachers-in-Service	3	25	8	8
Summer Sessions	108	110	154	163
Total Adjusted Enrollment	1256	1399	1651	1865

FORM OF WILL (Real Property)

I give and devise to the Bloomsburg State 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 Bloomsburg State College, Bloomsburg, Pennsylvania, under the Laws of the Commonwealth of Pennsylvania.

FORM OF WILL (Money Bequest)

I give and bequest to the Bloomsburg State College, Bloomsburg, Pennsylvania, the sum of \$....., to be paid by my executors, months after my decease, to the Board of Trustees of the Bloomsburg State 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 1960 graduating class of 305, eighty-five percent are now teaching; only six 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%
Latest Survey	1960	305	85%	6%	91%

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. Seventeen members of the 1960 graduating class are either serving with the armed forces or doing graduate work at the present time. Of the remaining 288 members of the class, ninety 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>
1956	176	145	82.4%	164	88.4%
1957	219	182	83.1%	200	90.0%
1958	228	187	82.0%	210	89.0%
1959	310	267	86.1%	296	90.0%
1960	305	260	85.2%	289	90.0%

*Graduates in military service and graduate schools are omitted.

A recently-completed study of the salaries paid the 1960 graduates reveals that beginning teachers received an average compensation of \$4,173.00 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 \$3,600, some were tendered contracts at a figure of \$5,300.

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>
1956	135	\$3441.41	\$3000-\$4700
1957	171	3745.00	2800- 4700
1958	182	3956.00	3400- 5200
1959	259	4119.00	3600- 5400
1960	259	4173.00	3600- 5300

*Reporting

In the light of these figures, beginning teachers from the Bloomsburg State 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.

A hundred times every day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.

—*Albert Einstein*

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PRELIMINARY APPLICATION 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, Bloomsburg State 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 September _____, 196___ 196___

Elementary January _____, 196___ 196___

Secondary

Special Education

Do you wish to live in a dormitory? _____

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.**

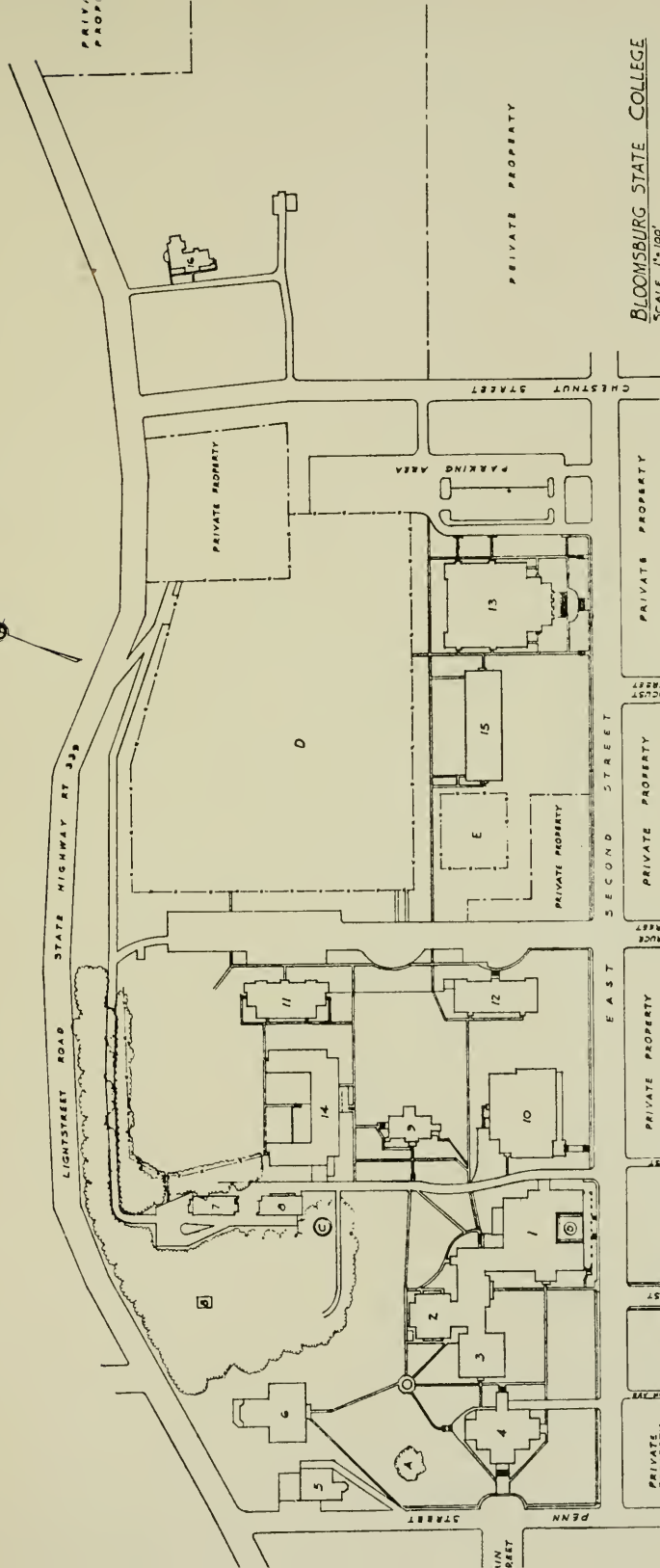
When a student is approved for admission to college, the remaining \$15.00 of the Advanced Registration Deposit of \$25.00 shall be collected along with the Community Activities Fee of \$20.00.

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, Bloomsburg State College, Bloomsburg, Pennsylvania.



BLOOMSBURG STATE 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 | B PERGOLA |
| 3 HOSTELING HALL | 11 NAVY HALL | 15 NEW CLASSROOM BUILDING | C LAUNDRY |
| 4 CARVER HALL | 12 B. FRANKLIN LABORATORY SCHOOL | 16 PRESIDENTS HOUSE | D ATHLETIC FIELD |
| 5 HEATING PLANT | | | E TENNIS COURTS |
| 6 SCIENCE HALL | | | |
| 7 LAUNDRY | | | |
| 8 SHOP & STORAGE | | | |

PRIVATE PROPERTY
PARKING EAST
PARKING WEST
WOOD ST
PARKING AREA

