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Bloomsburg State College  
welcomes qualified students, faculty, and staff  
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# *Bloomsburg State College*

## *1970-1971 Bulletin*

### *General Information*

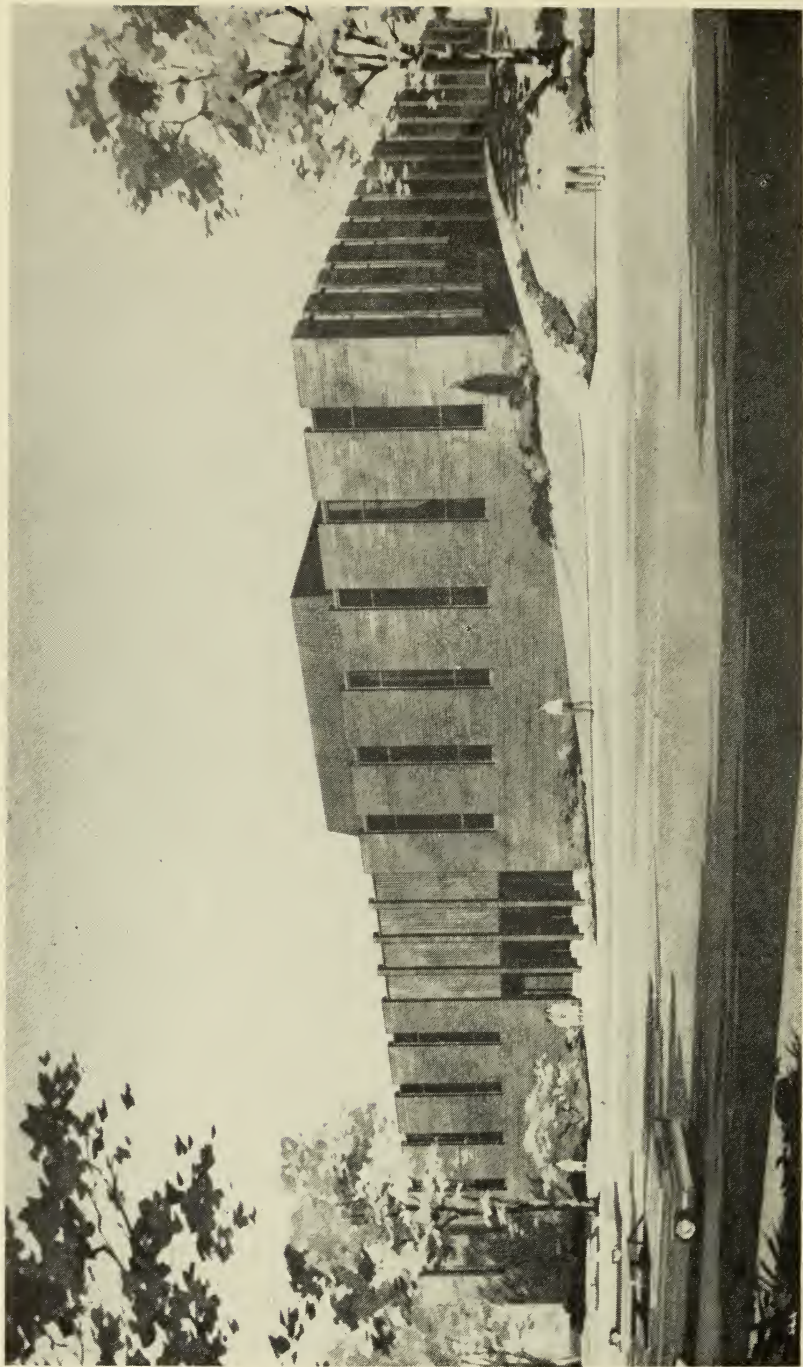
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# *Calendar*

## **Summer Sessions 1970**

### **PRE SESSION**

Classes Begin ..... Monday, June 8

Classes End ..... Friday, June 26

### **MAIN SESSION**

Classes Begin ..... Monday, June 29

Classes End ..... Friday, August 7

### **POST SESSION**

Classes Begin ..... Monday, August 10

Classes End ..... Friday, August 28

### First Semester 1970

Faculty Meetings .....	Wednesday, September 9
Registration .....	Thursday, September 10
Registration .....	Friday, September 11
Registration-Evening Students .....	Friday, September 11
Classes Begin at 8:00 A.M. ....	Monday, September 14
Registration-Graduate Students .....	Monday, September 14
Thanksgiving Recess Begins at 12 Noon .....	Wednesday, November 25
Thanksgiving Recess Ends at 8:00 A.M. ....	Monday, November 30
Christmas Recess Begins at Close of Classes .....	Friday, December 18
Christmas Recess Ends at 8:00 A.M. ....	Monday, January 4
Final Examination Week Begins .....	Monday, January 11
Final Examination Week Ends at Close of Classes .....	Saturday, January 16
Commencement .....	Tuesday, January 19
First Semester Ends .....	Tuesday, January 19

### Second Semester 1971

Registration .....	Tuesday, January 26
Classes Begin at 8:00 A.M. ....	Wednesday, January 27
Registration-Evening Students and Graduate Students .....	Wednesday, January 27
Classes Begin for Graduate Students .....	Thursday, January 28
Spring Recess Begins at Close of Classes .....	Wednesday, April 7
Spring Recess Ends at 8:00 A.M. ....	Tuesday, April 20
Final Examination Week Begins at 8:00 A.M. ....	Monday, May 24
Final Examination Week Ends at 12:00 Noon .....	Friday, May 28
Second Semester Ends at Close of Classes .....	Friday, May 28
Commencement .....	Saturday, May 29



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 Ex-Officio Member, Board of Trustees

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GEORGE W. HOFFMAN, Director, Bureau of State Colleges  
 and Universities

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The Hon. Bernard J. Kelley .....	Philadelphia

# ADMINISTRATION AND FACULTY

## 1969-1970

- ROBERT J. NOSSEN *President*  
University of California, A.B.; Northwestern University, M.A., Ph.D.
- JOHN A. HOCH *Dean of Instruction*  
Pennsylvania State University, A.B.; Bucknell University, M.A.; Pennsylvania State University, Ed.D. (1946)\*
- LEE E. AUMILLER *Director of Field Experiences*  
Pennsylvania State University, B.S.; Bucknell University, M.Ed.; Pennsylvania State University, Ed.D. (1961)
- BOYD F. BUCKINGHAM *Director of Development*  
Bloomsburg State College, B.S.; Bucknell University, M.S. (1953)
- ROBERT L. BUNGE *Registrar*  
Bloomsburg State College, B.S.; Bucknell University, M.S. (1964)
- CHARLES H. CARLSON *Director of Graduate Studies*  
Reedly College, A.A.; San Jose State College, B.A.; Teachers College—Columbia University, M.A. Ed., Ph.D. (1959)
- JAMES B. CREASY *Assistant to the President*  
Bloomsburg State College, B.S.; Bucknell University, M.S. (1960) (On leave 1969-70)
- FRANK S. DAVIS, JR. *Director of Computer Services*  
Shippensburg State College, B.S.; North Carolina State University, Shippensburg State College, M.Ed. (1969)
- EDSON J. DRAKE *Director of Arts and Sciences*  
University of Notre Dame, B.A.; Georgetown University, M.A.; Ph.D. (1964)
- C. STUART EDWARDS *Director of Secondary Education*  
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed., Ed.D. (1958)
- THOMAS A. GORREY *Superintendent of Buildings and Grounds*
- E. BUREL GUM *Assistant Director of Admissions*  
Bloomsburg State College, B.S.; Bucknell University, M.B.A. (1970)
- RUSSELL E. HOUK *Director of Athletics*  
Lock Haven State College, B.S.; Bucknell University, M.S. (1957)
- ELTON HUNSINGER *Dean of Students*  
East Stroudsburg State College, B.S.; Bucknell University, M.A. (1961)
- ROYCE O. JOHNSON *Director of Elementary Education*  
Lock Haven State College, B.S.; University of Pittsburgh, M. Ed.; Pennsylvania State University, Ed.D. (1958) (On leave 1969-70)

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\* The date in parentheses represents the date of appointment to the Bloomsburg State College Faculty.

- WILLIAM L. JONES *Director of Special Education*  
University of Nebraska, B.S., M.Ed., Ed.D. (1964)
- PAUL G. MARTIN *Business Manager*  
Bloomsburg State College, B.S.
- JOHN R. QUATROCHE *Assistant to the President*  
State University of New York, College at Fredonia, B.S.; M.S. (1970)
- EMORY W. RARIG, JR. *Director of Business Education*  
Bloomsburg State College, B.S.; Teachers College, Columbia University, M.A., Ed.D. (1968)
- MERRITT WILLIAM SANDERS *Director of Institutional Research*  
Drew University, A.B., B.D.; New York University, Ph.D. (1966)
- MICHAEL E. STANLEY *Director of Publications*  
University of Kansas City, University of Missouri, B.J., M.A. (1969)
- JOHN L. WALKER *Director of Admissions*  
Westminster College, B.B.A., M.S. (1965)

## Professors

- BRUCE E. ADAMS *Geography*  
Lock Haven State College, B.S.; Pennsylvania State University, M.Ed., Ed.D. (1956)
- H. M. AFSHAR *Education*  
University of Teheran, B.A.; University of Florida, M.Ed.; University of Florida, Ed.D. (1966)
- JAMES D. BRYDEN *Speech Correction*  
College of William and Mary, B.A.; University of Virginia, M.Ed., Ed.D. (1969)
- WILLIAM L. CARLOUGH *Philosophy*  
Hope College, B.A.; Western Theological Seminary, B.D.; General Theological Seminary, S.T.M.; New York University, Ph.D. (1964)
- CHARLES WHITNEY CARPENTER, II *Foreign Languages*  
Cornell University, A.B.; University of Southern California, M.A. (1966)
- JOHN A. ENMAN *Geography*  
University of Maine, B.A.; Harvard University, M.A.; University of Pittsburgh, Ph.D. (1959)
- WENDELIN R. FRANTZ *Geography*  
College of Wooster, A.B.; University of Pittsburgh, M.S., Ph.D. (1968)
- HALBERT F. GATES *Physics*  
Milwaukee State Teachers College, B.S.; University of Wisconsin, Ph.M.; Michigan State University, Ph.D. (1969)
- HANS K. GUNTHER *History*  
Washington University, A.B., M.A.; Stanford University, Ph.D. (1965)
- DAVID J. HARPER *Physics*  
University of Nottingham, B.S., Ph.D. (1966)



- MICHAEL HERBERT *Biology*  
University of Maryland, B.S.; Lehigh University, Ph.D. (1963)
- RALPH S. HERRE *History*  
Colgate University, B.S.; State University of New York at Albany,  
M.A.; Pennsylvania State University, Ed.D. (1947)
- MELVILLE HOPKINS *Speech*  
Bucknell University, A.B., M.A.; Syracuse University, Pennsylvania  
State University, Ph.D. (1960)
- RALPH R. IRELAND *Sociology*  
University of Toronto, B.A., M.A.; University of Toronto, University of  
Chicago, Ph.D. (1969)
- JACK A. JONES *Health and Physical Education*  
Livingston State College, B.S.; University of Alabama, M.A.; Indiana  
University, P.E.D. (1969)
- ANDREW J. KARPINSKI *Mental Retardation*  
Pennsylvania State University, B.S., M.Ed., D. Ed. (1967)
- CHARLES C. KOPP *English*  
Frostburg (Md.) State College, B.S.; West Virginia University, M.A.;  
Pennsylvania State University, Ph.D. (1960)
- HAROLD H. LANTERMAN *Chemistry*  
Bloomsburg State College, B.S.; New York University, M.A.; Pennsylv-  
ania State University, Ed.D. (1946)
- MARGARET C. LEFEVRE *Communication Disorders*  
Western Michigan University, A.B.; University of Minnesota, M.A.;  
Western Reserve University, Ph.D. (1964)
- ELLEN L. LENSING *Business*  
Wisconsin State College, B.Ed.; University of Wisconsin, M.S., Ph.D.  
(1963)
- CYRIL ALBIN LINDQUIST *Business*  
University of Minnesota, B.S.; New York University, M.S., Ph.D. (1964)
- JOHN M. McLAUGHLIN *Mental Retardation*  
Lock Haven State College, B.S.; Pennsylvania State University, M.Ed.,  
D.Ed. (1968)
- ROBERT C. MILLER *Education*  
California State College, B.S.; University of Pittsburgh, M.Ed., Ed.D.  
(1961)
- CLARENCE A. MOORE *Health and Physical Education*  
Tarkio College, A.B.; University of Alabama, M.A.; Ph.D. (1966)
- CRAIG A. NEWTON *History*  
University of Pennsylvania, B.A.; Southern Illinois University, M.A.;  
Western Reserve University, Ph.D. (1966)

- DONALD D. RABB *Biology*  
 Bloomsburg State College, B.S.; Bucknell University, M.S.; Colorado  
 University, Pennsylvania State University, Ed.D. (1957)
- FRANCIS J. RADICE *Business*  
 Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.;  
 Ed.D. (1957)
- EMILY A. REUWSAAT *Mental Retardation*  
 Iowa State Teachers College, A.B., M.A.; University of Nebraska, Ed.D.  
 (1965)
- ROBERT L. ROSHOLT *Political Science*  
 Luther College, B.A.; University of Minnesota, M.A.P.A., Ph.D. (1969)
- TEJBHAN S. SAINI *Economics*  
 University of Punjab, B.A., M.A.; Duke University, D.F.
- MARTIN A. SATZ *Psychology*  
 University of Minnesota, B.A., M.A.; University of Washington, Ph.D.  
 (1955)
- GILBERT R. W. SELDERS *Education*  
 Pennsylvania State University, B.A., M.Ed., Ed.D. (1957)
- JOHN J. SERFF *History*  
 Shippensburg State College, B.S.; Pennsylvania State University, M.Ed.,  
 Ph.D. (1955)
- CECIL C. SERONSY *English*  
 University of Virginia, B.A.; Harvard University, M.A., Ph.D. (1953)
- LOUISE SERONSY *Psychology*  
 Fort Hays Kansas State, B.S.; George Peabody College, B.A.; Purdue  
 University, Ph.D. (1966)
- ERIC W. SMITHNER *Foreign Languages*  
 Muskingum College, A.B.; New York University, M.A., Ph.D.; Certi-  
 ficate Grenoble, Middlebury, Hautes Etudes Diplome Bordeaux-Tou-  
 louse. (1967)
- MARGARET C. SPONSELLER *Education*  
 Indiana State College, B.S.; Pennsylvania State University, M.Ed., Ed.D.  
 (1962)
- JANET STAMM *English*  
 Mount Holyoke College, A.B.; University of Pennsylvania, M.A., Ph.D.  
 (1966) (On leave 1969-70)
- WILLIAM B. STERLING *Geography*  
 University of Buffalo, B.S.; Syracuse University, M.S.; Pennsylvania  
 State University, Ed.D. (1947)
- THOMAS G. STURGEON *English*  
 Westminster College, A.B.; Harvard University, M.A., Ph.D. (1963)

- WILBERT A. TAEBEL *Chemistry*  
Elmhurst College, B.S.; University of Illinois, M.S., Ph.D. (1966)
- LOUIS F. THOMPSON *English*  
Columbia College, A.B.; Lehigh University, M.A., Ph.D. (1963)
- DONALD A. VANNAN *Elementary Education*  
Millersville State College, B.S.; Pennsylvania State University, M.Ed.,  
Ed.D. (1961)
- ROBERT DANIEL WARREN *History*  
Appalachian State Teachers College, B.S.; Georgetown University, M.A.,  
Ph.D. (1964)
- NORMAN E. WHITE *Chemistry*  
Wittenberg University, A.B.; University of Pennsylvania, M.S., Ph.D.  
(1965)

### Associate Professors

- RICHARD D. ALDERFER *Speech*  
Grove City College, Bluffton College, B.A.; Temple University, M.Ed.  
(1967)
- DALE M. ANDERSON *English*  
Nebraska Christian College, B.S.L.; Fort Hays Kansas State College,  
M.A. (1965)
- BENJAMIN S. ANDREWS *Communication Disorders*  
Brown University, University of Virginia, B.S.; State University of  
Iowa, M.A. (1968)
- DONALD R. BASHORE *Psychology*  
Susquehanna University, B.A.; Pennsylvania State University, M.Ed.  
(1960)
- JACK S. BEMIS *Music*  
Ithaca College, B.S.; Eastman School of Music — University of Roch-  
ester, M.M., Ph.D. (1968)
- BARRETT W. BENSON *Chemistry*  
Middlebury College, A.B.; University of Vermont, Ph.D. (1967)
- WESLEY E. BLAMICK *Education*  
Bethany College, B.S.; University of Pittsburgh, Ed.M.; University of  
Florida, Ed.S., Ed.D. (1969)
- CHARLES M. BRENNAN *Mathematics*  
Bloomsburg State College, B.S. Ed.; Montclair State College, M.A. (1966)
- STEPHEN M. BRESSETT *Health and Physical Education*  
Springfield College, B.S.; Rutgers University, M.Ed. (1969)



- LEROY H. BROWN *Mathematics*  
 Lock Haven State College, B.S.; Pennsylvania State University, M.Ed.  
 (1965)
- WILLARD A. CHRISTIAN *Business*  
 Bloomsburg State College, B.S.; Bucknell University, M.S. (1968)
- JAMES E. COLE *Biology*  
 Western Michigan University, B.A., M.A.; Illinois State University,  
 Ph.D. (1968)
- SYLVIA H. CRONIN *Music*  
 Rhode Island College of Education, B.Ed., M.Ed.; Pennsylvania State  
 University, M.Ed. (1964)
- WILLIAM K. DECKER *Music*  
 Eastman School of Music, B.M., M.M. (1963)
- JOHN C. DIETRICH *History*  
 Capital University, A.B.; Ohio State University, M.A. (1965)
- BERNARD C. DILL *Business*  
 Pennsylvania State University, B.S.; Temple University, Pennsylvania  
 State University, M.B.A. (1968)
- ANITA A. DONOVAN *English*  
 Wheaton College, B.A.; University of Missouri, M.A. (1966)
- WILLIAM D. EISENBERG *English*  
 University of Delaware, B.A.; Lehigh University, M.A. (1960)
- DONALD E. ENDERS *Student Teaching*  
 Gettysburg College, B.S.; New York University, M.A.; Pennsylvania  
 State University, Ed.D. (1968)
- BEATRICE M. ENGLEHART *Elementary Education*  
 Bloomsburg State College, B.S.; Bucknell University, M.S. (1956)
- PHILLIP A. FARBER *Biology*  
 King's College, B.S.; Boston College, M.S.; Catholic University, Ph.D.  
 (1966)
- RONALD A. FERDOCK *English*  
 St. Vincent College, A.B.; Pennsylvania State University, M.A. (1965)
- ARIADNA FOUREMAN *Foreign Languages*  
 The Ohio State University, B.A., M.A., Ph.D. (1969)
- ERICH F. FROHMAN *Speech*  
 Columbia College, B.A.; Syracuse University, M.A. (1966)
- GEORGE J. GELLOS *Biology*  
 Muhlenberg College, B.S.; Ohio University, M.S.; Pennsylvania State  
 University, Ph.D. (1965)

- GLENN A. GOOD *Student Teaching*  
Bucknell University, B.S., M.S. (1969)
- JOANNE S. GROWNEY *Mathematics*  
Westminster College, B.S.; Temple University, M.A. (1969)
- NORMAN L. HILGAR *Business*  
Grove City College, B.S.; University of Pittsburgh, M.A. (1956)
- CRAIG L. HIMES *Biology*  
Clarion State College, B.S.; University of Pittsburgh, M.S. (1961)
- CLAYTON H. HINKEL *Business*  
Bloomsburg State College, B.S.; Temple University, M.Ed. (1947)
- LEE C. HOPPLE *Geography*  
Kutztown State College, B.S.; Pennsylvania State University, M.S. (1961)
- CHARLES G. JACKSON *Political Science*  
Westminster College, A.B.; University of North Carolina, M.A. (1960)
- WARREN I. JOHNSON *Elementary Education*  
West Chester State College, B.S.; Pennsylvania State University, M.Ed. (1952)
- PRAKASH C. KAPIL *Political Science*  
University of Delhi, B.A., M.A.; University of Rhode Island, M.A. (1967)
- MARTIN M. KELLER *Education*  
Indiana State College, B.S.; University of Pittsburgh, M.Ed. (1961)
- JEROME J. KLENNER *Biology*  
St. Francis College, B.S.; University of Pittsburgh, M.S.; University of Notre Dame, Ph.D. (1966)
- ROBERT L. KLINEDINST *Mathematics*  
Gettysburg College, B.A. (1966)
- JULIUS R. KROSCHESKY *Biology*  
University of Texas, B.A., M.A.; University of Texas, Ph.D. (1967)
- MILTON LEVIN *Education*  
West Chester State College, B.S.; Temple University, M.Ed.; University of Pennsylvania, M.S. (1967)
- HOWARD K. MACAULEY, JR. *Education*  
Bucknell University, A.B.; Stanford University, M.A.; Temple University, M.Ed. (1967)
- THOMAS MANLEY *Biology*  
Fairmount State College, B.A.; West Virginia University, M.S. (1961)
- MRS. MARGARET E. McCERN *Business*  
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed. (1954)

- LAVERE W. McCLURE *Geography*  
Mansfield State College, B.S.; University of South Dakota, M.N.S.  
(1963)
- ALOYSIUS J. McDONNELL *Education*  
Pennsylvania State University, B.A., M.Ed. (1962)
- MICHAEL J. McHALE *Speech*  
University of Pittsburgh, A.B.; Western Reserve, M.A. (1963)
- JOHN McLAUGHLIN *English*  
Harvard University, B.A.; University of California, M.A. (1969)
- JERRY K. MEDLOCK *Health and Physical Education*  
Samford University, A.B.; University of Alabama, M.A. (1969)
- NELSON A. MILLER *Music*  
Indiana (Pa.) State University, B.S.; Pennsylvania State University,  
M.Ed. (1953)
- OBER MORNING, JR. *Sociology*  
Yale University, B.A., M.A.; University of Pennsylvania, M.A. (1969)
- JOSEPH E. MUELLER *Mathematics*  
Butler University, B.S.; University of Illinois, M.S. (1965)
- GEORGE W. NEEL *Foreign Languages*  
Glassboro State College, B.S.; University of Aix-Marseille, Diploma  
(French); University of Heidelberg, Diploma (German) (1964)
- CLYDE S. NOBLE *Chemistry*  
Grinnell College, A.B.; University of Hawaii, Ph.D. (1968)
- RONALD W. NOVAK *Mathematics*  
California State College, B.S.; University of Pittsburgh, M.Ed. (1964)
- \*JAMES J. O'TOOLE *Speech*  
Marquette University, B.S.; Wayne State University, M.A. (1969)
- CLINTON J. OXENRIDER *Mathematics*  
Bloomsburg State College, B.S.; Pennsylvania State University, M.A.  
(1965)
- JAMES W. PERCEY *Political Science*  
University of Pennsylvania, A.B.; Rutgers University, M.A. (1965)
- JANE J. PLUMPIS *Sociology*  
Lock Haven State College, B.S.; St. Bonaventure University, M.A. (1967)
- DEAKE G. PORTER *Economics*  
Amherst College, A.B.; Yale University, M.A. (1965)
- H. BENJAMIN POWELL *History*  
Drew University, A.B.; Lehigh University, M.A., Ph.D. (1966)

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\* Deceased February, 1970.



- MAXWELL PRIMACK *Philosophy*  
Brandeis University, B.A.; The Johns Hopkins University, Ph.D. (1969)
- RONALD EUGENE PUHL *Health and Physical Education*  
Lock Haven State College, B.S.; West Chester State College, M.A. (1966)
- CHARLES R. REARDIN *Mathematics*  
Duke University, A.B.; Montclair State College, M.A. (1962)
- ROBERT R. REEDER *Sociology*  
Pennsylvania State University, B.A., M.S.; University of Colorado, M.A. (1968)
- HERBERT H. REICHARD *Physics*  
Pennsylvania State University, B.S., M.S.; University of Michigan, M.A. (1961)
- JAMES T. REIFER *Mental Retardation*  
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed. (1966)
- STANLEY A. RHODES *Biology*  
University of Virginia, B.S., M.A. (1964)
- ALVA W. RICE *English*  
Madison College, B.S.; Indiana University, M.A. (1960)
- ROBERT D. RICHEY *Speech*  
Ohio State University, A.B., M.A. (1963)
- JORDAN RICHMAN *English*  
Brooklyn College, B.A.; New York University, M.A.; University of New Mexico, Ph.D. (1964)
- KENNETH A. ROBERTS *Elementary Education*  
Bloomsburg State College, B.S.; Bucknell University, M.S. (1958)
- PERCIVAL R. ROBERTS, III *Art*  
University of Delaware, B.A.; University of Delaware, M.A.; Illinois State University, Ed.D.; L'Libre Universite Asie, Honorary Litt.D. (1968)
- ROBERT P. ROSS *Economics*  
Wesleyan University, Washington University, B.A., M.A. (1967)
- RAY C. ROST *Education*  
Washington State University, B.A.; The State University of Rutgers, Ed.M., Ed.D. (1969)
- WILLIAM C. ROTH *English*  
Syracuse University, A.B.; University of Pennsylvania, M.A. (1961)
- SUSAN RUSINKO *English*  
Wheaton College, B.A.; Pennsylvania State University, M.A. (1959)  
(On leave 1969-70)

- RICHARD C. SAVAGE *English*  
University of North Carolina, B.A.; Columbia University, M.A. (1960)
- TOBIAS F. SCARPINO *Physics*  
Kutztown State College, B.S.; Bucknell University, M.S. (1958)
- BERNARD J. SCHNECK *Sociology*  
University of Scranton, A.B.; West Virginia University, A.M. (1966)
- SEYMOUR SCHWIMMER *Philosophy*  
City College of New York, B.S.S.; Teachers College, Columbia University, M.A. (1965)
- REX E. SELK *Chemistry*  
Knox College, A.B.; State University of Iowa, M.S. (1959)
- RALPH W. SELL *History*  
Muhlenburg College, B.A.; Hartford Seminary Foundation, Ph.D. (1968)
- PHILIP H. SIEGEL *Economics*  
Wilkes College, A.B.; University of Cincinnati, M.B.A.; New York University, Ph. D. (1969)
- JOSEPH T. SKEHAN *Economics*  
Syracuse University, B.A.; Diploma, Heidelberg University; Georgetown University, Ph.D. (1969)
- RALPH SMILEY *History*  
Brooklyn College, B.A.; Rutgers University, M.A. (1969)
- ROBERT R. SOLENBERGER *Anthropology*  
University of Pennsylvania, A.B., M.A. (1960) (On leave 1969-70)
- JAMES R. SPERRY *History*  
Bridgewater College, B.A.; University of Arizona, M.A., Ph.D. (1968)
- GEORGE G. STRADTMAN, SR. *Mathematics*  
Millersville State College, B.S.; Temple University, Ed.M. (1955)
- GERALD H. STRAUSS *English*  
University of Pennsylvania, A.B.; Columbia University, M.A. (1961)
- DAVID A. SUPERDOCK *Physics*  
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed. (1960) (On leave 1969-70)
- ANTHONY J. SYLVESTER *History*  
Newark College of Rutgers University, A.B.; Rutgers University, M.A. (1965)
- ALFRED E. TONOLO *Foreign Languages*  
Littorio College, B.A.; Colgate University, M.A.; Madrid University, Ph.D. (1967)

- GEORGE A. TURNER *History*  
Eastern Illinois University, B.S., M.S. (1965)
- BRYAN B. VALETT *Biology*  
Cornell College, B.A.; University of Oregon, M.A. (1969)
- JOSEPH P. VAUGHAN *Biology*  
University of Maine, B.S.; Pennsylvania State University, M.Ed. (1967)
- J. CALVIN WALKER *Psychology*  
Muskingum College, B.A.; Temple University, Ed.M. (1967)
- LYNN A. WATSON *Elementary Education*  
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed. (1966)
- JAMES B. WATTS *Director of Library Services*  
Birmingham-Southern, A.B.; George Peabody College, M.A. (1966)
- JAMES R. WHITMER *History*  
Ball State University, B.A., M.A. (1964)
- KENNETH WHITNEY *Student Teaching*  
Mansfield State College, B.S.; University of Pennsylvania, M.S.Ed. (1969)
- JOHN B. WILLIMAN *History*  
College of Charleston, B.S.; University of Alabama, M.A. (1969)
- KENNETH T. WILSON, Jr. *Art*  
Edinboro State College, B.S.; Pennsylvania State University, M.A. (1963)
- RICHARD O. WOLFE *Education*  
Bloomsburg State College, B.S.; Rutgers University, M.Ed. (1967)
- MARY E. WRAY *Health and Physical Education*  
Lake Erie College, A.B.; Pennsylvania State University, M.S. (1957)
- MATTHEW ZOPPETTI *Education*  
California State College, B.S.; University of Pittsburgh, M.Ed. (1969)

### Assistant Professors

- WILLIAM A. ACIERNO *Speech*  
University of Pittsburgh, B.A.; Carnegie Institute of Technology, M.F.A. (1966)
- BEN C. ALTER *Foreign Languages*  
Susquehanna University, B.A.; University of Maine, M.Ed. (1964)

- RICHARD G. ANDERSON *History*  
Western Kentucky State College, B.A.; Texas Christian University, M.A.  
(1968)
- RAYMOND E. BABINEAU *Education*  
Montclair State College, B.A., M.A. (1969)
- HAROLD J. BAILEY *Mathematics*  
Albright College, B.S.; Pennsylvania State University, M.Ed. (1969)
- J. WESTON BAKER *Business*  
University of California at Berkley, B.S.; Washington State University,  
M.B.A. (1969)
- CHARLES M. BAYLER *Business Education*  
Susquehanna University, B.S.; Bucknell University, M.S.B.A., C.P.A.  
(1965)
- MRS. IVA MAE BECKLEY *Elementary Education*  
Lock Haven State College, B.S.; Pennsylvania State University, M.Ed.  
(1943)
- RODRICK CLARK BOLER *Health and Physical Education*  
University of Alabama, B.S., M.A. (1968)
- RONALD F. BOWER *Art*  
Kutztown State College, B.S., M.Ed. (1969)
- RICHARD J. BROOK *Philosophy*  
Antioch College, B.A.; Columbia University, M.A. (1967)
- BLAISE C. DELNIS *Foreign Languages*  
Lukow University, A.B.; Fordham University, M.A. (1965)
- JOHN E. DENNEN *Business*  
Bloomsburg State College, B.S.; Bucknell University, M.S. (1965)
- JERRY B. DENSTORFF *Health and Physical Education*  
Evansville University, B.S., Indiana University, M.Ed. (1968)
- LESTER J. DIETTERICK *Business*  
Bloomsburg State College, B.S., M.S. (1966)
- BARBARA M. DILWORTH *Economics*  
Chestnut Hill, B.A.; University of Pennsylvania, M.A. (1966)
- DOYLE G. DODSON *Business*  
Bloomsburg State College, B.S.; M.Ed. (1967)
- VIRGINIA C. DOERFLINGER *Speech*  
New York University, B.S.; Columbia University, M.A. (1968)
- RICHARD J. DONALD *Education*  
East Stroudsburg State College, B.S.; Kansas State University, M.S.  
(1968)

- MRS. VIRGINIA A. DUCK *English*  
 Pennsylvania State University, B.A.; Bucknell University, M.A. (1958)
- P. JOSEPH GARCIA *Physics*  
 Kent State University, B.S.; New Mexico Highlands University, M.S.  
 (1968)
- MARTIN M. GILDEA *Political Science*  
 St. Vincent, B.A.; University of Notre Dame, M.A. (1966)
- NIRANJAN GOSWAMI *Art*  
 Government Sanskrit College, I.A., B.A.; Calcutta University, M.A.  
 (1969)
- PAUL G. HARTUNG *Mathematics*  
 Montclair State College, B.A.; University of Colorado, M.A. (1968)
- MARGARET ANN HYKES *Business*  
 Indiana State College, B.S.; Pennsylvania State University, M.Ed. (1961)
- MRS. MARY LOU JOHN *Foreign Languages*  
 Bloomsburg State College, B.S.; Bucknell University, M.A. (1959) (On  
 leave 1969-70)
- BRIAN A. JOHNSON *Geography*  
 Indiana University of Pennsylvania, B.S., M.Ed. (1967)
- KENNETH G. KIRK *Business*  
 Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.  
 (1966)
- OLIVER J. LARMI *Philosophy*  
 Dartmouth College, A.B. (1968)
- JAMES R. LAUFFER *Geography*  
 Allegheny College, B.S.; University of Hawaii, M.S. (1966)
- JAMES T. LORELLI *Geography*  
 State University of New York at Binghamton, A.B.; Maxwell School of  
 Syracuse University, M.A. (1967)
- EDILBERTO A. MARBAN *Foreign Languages*  
 University of Havana, LL.D., Ph.D.; Trinity College, M.A. (1968)
- COLLEEN MARKS *Communication Disorders*  
 Edinburgh State College, B.A.; University of Illinois, M.A. (1969)
- JOANNE E. McCOMB *Health and Physical Education*  
 Slippery Rock State College, B.S.; Pennsylvania State University, M.Ed.  
 (1960)
- JAMES A. McCUBBIN *Speech*  
 Marshall University, A.B.; Western Reserve University, M.A. (1965)



- DOROTHY O. McHALE *English*  
Trinity College, A.B.; University of Pittsburgh, M.A. (1968)
- ELI W. McLAUGHLIN *Health and Physical Education*  
West Chester State College, B.S., M.Ed. (1961) (On leave 1969-70)
- ROBERT G. MEEKER *English*  
Lafayette College, A.B.; University of Scranton, M.A. (1962)
- JACK L. MEISS *Business*  
Pennsylvania State University, B.S.; Temple University, M.Ed. (1966)
- RICHARD O. MICHERI *Sociology*  
Fordham University, B.A.; Columbia University, M.A. (1968)
- LOUIS V. MINGRONE *Biology*  
Slippery Rock State College, B.S.; Ohio University, M.S.; Washington State University, Ph.D. (1968)
- JAMES J. MURPHY *Psychology*  
Lafayette College, A.B.; Jefferson Medical College of Philadelphia, St. John's University, M.A. (1967)
- LOUIS T. NAU *History*  
George Washington University, A.B.; George Washington University, M.A. (1968)
- ROY D. POINTER *Chemistry*  
University of Kansas, B.S., M.S. (1969)
- MARGARET READ-LAUER *English*  
University of Michigan, A.B.; Indiana University, M.A. (1966)
- BURTON T. REESE *Health and Physical Education*  
East Stroudsburg State College, B.A., M.Ed. (1969)
- PHILLIP A. ROUSE *Psychology*  
Miami University, B.S.; Miami University, Indiana University, M.S.; (1969)
- JACQUELINE B. RUBE *Foreign Languages*  
University of Wisconsin, B.A.; University of Wisconsin, M.A. (1968)
- JOHN A. SAWYER *Foreign Languages*  
University of Minnesota, B.A., M.A. (1968)
- JOHN S. SCRIMGEOUR, Jr. *Mathematics*  
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed. (1959)
- JOHN J. SERFF, Jr. *Geography*  
The Pennsylvania State University, B.S.; West Chester State College, M.Ed. (1969)

- THEODORE SHANOSKI *History*  
East Stroudsburg State College, B.S.; Ohio University, M.A. (1964)
- JOHN P. SIKULA *Education*  
Hiram College, B.A.; Case Western Reserve University, M.A., Ed.D. (1969)
- WILLIAM J. SPROULE *Health and Physical Education*  
Syracuse University, A.B.; Brooklyn College, M.S. (1969)
- RICHARD J. STANISLAW *Music*  
Philadelphia College of Bible, B.S.; Temple University, B.Mus.Ed., M.Mus. (1969)
- BARBARA J. STROHMAN *Art*  
University of Maryland, B.S.; Maryland Institute, M.F.A. (1969)
- M. GENE TAYLOR *Physics*  
Muskingum College, B.S.; Brown University, M.Sc., Ph.D. (1969)
- JUNE L. TRUDNAK *Mathematics*  
Bloomsburg State College, B.S., Bucknell University, M.S. (1968)
- HENRY C. TURBERVILLE, Jr. *Health and Physical Education*  
University of Alabama, B.S., M.A. (1967)
- EARL W. VOSS *Health and Physical Education*  
West Chester State College, B.S.; Temple University, M.Ed. (1965)
- CONSTANCE C. WARD *Art*  
Montclair State College, A.B.; Cranbrook Academy of Art, M.F.A. (1968)
- R. EDWARD WARDEN *Elementary Education*  
Millersville State College, B.S.; Villanova University, M.A. (1967)
- MARGARET S. WEBBER *Mental Retardation*  
Oneonta State University of New York, B.S.; State University College at Oneonta, Temple University, M.S. (1968)
- CHRISTINE T. WHITMER *Foreign Languages*  
Ball State University, B.A.; Pennsylvania State University, M.A. (1966)
- STEPHEN G. WUKOVITZ *Physics*  
Montclair State College, B.A., M.A. (1968)
- ROBERT P. YORI *Business Education*  
Bloomsburg State College, B.S.; Lehigh University, M.B.A. (1969)

## Instructors

- JOAN M. AUTEN *Health and Physical Education*  
West Chester State College, B.S. (1968)
- RICHARD S. DEVLIN *English*  
Mansfield State College, B.S. (1969)
- ROBERT H. FINKS *Psychology*  
Pennsylvania State University, B.S.; Miami University, M.A. (1968)
- JOHN R. FLETCHER *Biology*  
Bloomsburg State College, B.S. (1969)
- NANCY E. GILL *English*  
Washington State University, B.A., M.A. (1968)
- CLARENCE GOURLEY *Education*  
Slippery Rock State College, B.A.; Indiana University of Pennsylvania,  
M.Ed. (1969)
- LANE L. KEMLER *Business*  
Bloomsburg State College, B.S.; M.Ed. (1968)
- JOEL E. KLINGMAN *Student Teaching*  
Lock Haven State College, B.S.; Temple University, M.Ed. (1968)
- JAMES H. NEISWENDER *History*  
Bloomsburg State College, B.S., M.Ed. (1969)
- THOMAS L. OHL *Mathematics*  
Bloomsburg State College, B.S.; Millersville State College, M.Ed. (1968)
- JOSEPH R. PIFER *Geography*  
Clarion State College, B.S.; Arizona State University, M.A. (1969)
- CARROLL J. REDFERN *Mental Retardation*  
Johnson C. Smith University, B.S.; Bloomsburg State College, M.Ed.  
(1969)
- EUGENE D. SHERSHEN *Psychology*  
Bloomsburg State College, B.A.; Xavier University, M.A. (1969)
- RICHARD M. SMITH *Communication Disorders*  
Edinboro State College, B.S.; Temple University, M.A. (1967)
- LAWRENCE L. VERDEKAL *Business Education*  
Lycoming College, B.S. (1969)
- STEPHEN C. WALLACE *Music*  
Mansfield State College, B.S.; University of Michigan, M.S. (1967)
- JANICE M. YOUSE *Speech*  
Temple University, B.S., M.A. (1965)

## Student Services

- JENNIE H. CARPENTER *Assistant Dean of Women*  
University of Oklahoma, B.A.; University of Alabama, M.A. (1968)
- JOSEPH CORTESE *Assistant Dean of Men*  
Bloomsburg State College, B.A.; Ohio State University, M.A. (1969)
- ROBERT G. DAVENPORT *Counselor*  
Bucknell University, B.S., M.S. (1961)
- THOMAS A. DAVIES *Director of Placement*  
Waynesburg College, B.A.; Duquesne University, M.Ed. (1964)
- ROBERT L. DUNCAN *Director of Financial Aids*  
DePauw University, A.B.; Butler University, M.S. (1969)
- RICHARD B. HAUPT *Assistant Dean of Men*  
Shippensburg State College, B.S., M.Ed. (1968)
- ELLAMAE JACKSON *Dean of Women*  
West Chester State College, B.S.; Pennsylvania State University, M.Ed. (1961)
- JUDITH A. KONCSOL *Assistant Dean of Women*  
North Dakota State University, B.A.; Colorado State College, M.A. (1969)
- JAMES A. McCUBBIN *Assistant Dean of Students*  
Marshall University, A.B.; Western Reserve University, M.A. (1970)
- JOHN S. MULKA *Director of Student Activities*  
Bloomsburg State College, B.S.; Ohio University, M.Ed. (1968)
- ROBERT G. NORTON *Dean of Men*  
Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed. (1962)
- KAY F. ROSENCRANCE *Counselor*  
West Virginia University, A.B., M.A. (1969)
- CHARLES D. THOMAS *Director of Counseling Services*  
University of Michigan, B.A., M.A. (1968)
- MARY A. TOLAN *Assistant Dean of Women*  
State University College at Geneseo, B.S.; State University of New York at Albany, M.S. (1967)
- JOHN TRATHEN *Comptroller, Community Activities*  
Bloomsburg State College, B.S.
- RICHARD P. WETTSTONE *Assistant Dean of Men*  
Pennsylvania State University, B.S., M.Ed. (1967)
- JOHN J. ZARSKI *Assistant Dean of Men*  
Bloomsburg State College, B.S.; University of Maryland, M.A. (1969)

## Library Staff

- JAMES B. WATTS *Director*  
 Birmingham-Southern, A.B.; George Peabody College, M.S.L.S. (1966)
- SUSANNA WEN-CHING CHANG  
 Providence College, Taichung, Taiwan, A.B.; Syracuse University, School  
 of Library Science, M.S. in L.S. (1969)
- MARGARET ANNE KELLY  
 College of New Rochelle, A.B.; University of Pittsburgh, Graduate  
 School of Library and Information Sciences, M.L.S. (1969)
- SCOTT E. MILLER, JR.  
 University of Pittsburgh, A.B., M.A.; University of Pittsburgh, Gradu-  
 ate School of Library and Information Services, M.L.S. (1967)
- JANET R. OLSEN  
 Kutztown State College, B.S.; Syracuse University, School of Library  
 Science, M.S. in L. S. (1969)
- THADDEUS PIOTROWSKI  
 California (Pa.) State College, B.S.; Pennsylvania State University,  
 M.Ed. (1960)
- AARON POLONSKY  
 University of Pennsylvania, A.B.; Drexel Institute of Technology, Gradu-  
 ate School of Library Science, B.S. in L.S. (1968)
- GWENDOLYN REAMS  
 University of Alabama, A.B.; George Peabody College for Teachers,  
 M.A. (1954)
- RUTH D. SMEAL  
 Bloomsburg State College, B.S.; Marywood College, M.S.L.S. (1964)

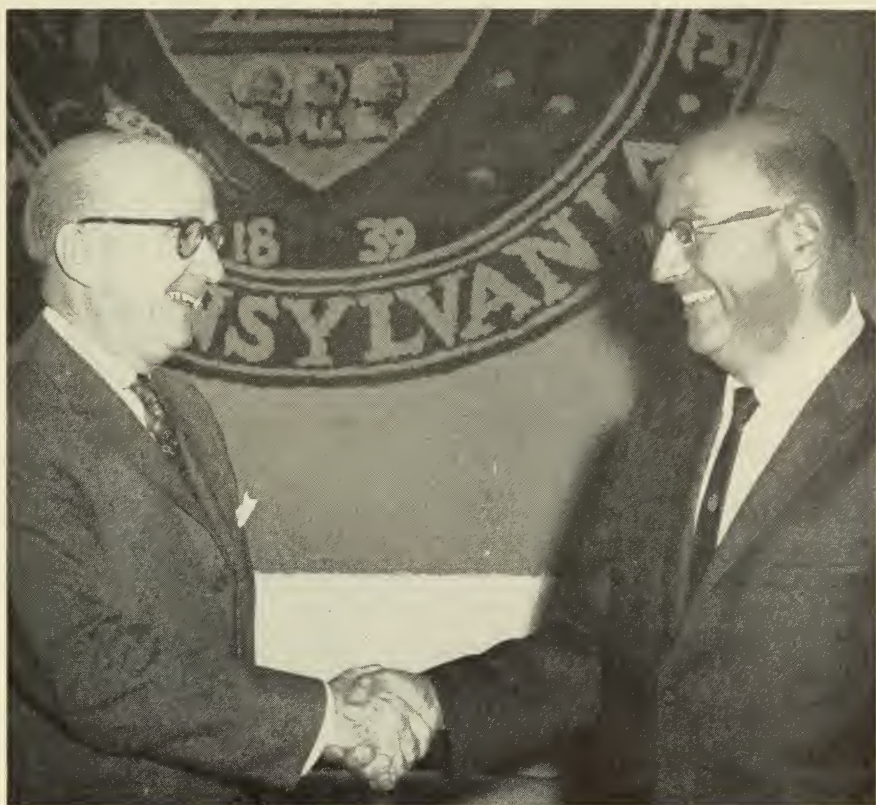
## FACULTY EMERITI

- HARVEY A. ANDRUSS (September, 1969)\*  
 LUCILE J. BAKER (May, 1956)  
 OLIVE P. BEEMAN (May, 1959)  
 ERNEST H. ENGELHARDT (August, 1968)  
 HOWARD F. FENSTEMAKER (May, 1963)  
 WILLIAM C. FORNEY (May, 1959)  
 C. M. HAUSKNECHT (July, 1950)  
 EDNA J. HAZEN (January, 1958)  
 ELINOR R. KEEFER (July, 1968)  
 MARGUERITE W. KEHR (June, 1953)  
 PEARL MASON KELLER (May, 1945)

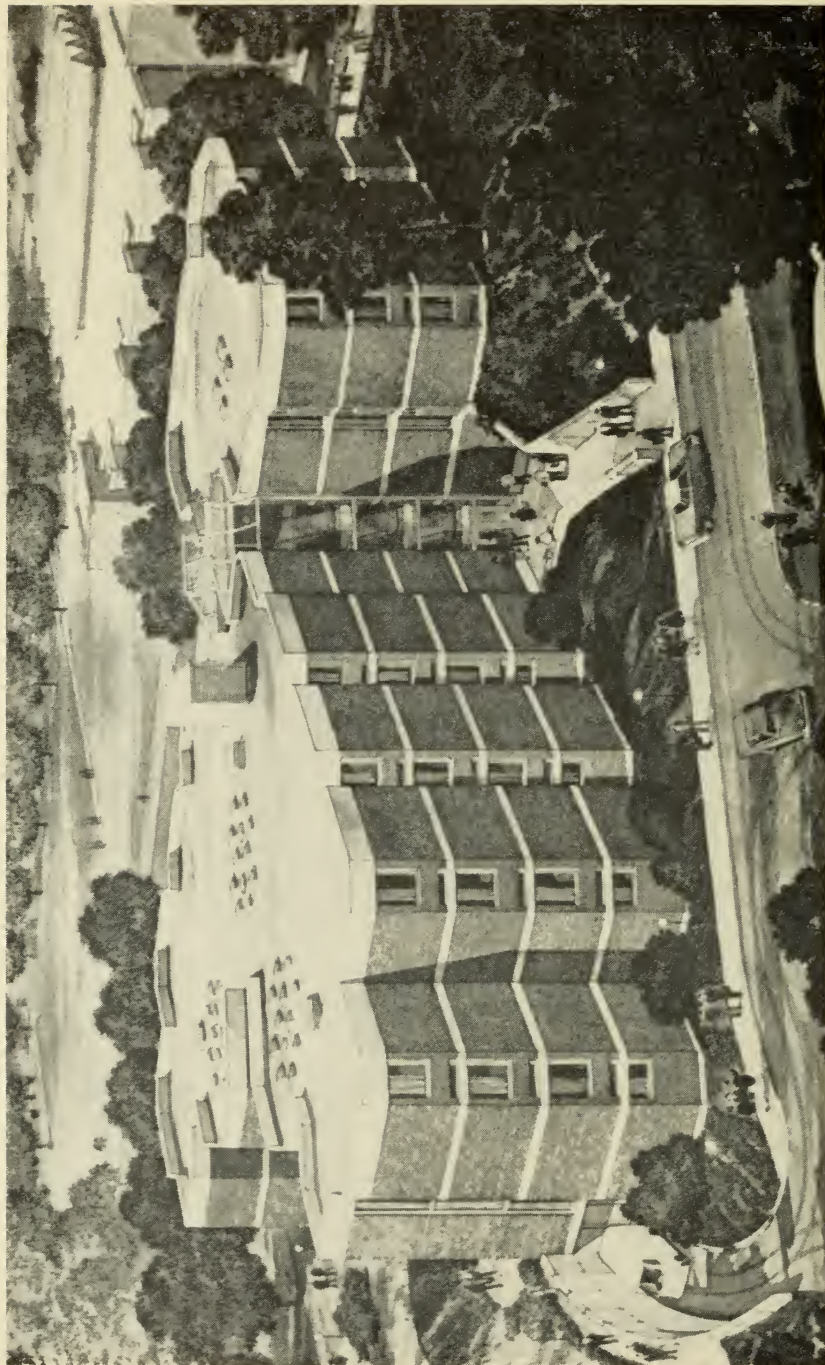
\*Dates cited represent the dates of retirement.



KIMBER C. KUSTER (May, 1962)  
MARY E. MacDONALD (May, 1969)  
LUCY McCAMMON (January, 1958)  
M. BEATRICE METTLER (May, 1969)  
ETHEL A. RANSOM (January, 1954)  
J. ALMUS RUSSELL (May, 1965)  
WALTER S. RYGIEL (January, 1968)  
RUSSELL F. SCHLEICHER (May, 1962)  
ANNA GARRISON SCOTT (May, 1956)  
MARGARET E. WALDRON (January, 1956)  
ELIZABETH B. WILLIAMS (August, 1969)  
GRACE H. WOOLWORTH (May, 1956)



Mr. William A. Lank, (left) President, Board of Trustees, greeting Dr. Robert J. Nossen, President of Bloomsburg State College.



Bakeless Center for the Humanities  
Classroom Building

# INTRODUCTION TO BLOOMSBURG STATE COLLEGE

## HISTORY AND DESCRIPTION

From an academy in 1839 to a state college of more than 4,000 total students in 1970 has been the educational path for what is known locally as "the friendly college on the hill." From the academy, the school became the Bloomsburg Literary Institute in 1856, a State Normal School in 1869, a State Teachers' College in 1927, and formally became Bloomsburg State College in 1960. Undergraduate degrees are offered in Education, Business, the Humanities, and the Natural and the Social Sciences. The Graduate School offers programs leading both to Master of Arts and to the Master of Education degrees.

At the present time the college is passing through a period of rapid but controlled expansion. A long range campus plan for building and development, originally prepared in 1957 and under continuous revision, calls for renovation of the lower campus and construction of an entirely new upper campus. The lower campus includes three women's dormitories, two men's dormitories, two science and classroom buildings, the College Commons, the Haas Auditorium, and the Andruss Library. Opening during 1970 will be a second dining hall, an additional classroom building, women's dormitory, a new Student Center, and additional parking areas. The upper campus will have new athletic facilities, more dormitories, more classrooms, and more parking areas. In the next decade, these facilities will accommodate approximately six thousand students.

Bloomsburg State College is one of 13 colleges and one university operated by the State of Pennsylvania. Once teacher-training institutions exclusively, they now offer a variety of undergraduate and graduate programs. During 1969-70 about 1,200 students enrolled in the graduate programs of the college.

The Bloomsburg faculty includes more than 30% with doctor's degrees and reflects a broad range of experience and scholarly activities. Every effort is made to offer students a variety of learning experience, including those which involve a close learning relationship with the instructor.



## LOCALE AND COMMUNITY

Bloomsburg State College, Bloomsburg, Pennsylvania, is easily accessible from Exit 35 of Interstate 80; it occupies an attractive setting above the Susquehanna River, 85 miles from Harrisburg, 3 hours from Philadelphia, and 4½ hours from New York. The town of Bloomsburg has a population of approximately 11,000 and is essentially residential.

The College and the Community sponsor a number of cultural activities during the year: musical, dramatic, and choreographic performances; art exhibitions; and lectures. In addition, the annual Spring Arts Festival brings leading performers and students of the Arts to the campus in a series of programs throughout a two-week period.

## FACILITIES

CARVER HALL, named for Henry Carver, the first principal, stands at the entrance to the college campus. Built in 1867, it is the oldest of the college buildings. The building contains an auditorium which seats 900 and a number of administrative offices including those of the President, the Assistant to the President, the Registrar, the Director of Financial Aid, and the Business Manager.

BAKELESS CENTER For The HUMANITIES, named for Professor O. H. Bakeless, former distinguished faculty member, his wife, his son, Dr. John E. Bakeless, a recipient of the B.S.C. Alumni Distinguished Service Award, and Mrs. John E. Bakeless, and Mrs. Alex Nason, the daughter of Professor Bakeless. Completed in May, 1970, this completely air-conditioned building contains classrooms, seminar rooms, several large lecture rooms, faculty offices, an exhibit area, and special facilities for studies in art and foreign languages.

WALLER HALL, was named for Dr. D. J. Waller, Jr., principal of the college for twenty-seven years. The ground floor contains a lobby, the College Store, Duplicating Room, and various administrative and service offices. Faculty and student mailboxes and the central telephone exchange are also located in this building.

The second floor provides office space for faculty offices, many student organizations, and the Infirmary.

The Husky Lounge adjoins Waller Hall on the northwest side. In addition to the Snack Bar, tables, and booths, there is a battery of vending machines which provide a wide selection of food and beverages for students. "Husky" is one of the most popular meeting places on campus. The offices of the College Community Government Association and the Director of Student Activities are located near its main entrance. An extension of Husky is an attractive television lounge.

SCIENCE HALL, built in 1906, contains classrooms, lecture rooms, faculty offices, and the Day Men's and Day Women's Lounges. The building is used as a general classroom building. In the basement is the Day Men's Lounge which is furnished and equipped for use by the commuting men students.

BENJAMIN FRANKLIN offers classrooms and a range of administrative offices. The Data Processing Center is located in Benjamin Franklin.

NAVY HALL 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. In 1961 the ground floor was completely remodeled to provide facilities for the Department of Special Education. The offices of the Director of Graduate Studies, and two language laboratories are located on the first floor along with an Arts and Crafts Center.

HARTLINE SCIENCE CENTER, named for Professor Daniel S. Hartline, former faculty member, his wife (also on the faculty), and their son, Dr. H. Keffer Hartline, the 1968 Nobel Prize laureate and recipient of the B.S.C. Alumni Distinguished Service Award. This air-conditioned building completed in 1968 contains laboratories, classrooms, seminar rooms, several large lecture rooms, faculty offices, an exhibit area, and special facilities for study and research in science.

COLLEGE COMMONS I, a dining hall built in 1956, accommodates 800 students. A partially underground passage connects the lobby of Waller Hall with the Commons.



WILLIAM W. SCRANTON COMMONS, completed in January 1970, will seat 1,000, accommodate 2,000 students at each meal; all dining areas, lobby, and lounge areas are air-conditioned. The communications system and the folding partitions in the dining areas provide for a variety of approaches to dining for students and faculty.

NORTHUMBERLAND HALL, a three story men's residence completed in 1960, has complete facilities for 200 men. A large lounge and TV room is located on each floor with food vending machines in the ground floor lounge.

LUZERNE HALL, a four story residence for 300 men adjacent to the College Commons, was completed in September, 1967. The structure has lounge and recreation areas, post office boxes, an inter-communication system, storage areas, study rooms, administrative offices, and an apartment for a resident counselor.

MONTOUR HALL and SCHUYLKILL HALL, two residence halls with accommodations for 500 women, were occupied for the first time in 1964. Each hall, divided into four wings, is four stories high with fully automatic hydraulic elevators. Special features include large recreation rooms, lounge areas on each floor, post office boxes, inter-communication systems, storage areas for luggage, and well-furnished study rooms.

ELWELL HALL, named after Judge William Elwell and his son George E. Elwell, both former trustees of the college and the judge's grandson, G. Edward Elwell, a former French instructor, is a men's residence hall facing East Second Street. This nine story structure, completed in 1968, provides accommodations for 678 men, an apartment for a member of the Dean of Men's staff, two apartments for resident advisors, and has recreation rooms, lounges, a TV room, guest rooms, study rooms, two automatic elevators, laundry rooms, a mail room, and storage areas.

CENTENNIAL GYMNASIUM is located on East Second Street at the top of the hill. This building contains a large main gymnasium seating 1,200 to 2,000, two auxiliary gymnasiums, locker rooms, swimming pool, athletic offices, and complete office and classroom facilities for the Department of Health and Physical Education. The Director of Athletics and the nine varsity athletic teams at Bloomsburg State College will continue to use Centennial

Gymnasium as their headquarters until the new gymnasium-field house is completed on the upper campus.

SUTLIFF HALL, named for William Boyd Sutliff, a former Dean of Instruction, is adjacent to Centennial Gymnasium and has fourteen classrooms plus faculty offices. The first floor houses classrooms and laboratories for the teaching of science courses and eight specialized classrooms are located on the second floor for instruction in business education. The office of the Director of Business Education is located on the second floor.

ANDRUSS LIBRARY, completed in August, 1966, was named for Dr. Harvey A. Andruss, president of the college from 1939 to 1969. It is located between Hartline Science Center and Bakeless Center for the Humanities. The library includes seating for 750 readers, shelving for 200,000 volumes, a projection room, a curriculum materials center, and an audiovisual materials center. The library is completely air-conditioned.

The Andruss Library also houses the Special Columbia County Historical Society Collection under the curatorship of Dr. Ralph S. Herre, Professor of History.

HAAS AUDITORIUM, named for Francis B. Haas, president of the college from 1927 to 1939, is located at the end of Spruce Street near Navy Hall and is air-conditioned. Completed in August, 1967, it has a main floor and balcony seating 2,000 people, a projection room, classrooms, and specialized work and practice rooms for music, debating, and drama groups, lounges, areas for exhibits and display purposes, and offices for faculty.

PRESIDENT'S HOUSE, located on Light Street Road at the northeast end of the main campus, was the home of Charles R. Buckalew, United States Senator from 1863-1869, and Trustee of the Normal School.

COLUMBIA WOMEN'S RESIDENCE HALL, to be completed in September 1970, provides living and recreation accommodations for 400 women. In addition to the 200 student rooms, the nine story structure includes lounges, study rooms, recreation areas, laundry areas, a special projects room, mailboxes, apartments for counselors, a TV room, guest rooms, two automatic elevators, and storage areas.



## ADMISSION POLICIES

Bloomsburg State College seeks students with the qualities of character and intelligence that will fit them for leadership in the fields of teaching, business, science and the liberal arts. Students who seek admission to the college will be evaluated according to the following:

Applicants must be graduates of approved secondary schools or must have made equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Education.

The secondary school record and the College Board Examinations described in the following paragraph, help determine the applicant's capacity to perform satisfactory college work.

All candidates for admission must complete the Scholastic Aptitude Test, the English Composition Achievement Test, and the Mathematics (Levels I or II) Achievement Test of the College Entrance Examination Board. Candidates who expect to major in one of the following subjects must complete a third Achievement Test in one of the appropriate areas listed here:

<b>Proposed College Major or Area of Concentration</b>	<b>Required College Board Achievement Test</b>
Physics	Chemistry
Chemistry	Chemistry
History	American History and Social Studies or European History and World Cultures
French	French
German	German
Spanish	Spanish
Biology	Biology

Applicants whose proposed major is not among those listed above are required to complete only the Scholastic Aptitude test, and the English Composition and Mathematics Achievement tests. **Arrangements for taking these tests must be made by the applicant.**



Applicants must submit, through their personal physician, a report on their health and current physical condition. This report is to be made on a prescribed form (available from the admissions office) and will be reviewed by the college physician.

Applicants for special curricula may be required to take appropriate aptitude tests in their special field of interest.

Although a personal interview is not a requirement for all candidates, the college may request that a candidate report for an interview at a time designated by the Director of Admissions.

The following credentials must be in the candidate's file before admissions consideration can be given:

1. Application for admission and application fee — filed by applicant.
2. A Physical examination form — filed by the physician.
3. A High School transcript and personality rating — filed by High School.
4. The official results of the applicant's Scholastic Aptitude test of the College Entrance Examination Board — filed at the student's request by the College Entrance Examination Board in Princeton, New Jersey.

Application materials, as well as a detailed instruction sheet, will be forwarded to applicants upon request. Personal interviews may be arranged by contacting the Director of Admissions, and may be scheduled on Monday through Friday 9:00 a.m. to 4:00 p.m.

## **REQUIREMENTS FOR TRANSFER STUDENTS**

Students who wish to transfer to Bloomsburg State College must be in good standing (academically and otherwise) at the institution previously attended, must have a record of honorable dismissal or completion of their work at that college or university, and must have a cumulative quality point average of C-plus or better.

*Generally, not more than 60 transfer credits will be accepted. All transfer candidates must complete their final 30 credits in residence at Bloomsburg State College.*

Transfer students follow the admissions procedures for new applicants and must also file the following additional credentials:

1. A complete college transcript(s) — filed by the previous college or university at the applicant's request.



2. A clearance form—to be obtained from the Bloomsburg Office of Admissions and to be completed by the appropriate official at the previous college or university.
3. A letter explaining in detail the student's reasons for wishing to transfer to Bloomsburg State College.

These procedures must be completed by June 1 for admission to the fall semester, and by January 1 for admission to the spring semester.

The applications of students meeting the transfer requirements and completing the necessary transfer procedures will receive the same consideration as those of other new candidates, but the applicant must demonstrate better-than-average results on the Scholastic Aptitude Test of the College Entrance Examination Board and have personal characteristics pointing to success as a student at Bloomsburg.

### **READMISSION OF FORMER STUDENTS**

Students who have attended Bloomsburg State College and have withdrawn for acceptable reasons may request readmission by writing directly to the Admissions Office for an Application for Readmission. Any student who has interrupted his normal progress of studies (has failed to complete either Fall or Spring Semester), and wishes to re-enroll for a subsequent semester, must request readmission before the deadlines listed below.

Candidates who hold the Baccalaureate Degree, but wish to enroll for further undergraduate study, should contact the Director of Admissions for further information.

All those seeking readmission who have attended other colleges or universities since leaving Bloomsburg must send a complete transcript to the Director of Admissions at Bloomsburg.

All readmission applications must be filed not later than June 1 for the fall semester or January 1 for the spring semester.

### **EVALUATION OF CREDITS**

Evaluations are made by the director of the division in which the student is enrolled and approved by the Dean of Instruction. Evaluations are subject to change according to any revisions made in the requirements for graduation.

All evaluations are tentative until a student has satisfactorily completed at least one full semester at Bloomsburg.

Courses to be transferred must have been completed in an accredited college or university, must carry a "C" or better grade, must be within the general framework of the student's proposed curriculum at Bloomsburg and must be comparable in content and in scope to courses offered at Bloomsburg State College.

No student may obtain a Bachelor of Science or Bachelor of Arts degree at Bloomsburg without a minimum residence of one year in the curriculum in which he intends to graduate.

Correspondence courses are not offered or accepted by Bloomsburg State College.

Present Bloomsburg 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.

## **OPPORTUNITIES FOR VETERANS**

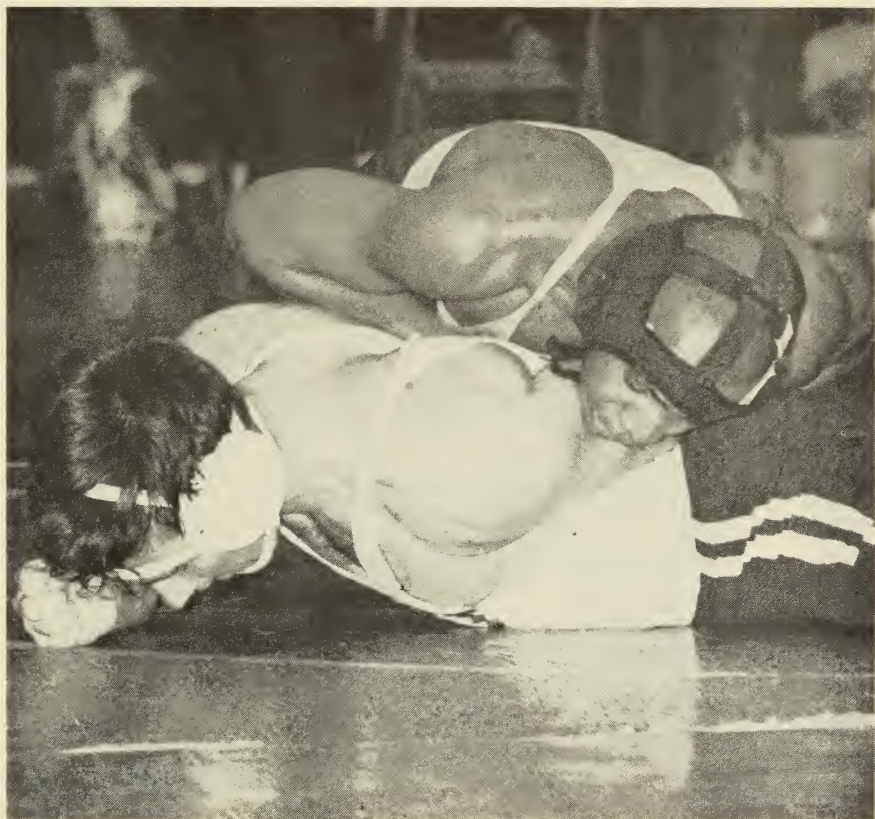
The educational opportunities for Veterans authorized by Public Law 90-77 (Veterans Pension and Readjustment Assistance Act of 1967), and, in special cases Public Law 87-815, are available. Veterans of at least 281 days of continuous active duty any part of which occurred after January 31, 1955 or who were released from active duty after January 31, 1955 for a service connected disability, may use their eligibility for educational benefits. The college cooperates with the Veterans' Administration in offering the regular degree curriculums in the arts and sciences and to those desiring to teach in the fields of elementary, secondary, business, or special education. Opportunities for veterans authorized by Public Laws are available, and veterans may use their eligibility for educational benefits.

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

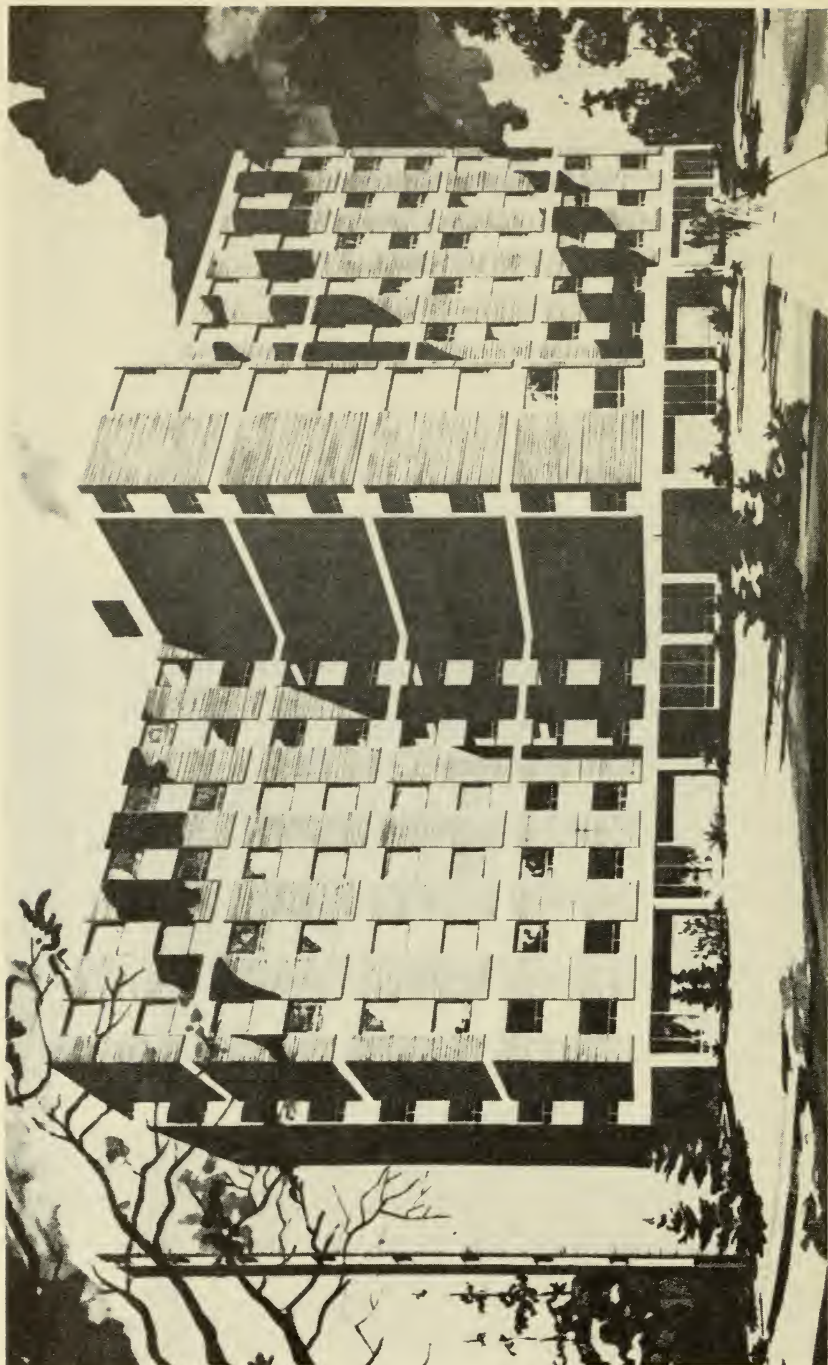
Veterans who are not graduates of four-year high schools may be admitted to the college under certain provisions as set forth in Bulletin I, *The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examinations and for the Issuance of the High School Equivalent Diploma under Act Number 212, Approved May 15, 1945*, issued by the Board of Education, September 7, 1945. Vet-

erans 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.







Columbia Residence Hall  
Nine story women's residence hall

# FEES AND FINANCIAL AID

The official expenses paid by students attending Bloomsburg State College are described in the following order: fees, deposits, refunds, miscellaneous expenses. A brief discussion of the financial aid programs available at Bloomsburg closes this chapter. This section of the catalogue is alphabetically and numerically divided for easy reference.

## A. UNIFORM FEES\*

### I. COMMUNITY ACTIVITIES FEE

A \$25.00 fee per semester covers the cost of student activities in athletics, lectures, entertainments, student publications, organizations, et cetera. Students taking extension courses, or regular session students taking less than eleven credit hours, may secure the benefits of the Community Activities Program through payment of the fee.

### II. BASIC FEES

#### 1. Semester of eighteen weeks

(a) Students in each curriculum are charged the following fees. These fees were set by the Board of Trustees as provided in Section #2008 of the School Laws of Pennsylvania.

	<i>Regular</i>	<i>Special</i>	<i>Totals</i>
Elementary Education .....	\$225	(none)	\$225
Secondary Education .....	225	(none)	225
Business Education .....	225	\$12	237
Business Administration .....	225	(none)	225
Special Education .....	225	\$10	235
Arts And Sciences .....	225	(none)	225

(b) Students taking eleven or less credit hours shall pay at the rate of \$18 per credit hour; students taking twelve or more credit hours shall pay the regular basic fees; basic fees for special curriculums shall be prorated on the basis of a twelve or more credit hour load.

\* All college fees are subject to change.



(c) Students taking extension courses shall pay at the rate of \$18 per credit hour, provided that the regular fees for special curriculums shall be prorated on the basis of a twelve credit hour load.

## 2. *Summer Sessions*

(a) Students will be charged at the rate of \$18 per credit hour in Teacher Education, and \$18 per credit hour in Arts And Sciences; out-of-state students (see item VI for a definition of out-of-state) pay \$30 per credit hour. A minimum fee of \$54 will be charged for Pennsylvania students and \$90 for out-of-state students.

(b) Students registering late shall pay a Late Fee of \$10 which will not be credited to the basic fee charge.

(c) 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 clinics of the special curriculums.

Business Education Fee — \$2 per three-week session.

Special Education Fee — \$5 per three-week session.

(d) 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. On-campus residence hall rates for students will be \$180, per one-half semester and \$60 for a three-weeks summer session. This includes rooms and meals.

(a) Students expecting to occupy residence rooms in September must pay \$180 (one-half of the housing fee for a semester) before August 15. The remainder, \$180, must be paid before November.

(b) For the purpose of meeting the requirements of those students who live off-campus but board at the college, the housing rates shall be divided as follows: \$9 for room and \$10 for table board.

2. The daily rate for transient meals and lodging is: breakfast — 65¢, lunch — 85¢, dinner — \$1.25, and room — \$1.50.

#### IV. DAMAGE FEES

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

#### V. INFIRMARY FEE

After three days in the college infirmary, boarding students shall be charged an additional \$1 for each day in excess of that period.

Day students who may be admitted to the infirmary shall pay board at the rate of \$3 a day, starting with the first day. This charge includes the regular nurse and medical service, but does not include special nurse or special medical services.

#### VI. FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is outside of the State of Pennsylvania are charged at the rate of \$30 per semester hour of credit. A more detailed definition of who is an out-of-state student may be obtained by writing to the college Business Office.

If out-of-state students are enrolled in a special curriculum, they shall not pay the special fees as found in II, 1-a, in addition to the regular fee of \$30 per semester hour of credit, as stated in the preceding paragraph.

#### VII. DEGREE FEE

A fee of \$5 shall be paid by each candidate for a degree to cover the cost of diploma.

#### VIII. RECORD OF TRANSCRIPT FEE

One dollar (\$1) 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/OR COURSE CHANGE

Each student completing registration or requesting a change of course or courses after the date officially set for registration may be required to pay a late registration or change of registration fee of \$10.

## XI. SCHEDULE CHANGE FEE

A \$2 fee for students who, once they have conferred with the scheduling officer and have decided on their schedules, change their class schedules for personal or other considerations.

## XII. SPECIAL CLINICAL SERVICES

1. Initial screening — diagnostic evaluation of reading skills which includes selected standardized reading tests, Lavell Hand-Eye Co-Ordination Test, and tele-binocular examination — \$15.

2. Reading Clinic Services twice a week per semester — \$45.

3. Six-week Summer Session (not to exceed one hour daily) — \$45.

4. Parent conference (per session) — \$5.

## B. DEPOSITS

(Subject to change without notice)

An Application Fee of \$10, payable to the Commonwealth, shall be made by all applicants; this amount shall be paid when the student requests registration. It is not refundable.

When a student is approved for admission to the college, the following fees must be paid:

1. An Advance Registration Fee of twenty-five dollars (\$25). This fee is payable to the *Commonwealth of Pennsylvania*, and is credited to basic fees. It is not refundable.

2. A Community Activities Fee of fifty dollars (\$50). This fee is payable to *Community Activities*, and represents the Community Activities Fee for the year.

Students who were not in attendance in a prior semester, when readmitted to college, are required to pay the Advance Registration Fee and the Community Activities Fee.

Returning students shall pay a deposit of \$50, payable to Community Activities, in advance of their registration.

If any fees other than the Activities Fees are paid by bank drafts, post office orders, or checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsylvania. All post office orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to *Community Activities*. Post office orders for these fees must be drawn on the Post Office at Bloomsburg.

Any other inquiries relating to fees should be addressed to Business Manager, Bloomsburg State College, Bloomsburg, Pennsylvania 17815.

## C. SUMMARY OF EXPENSES

(Subject to Change without Notice)

	<i>Home</i>	<i>College</i>
Basic Fee .....	\$225	\$225
Housing Fee (Board and Room) .....	(none)	360
Community Activities Fee .....	25	25
Books and Supplies (Estimated) .....	75	75
Total .....	\$325	\$685

Business students pay \$12 additional.

Special Education students pay \$10 additional.

Out-of-state students pay \$30 per semester hour of credit.

## D. REFUND AND REPAYMENT POLICY

I. THE APPLICATION FEE will not be refunded for any reason whatsoever.

II. THE ADVANCE REGISTRATION FEE of \$25 will not be refunded for any reason whatsoever.

### III. THE COMMUNITY ACTIVITIES FEE

1. *Repayment policy* — All requests for repayment of the Community Activities Fee must be in writing in the Office of the Comptroller of Community Activities before September 1, if the repayment involves the following college year, or February 1, if only the second semester is involved.

#### (a) Freshmen and/or New Incoming Students

(1) A repayment of \$50 will be granted to Freshmen or new incoming students who have had the offer of admission withdrawn by the college, have been inducted into the Armed Forces, or prevented from enrollment because of illness as certified by a physician. This is not an automatic policy and persons so affected must make written

application to the Comptroller of Community Activities before September 1.

(2) If a Freshman or other new incoming student decides not to come to Bloomsburg for reasons of his own, he will be granted a repayment of \$25 if he makes written application to the Comptroller of Community Activities before September 1.

(b) A student who has completed at least one semester at Bloomsburg State College and paid the following year's Community Activities Fee in advance, who then decides not to return to Bloomsburg will receive a repayment of the full \$50 if written request is received by September 1, or \$25 for the second semester if written request is received by February 1.

2. *Refund policy* — Students who, once having begun classes in the fall, do not complete the school year:

(a) Any student temporarily suspended, indefinitely suspended, or dismissed for academic failure during the college year will not receive a refund of any portion of the fee for the semester so involved.

(b) If a student voluntarily withdraws from the college before the first nine week period ends in the first semester, he may receive a refund of \$12.50 for the second nine weeks plus \$25 for the second semester or a total of \$37.50, assuming written application is made to the Comptroller before the end of the first semester.

IV. OTHER FEES will not be repaid except for personal illness or for such other reasons as may be approved by the Board of Trustees (see below).

1. Repayment will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

2. Repayment may be made in the case of personal illness which is certified to by an attending physician or for other such 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 the college.



## NOTICE OF WITHDRAWAL

Students leaving the college *must* notify the Office of the Dean of Students and the Office of the Dean of Instruction of their withdrawal. Regular charges will be made until the notice of withdrawal is forwarded to the Business Office by the Dean of Instruction.

## E. MISCELLANEOUS EXPENSES

At the time of application new students are furnished with a summary of estimated expenses for the current college year. The payment of all fees is due as directed by the Business Office. The college reserves the right to withhold all information regarding the record of any student who is in arrears in the payment of fees or other charges, including student loans. The college does not offer a time payment plan, and students living in college residence halls are required to pay one half of the semester housing fee before August 15; the remainder must be paid before November 1.

A billing statement of student accounts will be mailed prior to registration each semester. All accounts must be paid as directed by notice which accompanies the billing statement. Failure to comply with this requirement will eliminate a student from registration.

### KEYS

Each student secures a room key or locker key for one dollar. This deposit is refunded when the key or lock is returned.

### GUESTS

Arrangements for room guests at residence halls must be approved by the Dean of Women or the Dean of Men. The guest rates are as follows: breakfast, \$ .65; luncheon, \$ .85; dinner, \$1.25; room, \$1.50.

### BOOKS AND SUPPLIES

Books and supplies are estimated at \$75 for each semester. Students may secure books and supplies at the College Store. This store is operated on a cash basis.

### RESIDENCE ON CAMPUS

Each residence hall room is furnished with two single beds, mattresses and pillows, dressers, a 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. Metal wastebasket.
6. Study lamps (approved by college).

## F. STUDENT FINANCIAL AID

Financial aid opportunities are available at Bloomsburg State College in the form of loans, part-time employment, scholarships, and grants. Most of the financial aid awards are funded through Federal or Commonwealth of Pennsylvania programs:

### FEDERAL PROGRAMS

- College Work-Study Program
- National Defense Student Loan Program
- Educational Opportunity Grant Program

### COMMONWEALTH OF PENNSYLVANIA PROGRAMS

- Pennsylvania State Student Employment Program
- State Guaranty Loan Program (Federal subsidy on interest payments is possible for certain income levels)

### PENNSYLVANIA STATE SCHOLARSHIP PROGRAM

Other financial assistance is available through the Bloomsburg State College Alumni Association Loan Program and the Bloomsburg State College Scholarships. The latter are available to students only after they have been enrolled in the college at least one year.

The State Guaranty Loan Program and the State Scholarship Program are administered in Pennsylvania by the Pennsylvania Higher Education Assistance Agency (PHEAA). Information about these programs can be obtained from guidance counselors or the PHEAA regional representative in the student's home area.

Students who feel that they may be needing financial assistance to attend Bloomsburg State College should file a Parents' Confidential Statement with the college through the College Scholarship Service. Parents' Confidential Statement may be obtained in high school guidance offices or from the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

More detailed information about financial aid opportunities at B.S.C. may be obtained by writing to the Director of Financial Aid and asking for a copy of the brochure, *Student Financial Aid at Bloomsburg State College*.



Representatives of the student press meet with Governor Raymond P. Shafer during his visit to Bloomsburg State College, December, 1969.





## STUDENT LIFE

The faculty and administration of Bloomsburg State College believe that a college education is more than the pursuit of academic excellence. Education takes place not only in the classroom, but in all places where students interact. Campus life involves the student in residence hall activities, informal social gatherings, or dining room experiences; he may participate in well-organized varsity or intra-mural athletic programs. Social and cultural events and other extra-curricular offerings are available to aid the student in becoming a well-rounded individual.

The wide variety of activities and services have been developed to afford every student an opportunity to explore and fulfill his individual potential in an atmosphere of congeniality. It is hoped that each student will find a place for the expression of his talents so that he may better understand himself and those around him.

With the student's needs and hopes in mind, the members of the Student Personnel staff focus their attention on the individual as well as on the college community, with the intention of assisting young men and women to realize their own potential. Although the Dean of Students, the Deans of Men and Women, and their respective staffs are responsible for maintaining an environment which emphasizes integrity and consideration of others, their success largely is determined by the extent of student participation and cooperation. It is the student who makes the college experience a success or failure for himself and others.

### STATEMENT OF COLLEGE POLICY

Individual rights and freedoms will be respected within the context of the educational mission. No community, however, can survive when violent pressures for undirected change or unyielding resistance to necessary change produce an irreconcilable paralysis. Disruption is easy. Mutual respect for both reason and reasonableness leads to constructive action.



Bloomsburg State College expects that all students will acquaint themselves with the rules, policies, and regulations of the College as stated in the catalog and student handbook, and that all students agree to be governed by those rules and regulations while members of the student body.

#### HOUSING

Housing assignments are made for men and women through the offices of the Dean of Men and Women respectively. New students receive room assignments based on their date of acceptance at Bloomsburg. All applications or requests for college approved housing must go through the Dean of Men or Women's office.

The college reserves the right to assign rooms and roommates as it deems appropriate. All students housed on campus eat in the College Commons. All freshmen resident students will be assigned on-campus housing.

#### RESIDENCE HALLS

At Bloomsburg State College a variety of living arrangements is available. Study rooms and "quiet hours" in each residence hall provide an atmosphere for independent study while recreation rooms and television lounges afford opportunities for relaxation and enjoyment.

If residence hall vacancies occur after assignments have been made, commuters will receive preference over off-campus residents in filling them. Commuters may place their names on a priority list in the Dean of Men's or Dean of Women's Office for residence hall housing. As vacancies occur, commuters will be assigned by the respective deans.

It must be understood that commuter assignments will be temporary and in effect for only the remainder of the academic year, following which the person assigned to the residence room will return to commuter status.

This rule does not apply under extreme emergencies, extenuating circumstances, or during summer sessions.

Each hall is staffed with a Dean or Assistant Dean, a Head Resident and student Resident Advisors. The Head Residents are experienced adults who work with the Deans in overseeing the administration of the hall. Resident Advisors are carefully selected and screened upperclassmen assigned to live with and to help coun-

sel small groups of students. They are under the direct supervision of the Dean of Men and Women.

The residence halls have their own governing bodies which are responsible for establishing, implementing and enforcing regulations in conjunction with the Dean of Students staff.

Students not living at home and not working in homes approved by the college, *must live in the residence halls if rooms are available*. They must not move from residence hall rooms before the end of the semester.

## OFF CAMPUS HOUSING

### RESIDENT STUDENTS LIVING OFF CAMPUS

In situations where resident 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.

Students living in these college approved residences are held responsible to the college in the same manner as other resident students. A member of the Dean of Men and Women's staff supervises and periodically visits these residences.

### OPTIONAL HOUSING

Optional housing is available for students who reach their 21st birthday by September 1 of that college year. Those interested in such housing must declare their intentions to the Dean of Men or Women by March 15 preceding the college year. Optional housing is selected by individual students from residences other than College Approved.

Students residing off-campus in Optional Housing are both citizens of the town and members of the college community. As citizens, students enjoy the rights common to all citizens and have the same obligations. However, the College cannot isolate itself from the larger community of which it is a part, and students should, therefore, not expect the College to provide sanctuary from the law—or to be indifferent to its reputation in the community.

Each resident student under 21 or having senior status 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.

This housing policy is not in effect during the summer sessions when students are required either to commute from their parents' homes or to live in college residence halls.

#### COLLEGE INFIRMARY

Nurses are on duty 24 hours a day in the college Infirmary. They give first aid, make appointments with area doctors for students, and supply medication for colds, sore throats, and minor ailments. Students who because of an illness cannot remain in their residence halls may stay in the Infirmary over night.

#### COUNSELING SERVICES

The Counseling Center offers professional counseling regarding educational, vocational, personal, social, and emotional problems. It is located on the second floor of Waller Hall, room 210, and its services are available at no charge to all regularly enrolled students at Bloomsburg.

Those in need of counseling services are not just recognizing personal problems. Frequently the exceptionally able and conscientious students can benefit from counseling.

The content of counseling interviews is confidential.

#### 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 the second and fourth Monday of every month, acts as the executive board of the Community Government Association. The Presidents of the following groups automatically become members of the council: Association of Resident Women; Day Women's Association; Day Men's Association; Men Resident's Association; Senior, Junior, Sophomore, and Freshman Classes; Editor of *The Maroon and Gold*. The College Council administers the affairs of the association and formulates its policies.

#### ASSOCIATION OF RESIDENT WOMEN

The Association of Resident Women consists of the women living in residence halls on campus, in downtown houses, and in Bloomsburg apartments. Its purpose is one of initiating and carry-

ing on cooperative government among the resident women as well as encouraging high standards of social and academic achievement.

#### DAY WOMEN'S ASSOCIATION

The Day Women's Association is an organization of commuters not living in the college residence halls or college housing in the town of Bloomsburg. The governing body is the 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.

#### ASSOCIATION OF RESIDENT MEN

The Association of Resident Men is the governing body for resident men students including men living in rented accommodations in the town of Bloomsburg as well as those living in campus residence halls. Its administrative body is composed of a President, Vice-President, Secretary, and Treasurer. By means of this organization, the men cooperate with the administration in fostering personal and group responsibilities.

Day room facilities are provided for women and men students who do not live on the campus. Comfortable lounge furniture provides for relaxation. Recreation facilities are available. Locker space and facilities for study are provided.

#### ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year. The extra-curricular activities during the past year included the following:

- Amateur Radio Club
- American Chemical Society
- Archaeology Club
- B Club
- Biology Club

Bridge Club  
Chess Club  
Circle K  
Concert Choir  
Council for Exceptional Children  
Dramatic Club (“Bloomsburg Players”)  
Economics Club  
Flying Club  
Forensic Society  
German Club  
Huski Club  
International Relations Club  
LeCercle Francais  
Literary and Film Society  
Maroon and Gold Band  
Mathematics Club  
Men’s Glee Club  
Phi Beta Lambda  
Philosophy Club  
Physics Club  
Rifle Club  
Russian Club  
Science Club  
Sociology Club  
Spanish Club  
Student PSEA  
Studio Band  
Varsity Club  
Veteran’s Association  
Women’s Choral Ensemble  
Women’s Recreation Association  
Young Democrats  
Young Republicans

Additional information about club activities and sponsors may be obtained from the Office of the Director of Student Activities.



## COLLEGE BANKING

The Community Activities Office, located in Waller Hall, Old Library, is prepared to handle deposits of cash for students in order that they may secure small amounts of money at convenient times.

## PUBLICATIONS

### MAROON AND GOLD

Published twice weekly by a student staff, the college paper is the official student voice of the campus.

### OBITER

The *Obiter*, published each year by the college community, contains a pictorial review of the activities of the year.

### OLYMPIAN

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

### PILOT

Edited jointly by a student editor and the Dean of Students, this handbook informs students about college life at Bloomsburg.

## HONORARY AND PROFESSIONAL FRATERNITIES

Many national honorary and professional fraternities which foster and advance educational ideals through scholarship, social efficiency, and moral development have chapters on the Bloomsburg campus. Among them are: KAPPA DELTA PI (Coeducational Honor Society in Education), PHI SIGMA PI (Professional Education Fraternity for Men), ALPHA PSI OMEGA (Coeducational Dramatic Fraternity), GAMMA THETA UPSILON (Coeducational Geography Fraternity), PHI BETA LAMBDA (Coeducational Business Fraternity), PI KAPPA DELTA (Coeducational Debate Fraternity), PI OMEGA PI (National Business Teacher Education Honor Society), SIGMA ALPHA ETA (Honor Speech and Hearing Fraternity), SIGMA TAU DELTA (Coeducational English Fraternity), PHI ALPHA THETA (National Honor Society in History), and DELTA PHI ALPHA (Coeducational Honor Society in German).

## SOCIAL FRATERNITIES

The Interfraternity Council serves as the governing body of the seven social fraternities on campus. It is composed of representatives from the various social fraternities, and is responsible for rushing and pledging regulations and activities, coordination of programs and events for the various fraternities, and investigation of violations of the rules devised by the IFC and the College. Membership includes the following:

DELTA OMEGA CHI	SIGMA PI
PHI SIGMA XI	PI EPSILON CHI
ZETA PSI	SIGMA IOTA OMEGA
BETA SIGMA DELTA	

The Inter-Sorority Council is the governing body for all member sororities. The purposes of the Inter-Sorority Council include coordination of rushing and pledging activities, promotion of scholarship, and the enhancement of friendships and social relations between sororities and individual women. Membership includes the following:

CHI SIGMA RHO	DELTA EPSILON BETA
TAU SIGMA PI	THETA GAMMA PHI
THETA TAU OMEGA	

## SERVICE FRATERNITIES AND SORORITIES

ALPHA PHI OMEGA has as its purpose "to assemble college men in the fellowship of the Scout Oath and Law, to develop Leadership, to promote Friendship, and to provide Service to humanity." Membership is open to all college men regularly enrolled in the institution who have been affiliated with Scouting nationally or in their own country.

LAMBDA ALPHA MU is based on the high ideals of service to the campus, community, and world. The purpose of the sorority is to assemble college women in the spirit of service to humanity. Membership is open to Sophomore and Junior women having at least a 2.0 cumulative average.





## ACADEMIC POLICIES

PRIOR TO THE BEGINNING of each semester, the student prepares a class schedule with the help of a faculty advisor. After this schedule has been approved by the appropriate divisional director, it will be printed in the Data Processing Center and handed to the student at registration. Any changes in this schedule must be approved by the director of the curriculum in which the student is enrolled. At the end of each semester, members of the faculty record grades on course cards, which become the basis of the permanent record of each student.

### CLASS ATTENDANCE

It is a mark of maturity in a student to accept the obligation of regular and punctual class attendance during his college career. Absences from class should be avoided because they serve only to increase the student's work load in "making up" what was missed.

The effect of absence upon course requirements will be determined by the instructor.

### CHANGE OF SCHEDULE

Adjustments in class schedules may be made during the first ten days of any semester by the Divisional Directors with the approval of the Dean of Instruction. A fee of \$2 will be charged for each individual schedule change.

### DROPPING COURSES

Students are permitted to withdraw from a course at any time during the semester, subject to the following policy:

If a student wishes to drop a course up to the date established for the end of the first half of the semester he may do so without penalty ("W"). After that date, a student at the time of withdrawal will receive a grade of "W" if he is passing or a grade of "E" if he is failing the course.



Students who are planning to drop a scheduled course may secure the necessary permit card in the Office of the Dean of Instruction.

#### TRANSFER OF DIVISION OF ENROLLMENT

In order to be eligible for transfer from one division to another, a student should have at least a 2.00 cumulative average (although for freshmen certain justifiable exceptions to this requirement may be made). A special form for Approval of Divisional Transfer may be obtained from the Registrar. On this form the student must obtain the following signatures: (1) the signature of his current Divisional Director, (2) the signature of the Dean of Students (required only in the case of a student transferring from Business Administration or the Arts and Sciences to Teacher Education), (3) the signature of the Director of the Division to which the student is intending to transfer, (4) the signature of the Dean of Instruction. This form should be filed with the Registrar during the semester immediately preceding that in which the transfer is to take effect.

#### PROVISION FOR SUPERIOR STUDENTS

A student whose work for a semester averages 3.0 — “B” or above may petition the Dean of Instruction for approval to schedule course work in addition to that normally scheduled for that semester (16 credit hours). No more than 19 credit hours of course work will be approved.

#### 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 may give to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of ten weeks a report of “D” and “E” grades is made to the parents of each student.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student, and filed. This report is sent to the parents. Any parent not receiving such a report at the end of the semester should notify the Dean of Instruction so that a duplicate may be mailed.

## GRADING SYSTEM

The system of grading used in this college 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 does not satisfy the instructor's standards or the course requirements.

Certain courses, scheduled on a Pass-Fail basis, are graded P-pass; F-fail. These grades do not carry quality points and are not included in the student's quality point average.

## ACADEMIC RECOGNITION

Any student with a 3.5 quality point average or better for a semester may be placed on the Dean's List for that semester.

## 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.

To be graduated, a student must have a cumulative quality point average of not less than 2.0.

## REMOVAL OF "INCOMPLETES"

*Each instructor listing 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 grade.*

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

*If the grade "Incomplete" is not removed within one calendar year, the grade automatically becomes an E, and the course must be repeated.*

### PREREQUISITE FOR STUDENT TEACHING

A student is eligible for assignment to student teaching if he has earned at least 90 semester hours of credit with a cumulative quality point average of 2.0 and has attained a quality point average of 2.0 in the field of his certification.

### 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 and 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 evening or Saturday classes for teachers-in-service.

### REQUIREMENTS FOR GRADUATION

The conferring of the degree of Bachelor of Science in Education, or any other degree which the Bloomsburg State College is authorized to grant, and the Application for the Pennsylvania Teaching Certificate require 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 — All students must satisfactorily complete a minimum of five semester hours of Physical Education and Health.
- 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.*

## PHYSICAL EDUCATION REQUIREMENTS

All students are required by the College to complete a minimum of three semester hours of physical education to receive a degree\*. Students should complete HPE 100 and HPE 101 during their first year at Bloomsburg State College.

All students enrolled in a Physical Education Activity Class must wear non-marking sneakers and regulation uniforms. These uniforms may be purchased in the College Bookstore.

Each student is given a swimming proficiency test. If the test is passed, the student may then elect an advanced section of Aquatics (HPE 151 or 152) or select an additional course from one of the #200 courses. If the test is failed, the student *must* enroll in Aquatics (HPE 150).

All students must elect one semester hour credit from the #200 series of courses. Students may elect two hours from this area if they have passed the swimming proficiency test. These courses may also be selected as elective hours by upper class students. If a student elects more than one course from the #200 series, subsequent courses must contain two *different* activities.

## ACADEMIC PROBATION

At the end of each 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 may be given an opportunity to meet with a faculty committee chosen by the divisional director for counseling.

The purpose of this kind of meeting is two-fold: (1) to enable the student to determine the cause 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 college.

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

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\* Students who have passed the age of thirty should consult with the Chairman of the Department of HPE in planning their physical education program.

Men, or women, having twelve months or more of active military service are exempt from the Health and Physical Education requirement.

## CHANGES IN ACADEMIC POLICIES

Several important changes in the academic policies of Bloomsburg State College, which directly affected students who entered the college after September 1968, became effective during the second semester of the college year 1968-1969. These are:

A student may not repeat a course in which he has earned a passing grade. Furthermore, during his undergraduate years a student may repeat no more than four (4) courses in which he has earned a grade of "E" (failing).

In order to provide a greater opportunity for new students to achieve satisfactory academic status, the following graduated grade point average plan is part of the new regulation:

1. A student has two semesters and a summer to attain a cumulative average of 1.75 and begin his second full year of study.
2. He then has two more semesters and a summer to attain a cumulative average of 2.0 and begin his third year of study.
3. From the beginning of the third year onward, a 2.0 cumulative average must be maintained for continued enrollment.

In computing quality point averages, students are "charged" for all credits scheduled, including credits for courses repeated; the average is computed by dividing *all* credits scheduled into the quality points earned. Students who were enrolled prior to September, 1968, will have their averages computed in the same manner as in past years.

No extra credit hours shall be given a student for "doing extra work."

## PLACEMENT TESTS

Every new student entering Bloomsburg State College is required to take a battery of tests covering general ability, reading, social studies, and science. 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 office of the Dean of Students. Every student is given an opportunity to review his profile with a professional counselor, noting the areas 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.

#### TESTING PROGRAMS

In addition to the Placement Tests, the college may require each freshman to take such tests as the College Deans may advise. Information provided by the tests is issued in counseling students who encounter problems in their academic and social adjustment.

A battery of achievement tests may also be administered to all sophomore students to determine the student's academic progress and to provide information for further guidance. A careful study of each individual student by selected faculty members is recommended before the end of the sophomore year.

The college also administers the Undergraduate Record Examination to measure the academic achievement of the student, as well as the effectiveness of the instructional program. This battery of tests is given during the senior year and the student is responsible for paying the costs of the examination.

All candidates for undergraduate degrees at Bloomsburg State College are required to complete the following Undergraduate Record Examinations:

#### UGRE APTITUDE TEST UGRE ADVANCED TEST

The Advanced Test shall be completed in the student's area of specialization or in a field related to his specialization.

The tests are administered three times a year. They should be taken during the semester or term in which the student is scheduled to complete his degree requirements. The payment of the examination fee of six (\$6) dollars is the responsibility of the student.

## STUDENT TEACHING

#### AN OVERVIEW

Faculty and administration of Bloomsburg State College consider the student teaching assignment to be the culmination of four years of preprofessional education leading to teacher-certification. For this reason, an entire semester of the academic program for each student is reserved for student teaching in the public schools of Pennsylvania. Student teaching, including Professional Practicum, is offered for twelve semester hours of credit.

In order to orient student teachers more effectively to public school programs, the calendar of schools to which they are assigned is followed. However, opening and closing dates for student teaching assignments are determined by the college calendar.

#### SOPHOMORE FIELD EXPERIENCE

In order to help students in Teacher Education decide whether they definitely want to enter the teaching profession, they are required to spend a specific amount of time working in, and observing the educational process in a school of their choice prior to entering courses in professional education in the Junior year.

Students are exposed to as many aspects of *teaching* as possible. Such exposure, hopefully, will make course work in professional education more meaningful.

#### STUDENT TEACHING CENTERS

In meeting its responsibility for providing high quality graduates for the teaching profession, the college carefully selects student teaching centers and cooperating teachers. Students in Elementary, Secondary, and Business Education are assigned to conveniently located public schools in the Commonwealth of Pennsylvania. Students in the Division of Special Education are assigned to the White Haven State School and the Selinsgrove State School and Hospital and to the public schools of Lycoming, Schuylkill, Chester, and Montgomery Counties through the offices of the superintendents of those counties.

#### INTERSTATE AGREEMENT ON QUALIFICATIONS FOR EDUCATIONAL PERSONNEL

Students who successfully complete certification requirements for teaching at Bloomsburg State College also are eligible for certification in all states that observe the "Interstate Agreement on Qualifications of Education Personnel" without becoming recertified in each state. The agreement currently is in effect in twenty-three states.

#### PLACEMENT

Until 1966 the term "placement" at Bloomsburg meant teacher placement. With the graduation of students from the Arts and Sciences Program Bloomsburg is also sending graduates into non-teaching fields in ever increasing numbers.

## OFFICE OF RESEARCH AND EVALUATION

The Office of Research and Evaluation initiates, carries on, reports, and keeps records of institutional research — studies that are useful in the on-going work of the college. Such studies may be suggested or sought by accreditation agencies or various interests on the campus. The studies may predict or describe outcomes of efforts of faculty, students, or administrative offices. The evaluation responsibility of the office includes the suggestion and review of testing and evaluation programs or services for the college. The office inaugurates approved programs and services, carries out the work, reports the results, and keeps records for these programs.

## SUMMER SESSIONS

The summer sessions are designed primarily for the following purposes:

- (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-in-service, presently-enrolled students of the college, and others who have been in attendance at an accredited college. Students from other colleges enrolling at Bloomsburg for the first time should present evidence of having attended another college and a written statement from their college certifying that they are in good academic standing.

A copy of the current summer session bulletin will be sent upon submission of a request addressed to the Registrar of the College.

#### SPECIAL NOTE TO STUDENTS

All items, including fees, are subject to change in accord with developing policy.

Course listings are informational; a specific course may or may not be offered during a given semester or academic year.

Students cannot be assured of classes at desired times or with instructors of their preference. Every student is assured, however, of a class schedule in keeping with his curricular objectives, and in fulfillment of normal degree requirements.

## GRADUATE STUDIES PROGRAM\*

On June 9, 1960, the State Council of Education of the Commonwealth of Pennsylvania authorized the Bloomsburg State College to inaugurate a program of graduate studies and to confer the Master of Education degree. Graduate courses for students desiring to secure the Master of Education degree in Business Education, Elementary Education, Biology, English, Foreign Languages, History, Reading, General Speech, Social Studies, Communication Disorders, and Special Education for the Mentally Retarded are now offered by the College. In 1968, the first Master of Arts Degree in History was offered. The program is under the direction of the Division of Graduate Studies operating within the framework of policies and curriculums developed and approved by the Graduate Council of the College.

#### PURPOSE AND OBJECTIVES

The need for professional education for teachers extending beyond the undergraduate level has long been recognized by educational leaders throughout the United States. In recent years the Pennsylvania State Council of Education has taken positive action to improve instruction in public schools by upgrading certification requirements for teachers. This action indicates a clear recognition by the State Council of the need for training beyond the Bachelor's

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\* Policies and programs may be revised during the academic year. It is the responsibility of the student to contact the office of Graduate Studies to insure that these statements and procedures are currently applicable.

degree. Mandated salary schedules which provide salary differentials for holders of Master's degrees in the form of higher maximum salaries give additional recognition of the value of graduate study.

The program of graduate studies at Bloomsburg State College has as its primary purpose the increasing of the competency of teachers in Pennsylvania. To achieve this, the following specific objectives, as they relate to the individual student, have been developed.

1. To encourage independent thought and initiative and develop problem-solving ability.
2. To provide an incentive for continuing professional growth.
3. To develop a basic understanding of research methods and techniques so that reports of research in the field of education may be correctly interpreted and evaluated.
4. To develop a more comprehensive understanding of the teaching and learning processes.
5. To provide opportunity for advanced study in a selected field of specialization.

### **SCHEDULING OF CLASSES**

All graduate classes will be scheduled during late afternoons, evenings, and/or Saturdays during the regular academic year. The calendar and daily time schedule for graduate courses offered during the summer term will be similar to the calendar and daily time schedule for undergraduate courses. Graduate students will be able to pursue a full-time graduate study program during the summer. In-service teachers will be able to complete the requirements for the Master of Education degree without interference with normal professional duties.

### **SEMESTER HOUR LOAD**

During the regular nine-month academic year, a graduate student who is teaching full time will normally be permitted to enroll in a maximum of two courses each semester. Permission to enroll in more than two graduate courses must be received from the Director of Graduate Studies.

### **ADVISEMENT OF STUDENTS**

Each student admitted to graduate study in a degree program will be assigned a program advisor who will help in the determination of the program of study. Courses not approved by an ad-



visor possibly may not be counted towards a degree. Normally the chairman, or some other designated faculty member, of the department in which the student is enrolled will be the advisor. Upon approval of the Director of Graduate Studies, and upon the recommendation of the department chairman, the student will be permitted to enroll for the Professional Research Project if this research option is chosen. At this time a major research advisor and a research committee will be named. This committee will assume responsibility for the approval of the professional research project and the administration of the final oral examination.

## **EXAMINATIONS**

All students are required to take the Miller Analogies Test. The time schedule and other information relative to taking these examinations is announced by the Director of Graduate Studies and may be obtained at the office of the Division of Graduate Studies in Navy Hall, Room No. 1. A comprehensive written and/or oral examination covering the field of specialization may be required before the Master's degree is conferred.

## **SCHOLARSHIP REQUIREMENTS**

The College uses the letter grades — A, B, C, D, E, I, W, R — in graduate courses. Only credit earned in courses in which the grade received was “A”, “B”, or “C” will be accepted in fulfillment of the requirements for the Master's degree. Although credit will be accepted for courses in which a grade of “C” is earned, a cumulative quality point *average* of 3.00 or better (A=4 quality points; B=3 quality points; C=2 quality points; D=1 quality point) in the total number of courses for which graduate credit is granted will be required for the conferring of the Master's degree. Every course taken at the graduate level will be counted in compiling the quality point average.

## **TRANSFER OF CREDIT**

A maximum of six semester hours of credit earned at another accredited graduate school may be accepted in partial fulfillment of degree requirements with the approval of the Graduate Council; however, such credit will be accepted only (1) when earned in courses included in the curriculum which the student is pursuing at Bloomsburg State College, and (2) when a grade of “B” or better was received as verified by an official transcript. Extension courses taken at another institution will normally not be accepted.

## SCHEDULE OF FEES

*(Subject to change for administrative reasons without notice.)*

Application Fee	\$10
(Payable at time of application for admission to graduate courses. <i>Not refundable or applicable to graduate tuition.</i> )	
Graduate Basic Fee	\$25 per sem. hr.
Out-of-State Basic Fee	\$30 per sem. hr.
Late Registration Fee	\$10
Activities Fee (summer term only)	\$3 per three-week session. \$6 per six-week session.
Graduation and Diploma Fee	\$10
(Not including rental of cap, gown, and hood)	

## REFUNDS

### APPLICATION FEES

Application fees shall not, at any time, be refunded since services which require payment of these fees have been rendered by the college before the fees are paid.

### TUITION FEES

No portion of the tuition fee shall be refunded if the student has attended one-third or more than one-third of the class periods scheduled during a given semester or session.

If a student withdraws from a course, for approved reasons, before one-third of the scheduled class periods have been completed, the student shall then be entitled to a refund of one-half of the tuition fees paid.

## REQUIREMENTS FOR ADMISSION TO GRADUATE COURSES

Applicants for admission to graduate courses (as distinguished from admission to candidacy for the Master of Education degree) must:

1. Hold a Bachelor's degree from a college or university accredited by the National Council for Accreditation of Teacher Education, or the Middle States Association of Colleges and Secondary Schools (or other regional accrediting association).
2. Present transcript(s) from all colleges and universities at which undergraduate or graduate credit has been earned.

3. Have earned a cumulative 2.0 quality point average (A=4 quality points; B=3 quality points; C=2 quality points; D=1 quality point) in all undergraduate courses. He should also provide evidence of academic competency by satisfactory performance on the graduate qualifying examination specified by the Graduate Council.
4. Possess character and personality traits characteristic of an educated person.
5. Provide names and current addresses of two persons who are sufficiently acquainted with their academic competence, character, and personal traits to judge their probability of success in graduate courses.

### **PROCEDURE FOR ADMISSION TO GRADUATE COURSES**

Persons desiring to enroll for graduate courses (as distinguished from admission to candidacy for the Master's degree) must:

1. Submit the prescribed application to the Business Office accompanied by the matriculation fee of \$10.00 payable to the Commonwealth of Pennsylvania.
2. Submit transcripts of all undergraduate and graduate credit earned.
3. Arrange for an interview with the Director of Graduate Studies on a date following the receipt by the Division of Graduate Studies of the items listed in Nos. 1 and 2 above.

Persons normally enrolled in the Graduate Division of another institution should submit a written statement from the Dean of the Graduate School or the appropriate department chairman indicating that the student is currently enrolled in good standing in the degree program.

### **REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE MASTER OF EDUCATION DEGREE**

A student must apply for admission to the degree program prior to completing twelve (12) semester hours of graduate credit. The procedure is as follows:

1. Submit an official application for admission to candidacy to the Director of Graduate Studies. (Applications are available in the Office of Graduate Studies)
2. Submit transcripts of graduate credit earned at other colleges or universities.

3. Complete successfully with a grade of "B" or better at least nine (9) semester hours of graduate courses at Bloomsburg State College.
4. Achieve a satisfactory score on the Graduate Qualifying Examination.
5. Submit evidence of the possession of a valid teaching certificate issued by the certifying agency of Pennsylvania or some other state.

*Students are expected to have an undergraduate major in the field in which they elect to do graduate study. Any deficiencies in undergraduate areas as determined by the departmental chairmen or major advisors must be satisfactorily removed prior to being approved for the graduate degree.*

### **REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE MASTER OF ARTS DEGREE**

A student must apply for admission to the degree program prior to completing twelve (12) semester hours of graduate credit. The procedure is as follows:

1. Submit an official application for admission to candidacy to the Director of Graduate Studies. (Applications are available in the Office of Graduate Studies)
2. Submit transcripts of graduate credit earned at other colleges or universities.
3. Complete successfully with a grade of "B" or better at least nine (9) semester hours of graduate courses at Bloomsburg State College.
4. Achieve a satisfactory score on the Graduate Qualifying Examination.

*Students are expected to have an adequate undergraduate preparation in the field in which they elect to do graduate work. Any deficiencies in undergraduate areas as determined by the departmental chairmen or major advisors must be satisfactorily removed prior to being approved for the graduate degree.*

### **PROFESSIONAL RESEARCH REQUIREMENT**

Professional research is considered to be an integral part of all graduate programs at Bloomsburg. The requirements of individual courses should reflect this philosophy and should contribute to the student's concept of the place of research in professional activi-

ties. In addition, the student is required to complete a Research Option as part of his degree program. This option will include the Master's Research Paper and/or Thesis for all departments or either a Departmental Paper or Departmental Seminar, depending on the specific department involved. In all cases the option will be determined by the department in which the student is enrolled.

The Master's Research Paper and/or Thesis will offer the student an opportunity to engage in research of limited scope pertaining to some area in a school situation which needs study and improvement, or to some specific aspect of an academic area. In-service teachers may wish to select a project which is concerned with an existing problem area in the school system with which they are currently associated.

The Master's Research Paper and/or Thesis must be approved by the Chairman of the student's advisory committee, and a formal plan for the completion of the project must be submitted to, and approved by, the student's advisory committee before the project is undertaken. A final written report of the project, prepared in conformity with requirements established by the Graduate Council, must be approved by the student's advisory committee with copies submitted to the office of the Division of Graduate Studies for permanent filing before credit of two semester hours will be granted. The student should consult the curriculum outline for his field to determine the option to the Master's Research Paper. Specific procedures are available in the Office of Graduate Studies.

### **TIME LIMIT**

All requirements for the Master's degree must be completed within a six year period immediately preceding the date on which the degree is to be conferred. This time limit includes all credits transferred from other institutions. In very unusual circumstances, this period of time may be extended. If an extension of time is desired, written application should be made to the Director of Graduate Studies.

### **SUMMARY OF REQUIREMENTS FOR GRANTING THE MASTER OF EDUCATION DEGREE**

The Master of Education degree will be granted only upon:

1. Unqualified admission to candidacy for the degree.
2. Satisfactory completion of the Professional Research Requirement.



3. Completion of a graduate program of study totaling not less than 30 semester hours of credit, and including courses prescribed in the applicable curriculum and specified in the program of study developed by the student's advisor.
4. Completion of all graduate courses with a grade of "C" or better and with a total quality point *average* of 3.00 ("B") or better.
5. Satisfactory performance on a final written and/or oral examination conducted by the student's advisory committee.
6. Student must receive the recommendation of the department before receiving the degree.
7. Evidence of having been certified to teach by the proper certifying agency of Pennsylvania or some other state.

### **SUMMARY OF REQUIREMENTS FOR GRANTING THE MASTER OF ARTS DEGREE**

The Master of Arts degree will be granted only upon:

1. Unqualified admission to candidacy for the degree.
2. Satisfactory completion of the Professional Research Requirement.
3. Completion of a graduate program of study totaling not less than 30 semester hours of credit, and including courses prescribed in the applicable curriculum and specified in the program of study developed by the student's advisor.
4. Completion of all graduate courses with a grade of "C" or better and with a total quality point *average* of 3.00 ("B") or better.
5. Satisfactory performance on a final written and/or oral examination conducted by the student's advisory committee.
6. Student must receive the recommendation of the department before receiving the degree.

### **APPLICATION FOR GRADUATION**

It will be the student's responsibility to submit a formal written application for graduation and for fulfilling all of the requirements for granting of the degree which are listed above. (Note: A degree will not be conferred at the end of a session during which the student has been registered elsewhere.)

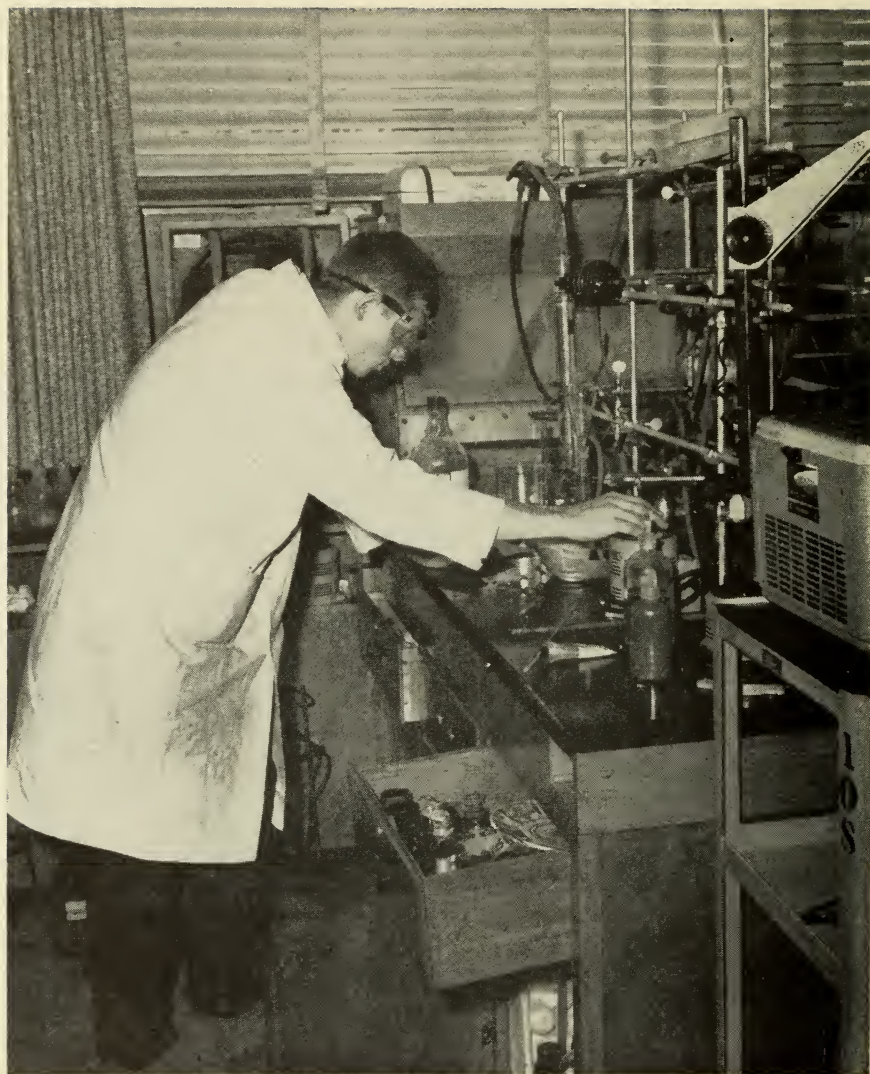
## FINANCIAL ASSISTANCE

Financial assistance is available to graduate students in the form of graduate assistantships, federal fellowships in selected areas, National Defense Student Loan programs, and the Pennsylvania Higher Education Assistance Agency Loan programs. Normally a student must be a full-time student to be eligible for financial assistance. A student should write to Mr. Robert Duncan, Assistant Dean of Students and Director of Financial Aid, Bloomsburg State College, for information.

Additional information on graduate programs may be obtained from the Office of the Director of Graduate Studies, Navy Hall, Bloomsburg State College, Bloomsburg, Pennsylvania 17815.









# THE CURRICULA\*

## CURRICULA IN TEACHER EDUCATION

The overall goal of teacher education is to prepare teachers to contribute to the improvement of society in a three-fold manner — as active citizens, as educational leaders in their communities, and as guides who help children and youth become informed, active citizens.

The courses programmed in each of the teacher-education curriculums offered at Bloomsburg State College are designed to develop citizen teachers through a well-organized sequence of courses in the area of general education, professional education, and specialization.

### GENERAL EDUCATION

The underlying philosophy and objectives of the general education sequence in the teacher education programs include the cultivation of democratic ideals, a sound code of ethical and moral values, a sense of civic responsibility, the capability of personal and social adjustment, and individual self-realization. More specifically, this phase of the academic program is intended to develop such qualities as the following: (1) skill in communication; (2) familiarity with general methods of fact finding; (3) comprehension of basic scientific principles and their application; (4) knowledge of our cultural heritage and its relevance to current social issues; (5) discrimination in the arts; (6) appreciation for diverse intellectual endeavors and their relationship to one's own field of interest; (7) physical and mental well-being.

### PROFESSIONAL EDUCATION

The general objectives of the professional education sequence, cooperatively developed by the faculty, are basically the same for all teacher-education curriculums and can be briefly stated: to alert college students to the needs of youth and society and to the prin-

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\* All curricular requirements are currently under study and subject to change.



ciples of learning applicable to the meeting of these needs. An understanding of the dynamics of mental hygiene pertaining to youth and community is stressed.

This sequence, which includes student teaching, proposes to prepare students for service in the communities and schools by stressing similarities and contrasts in philosophy, facilities, and pupils among various school systems and social settings. Modern methods of dealing with learners and with the problems encountered in professional employment are made part of the prospective teacher's professional preparation.

### ACADEMIC SPECIALIZATION

The teacher-education programs at Bloomsburg are based on the concept that academic field specialization is basic to achieving professional as well as individual and social goals.

The academic fields which pertain to the humanities, science, the arts, mathematics, history and other social sciences, are central in the experiences which provide competence in fields of specialization, which the student will use in teaching children and youth. The prospective teacher as an individual and citizen needs understanding of the academic fields because teaching requires accurate knowledge of relevant facts and values, and skills of reflective thinking, creativity, and analysis.

The areas of specialization make a two-fold contribution to the work of the teacher. First, they provide much of the content with which children and youth will deal as the teacher guides their general education. Second, the prospective teacher, through concentration or specialization in the academic field, gains that depth of understanding and insight into one or more areas of knowledge which is basic to helping the child with the special interest or abilities to work more intensively on a problem.

### DIVISION OF ARTS AND SCIENCES

The requirements and goals of the Arts and Sciences program at Bloomsburg State College currently are under review by a faculty committee. While efforts will be made to keep students informed of changes when they are made, students should understand that *the Arts and Sciences program is subject to change.*

## OBJECTIVES

The universally recognized goals of liberal education are those which relate to the maturation of the individual in knowledge and wisdom. In terms of the customary three-fold division of knowledge — Humanities, Social Sciences, Natural Sciences — a more detailed description of the goals might be as follows: (1) to cultivate a sensitive, appreciative, and judicious attitude towards the various media of creative expression as communicative of man's ideas, aspirations, and needs, (2) to develop an awareness of our social heritage, the relevance of social, political, and economic factors to human behavior, and the relationship between the past and the present, (3) to provide a basic understanding of critical and analytical methods of investigation into the nature of the universe and of the application of scientific discovery to modern life.

In addition to cultivating the "whole" individual, the Arts and Sciences Program is intended to offer an opportunity for exploration of a single field in some depth, not only as a means to possible further education at the graduate level, but also for the value inherent in terminal experience of the complexities of any one discipline.

Hence, the Bachelor of Arts curriculum at Bloomsburg, leading to the A. B. degree, offers both exposure in breadth and penetration in depth, proceeding from the assumption that among the many vital consequences of a more enlightened individual is a more stable and tolerant society.

**NOTE ON PRE-PROFESSIONAL PROGRAMS:** Students intending to transfer ultimately to a college of medicine, veterinary medicine, dentistry, pharmacy, law, engineering, theology, etc. should write immediately for the catalog and/or admission requirements of that particular college and, with the aid of the Director of Arts and Sciences at Bloomsburg State College, plan their undergraduate programs accordingly.

All of the preprofessional courses required for admission to colleges of dentistry, medicine and veterinary medicine are available in the Arts and Sciences Curriculum at Bloomsburg State College.

Specialized programs of study can be arranged through the Departments of Biology, Chemistry and Mathematics to meet entrance requirements to the various professional colleges.

## DEGREE PROGRAM IN MEDICAL TECHNOLOGY

Approval of a program of studies leading to a B.S. degree in Medical Technology is anticipated in the near future. The program will include three years on the Bloomsburg State College campus and one year at the Geisinger Medical Center, Danville, Pennsylvania.

Further information regarding these programs can be obtained from the Director of Admissions, Bloomsburg State College.

### AN OVERVIEW

The Arts and Sciences program at Bloomsburg State College consists of four parts, which may be briefly outlined as follows:

I. General Education .....	66 - 70 Credit Hours
II. Core Studies in the Social Sciences, the Humanities or the Natural Sciences .....	14 - 18 Credit Hours
III. Additional studies in the Core or Major Area .....	24 Credit Hours
IV. Electives .....	16 - 24 Credit Hours
	<hr/>
Total Required for the A. B. Degree .....	128 Credit Hours

### THE GENERAL EDUCATION REQUIREMENT

The General Education requirement is essential to any curriculum in the Arts and Sciences. Its purpose is to prepare all students, whatever their field of concentration or their vocational intentions, for adult life as men and women living private lives; as members of their local communities; and as citizens of the Commonwealth, of the nation and of the world. The General Education requirement for students enrolled in Arts and Sciences is similar to that for students enrolled in the various divisions leading to the degree in professional education. Thus it is possible for students to "cross over" from one program to another within the first two years with a minimum of difficulty. In order to achieve the purposes of General Education, the following 66-70 hour requirement has been established:

*Credit Hours*

Science (Biology, Chemistry, Physics, or Earth Science) .....	6-8
Art or Music .....	3
Literature .....	6
Philosophy .....	3
History of Civilization .....	6
Political Science 211 or 212 .....	3
Psychology .....	3
Social Science (Any two of the following: Econ. 211, Econ. 212, Soc. 211, other Soc., Anthro. 200) .....	6
English Composition .....	6
Introduction to Speech .....	3
Mathematics 111, 112, or 211, 212 .....	6-8
Foreign Language (Fr., Ger., Span., or Rus. 103-104) .....	6
World Geography .....	3
Personal Health .....	2
Physical Education I, II, III, IV .....	4

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 66-70 Cr. Hrs.

### THE CORE REQUIREMENT

The beginning of specialization or study of material in depth in the Arts and Sciences Program occurs with the student's choice of one of three broad areas of concentration: Humanities, Social Sciences, or Natural Science and Mathematics. Following is the Core Requirement for each area.

I. Humanities Core	<i>Credit Hours</i>
English 249—Shakespeare .....	3
Any additional semester of English Literature .....	3
Philosophy 307—Ethics or Philosophy 302—Logic .....	3
Speech 208—Introduction to Theatre Arts or Speech 321—Argumentation .....	3
Any semester of Art History .....	3
Any semester of Music History .....	3
Total .....	18

#### II. Social Science Core

The general intent of the Social Science Core is to require the completion of two semesters of study in the areas of geography, psychology, political science, economics, and sociology, plus one semester in anthropology. A portion of this program is fulfilled by the Social Science courses in General Education. (As regards history, two courses are already required in General Education.) The Social Science Core consists of the following:

1. The four courses below which have not been taken to complete the General Education requirement. Political Science 211, Political Science 212 Economics 211, Economics 212 Sociology 211, one additional semester of sociology Anthropology 200 .....	12
2. An additional semester of geography and an additional semester of psychology .....	6
Total .....	18
III. Natural Science and Mathematics Core	
1. Math. 211 and 212 — Calculus I and II .....	8
2. A full year of a science that is (a) outside of, yet relevant to, the major and (b) in addition to and in a field separate from the year of science taken in fulfillment of the General Education Requirement. Possible selections: Biology, Chemistry, Physics, Earth Science .....	6-8
Total .....	14-16

### THE MAJOR-AREA REQUIREMENT

Above and beyond the General Education and Core Requirements a minimum of 24 credit hours must be amassed in one of the three general areas of concentration (Humanities, Social Science, Natural Sciences and Mathematics) or preferably in a specific discipline within one of these areas.

For the achievement of this Major-Area Requirement, specific courses or course sequences are prescribed by some departments:

1. Biology<sup>1</sup>  
Nine semesters basic: 103, 210, 211, 220, 221.  
*Plus* any four of the following: 331, 341, 351, 361, 371, 381. Additional courses, according to advisement, from field and laboratory courses.
2. Business-Economics<sup>2</sup> (combination)  
Bus. Ed. 221, 222, 321, 322, 101, 331.  
Econ. 211, 212, 413.
3. English  
231, 232, 401 or 402.

<sup>1</sup>Biology majors are expected to take the following auxiliary courses: Chem. 111 and 112, Chem. 331 and 332, Phys. 111 and 112, and Math. 211 and 212.

<sup>2</sup>Normally begun in the sophomore year.



4. Geography and Earth Science<sup>3</sup>
  - A. Geography: 225, 223, 323, 354, 363, E.S. 365, 492.
  - B. Earth Science: 357, 361, 355, 365, 453, 359, 451, Geog. 495.
5. History  
Hist. 399.
6. Mathematics  
110, 211, 212, 221, 311, 321.  
*Plus* any five of the following: 241, 312, 322, 332, 411, 412, 421, 422, 431, 432.
7. Physical Sciences
  - A. Chemistry<sup>4</sup>: 111, 112, 222, 331, 332, 411, 412, 421, 424, *Plus* at least one of the following: 422, 490, 491, 492.
  - B. Physics<sup>5</sup>: 211, 212, 310, 311, 314, *Plus* at least 12 cr. hrs. drawn from the following: 315, 412, 420, 421, 422, 490.
8. Psychology<sup>6</sup>  
101, 211, 260, 416, 321, 331, or 431, or 436, 351, or 451, or 456, 401, 461.  
At least 3 credit hours in electives.
9. Social Sciences
  - A. Comprehensive Major  
Any six semesters of work in the Social Sciences beyond the General Education and Core Requirements
  - B. Economics  
International Economics  
Intermediate Micro Economics  
Public Finance and Macro Economics  
Money and Banking  
Business and Economics Statistics I  
Business and Economics Statistics II  
Seminar in Economics<sup>7</sup>
  - C. Political Science  
Six semesters of work beyond Pol. Sci. 211 and 212, to be determined in consultation with an appropriate faculty advisor.
  - D. Sociology  
Six semesters of work beyond Soc. 211 and the core semester of sociology, to be determined in consultation with an appropriate faculty advisor.

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<sup>3</sup>Required for any of the three majors in Geography are a course in Statistics and a course in Computing.

<sup>4</sup>Chemistry majors are expected to take the following auxiliary courses: Phys. 211, 212, 310, and Math. 211, 212, 311, and 312.

<sup>5</sup>Physics majors are expected to take the following auxiliary courses: Chem. 111, 112 (these two to be taken in the freshman year) and Math. 211, 212, 311, and 312.

<sup>6</sup>Usually taken during the freshman year in fulfillment of the General Education Requirement. Also recommended for psychology majors during the freshman year are: Biol. 103, and Math. 111 and 112.

<sup>7</sup>Prior approval of the instructor is required.

## 10. Speech

Basic: 206, 241, 325, 412.

Public Address: 231, 307, 418, 421, 492.

Theatre Studies: 211, 311, 318, 319, 411, 414, 415, 416, 490.

## ELECTIVES

For the elective portion of the curriculum, which makes up the balance of the 128 credit hours required for graduation, students may take almost any courses offered by the college, with the logical exception of those in Professional Education, Physical Education, certain Business Education skills, etc. Approximately 16 to 24 credit hours are normally allowed for electives (courses of the student's own choice).

## DIVISION OF BUSINESS

### THE FOUR YEAR BUSINESS ADMINISTRATION CURRICULUMS

The purpose of the Business Administration program is to prepare students for successful careers in business that will be personally satisfying and socially useful.

Students enrolled in the Business Administration curriculums take courses during their first two years that are, for the most part, identical to those required of all students enrolled in the Arts and Sciences programs. After the first two years, emphasis is placed on courses in Business Administration; at this time Business Administration majors will also have the option of specializing in some area of their choice — in either business or one of the arts and sciences. Students thus may satisfy their own personal interests in business as well as receive a substantial general education.

Graduates of the program may receive a Bachelor of Science degree (or a Bachelor of Arts degree by completing the foreign language requirement).

Specifically, the program of studies in Business Administration is designed:

1. To provide essential knowledge of the social and physical world in which we live.
2. To cultivate skills, attitudes, understandings, and knowledges, which can be applied to the world of business.

3. To develop personality and characteristics in the students which are required by business.
4. To understand the organization and management of our industrial society.
5. To develop the ability to think rationally and to apply this kind of thinking to complex business problems.
6. To develop the skills and techniques which will aid students in their efforts to become business managers or administrators.

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

Present or prospective transfer students from Junior Colleges should consult Paragraph I (A, B, C, and D) of the "Criteria For Business Administration," January 1968 with respect to college course offerings for the school years 1968-71.

Transfer students from junior colleges or community colleges will be required to complete the following courses in their designated curriculum:

- Bus. 323—Accounting for Management Decision and other subsequent accounting courses as prescribed
- Bus. 450—Introduction to Electronic Data Processing or Bus. 451 — Introduction to Programming

All requirements for General Education, Core, Specialized, and Electives as shown for each curriculum.

### *GENERAL EDUCATION* (all sequences)

#### Business Administration

Science .....	6-8
Art or Music .....	3
Literature .....	6
Psychology .....	3
Social Sciences:	
Economics .....	6
Political Science .....	3
English Composition .....	6
Speech .....	3
Mathematics (111 and higher level) .....	6
World History .....	6

Geography .....	3	
Health .....	2	
Physical Education .....	3	
Philosophy, Advanced Speech, Sociology, or Foreign Language ...	6	62-64

*CORE* (all sequences)

	<i>Credits</i>	
Bus. 101—Introduction to Business .....	3*	
Bus. 221 and 222—Principles of Accounting I, II .....	6	
Bus. 323—Accounting for Management Decision .....	3	
Bus. 331—Business Law I .....	3	
Bus. 342—Marketing Principles and Practices .....	3	
Bus. 343—Business Finance .....	3	
Bus. 344—Management Processes .....	3	
Econ. 346—Business and Economics Statistics I .....	3	
Econ. 413—Money and Banking .....	3	
Bus. 446—Business Policies .....	3	33
TOTAL GENERAL AND CORE .....		95-97

Subject to change for administrative reasons without notice.

*ACCOUNTING SEQUENCE*

Business Administration

*SPECIALIZED REQUIREMENTS*

Bus. 321 and 322—Intermediate Accounting I, II .....	6	
Bus. 421—Cost Accounting .....	3	
Bus. 422—Auditing Theory and Procedures .....	3	
Bus. 423—State and Federal Tax Accounting .....	3	15

*Plus 18 hours of electives.*

The student must complete the following courses:

General Education .....	62-64
Core .....	33
Specialized Requirements .....	15
Electives .....	18
Typewriting or proficiency .....	0

128

Subject to change for administrative reasons, without notice.

\* Students with an accounting objective should enroll in Bus. 221 in the first semester and omit "Introduction to Business."

GENERAL BUSINESS ADMINISTRATION SEQUENCES  
*ELECTIVE REQUIREMENTS*

	<i>Credits</i>
General Education .....	62-64
Core .....	33
Electives in Business Administration (Accounting or Economics as approved by advisor) .....	33
Typewriting or Proficiency .....	0
	128

A student must complete 33 elective credits which can include one additional course in Accounting and one additional course in Economics. The remaining courses would be selected from those listed under Electives — Business Administration.

Students should also refer to Core courses and General Education.

ECONOMICS SEQUENCES

*Business Administration*

General Education .....	62
Core .....	33
Specialized Economics Courses .....	15
Electives — Business Administration .....	18
Typewriting or Proficiency .....	0
	128

*SPECIALIZED REQUIREMENTS*

	<i>Credits</i>
The student must complete the following courses	
Econ. 411—Intermediate Micro Economics .....	3
Econ. 412—Intermediate Macro Economics .....	3
Econ. 423—History of Economic Thought .....	3
Econ. 422—Contrasting Economies .....	3
Econ. 313—Labor Economics .....	3
	15

*ELECTIVES — BUSINESS ADMINISTRATION*

Business Law II .....	3
Personnel Management .....	3
Cost Accounting .....	3
Federal Tax Accounting .....	3
State and Federal Tax Problems .....	3
Report Writing .....	3
Research Studies .....	3
Introduction to Electronic Data Processing .....	3
Introduction to Computers .....	3
	18
TOTAL, SPECIALIZED AND ELECTIVES .....	33
ADD GENERAL AND CORE .....	95



## THE FOUR YEAR BUSINESS EDUCATION CURRICULUMS

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 prepare 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 the curriculum satisfactorily 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 successfully complete 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 non-accredited 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.

The specific objectives of the Business Education program are:

1. To contribute to the development of a broader understanding of the culture of our society.
2. To develop an appreciation of the contributions business teachers can make to the total educational program of the school.
3. To prepare students for certification to teach or supervise the teaching of business subjects.
4. To develop vocational competency in the skill subjects and in accounting.
5. To provide sufficient basic business education to insure competency and to develop interest in the teaching of basic business subjects.
6. To provide training and experience in methods and techniques of teaching business subjects.

Upon satisfactory completion of the basic year of the curriculum, students must choose one of the sequences (General, 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 credit hours.

All Business Education program students must complete 128 credits of courses distributed approximately equally between General Education and Business Education.

Prior to the end of the junior year students must receive clearance from the Student Teaching Committee — Business Education for admission to student teaching in public secondary schools.

For the Provisional Certificate to teach Business Education in a public high school in Pennsylvania, candidates must complete the Accounting, the General, or the Secretarial Sequence (or their equivalents) at Bloomsburg State College. These sequences incorporate

courses in general, professional, and Business Education required under the regulations published by the Department of Public Instruction.

The following high school teaching areas and the college credits for specific courses for these areas follow: Bookkeeping, 12 credits of accounting courses; Business English, 15 credits in English, including Business Correspondence; Business Mathematics, 15 credits in accounting and business mathematics; Retail Selling, 9 credits in Salesmanship (Bus. 241), Marketing (Bus. 342) and Retailing (Bus. 341); Shorthand, 9 credits; Typewriting, 6 credits. Students must complete all of the courses prescribed on a particular sequence to qualify for a certificate. Additional information may be obtained from the Director of Business Education.

## DIVISION OF SPECIAL EDUCATION

### PURPOSE

This Division of Bloomsburg State College has been designated by the State Department of Public Instruction to prepare people in Training of the Mentally Retarded and in the Communication Disorders (Speech Pathology Sequence). A program in Education of the Deaf is being developed but is not yet approved. The Bachelor of Science in Education degree is conferred on students who satisfactorily complete any of the approved Special Education curricula. Certification in the approved programs is granted upon completion of the curricula and approval of the faculty.

### EQUIPMENT

The Special Education Center is located in Navy Hall. Students majoring in Communication Disorders have access to a hearing suite which is equipped with pure-tone and speech audiometers, a Bekesy audiometer, a psycho-galvanometer, a Voice Science Lab which is equipped with a speech sonograph, single and dual track tape recorders, disc-record cutting machines and sound analysis equipment; phonographs, auditory training units, desk and individual model hearing aids, language masters, and library materials in Communication Disorders for use in Clinical Practicum.

Instructional aids for the Teaching of the Mentally Retarded include SRA Reading Laboratories, tachistoscope, a primer typewriter, a collection of curriculum and workshop materials, and library materials concerning all areas of mental retardation.

## CLINICAL PRACTICE AND STUDENT TEACHING

Students enrolled in the Teaching of the Mentally Retarded program have the opportunity of participating in the work with the mentally retarded in carefully supervised and graded special classes. After completion of the course work, students participate in full-time student teaching programs in two separate settings for the duration of nine weeks each.

Those enrolled in Communication Disorders acquire their initial clinical experience while they are still on campus. Upon completion of course work and clinical practice on campus, these students are placed for two different experiences, each lasting nine weeks, which gives them the opportunity to work full time with a qualified speech clinician in a school or clinic setting.

Student teachers and clinicians in Special Education are assigned to the White Haven State School, the Selinsgrove State School and Hospital, and to the public schools in Chester, Columbia, Cumberland, Lancaster, Lycoming, Montgomery, Montour, Northampton, Northumberland, Berks, Lehigh, Bucks, Luzerne, Snyder, and Sullivan counties.

As greater numbers of students are assigned to student teaching or clinical practicum through increased enrollment, other centers will be developed. A student may be assigned to a school district, county, or service facility for an entire semester, or he may be re-assigned in mid-semester to other school districts, facilities, or counties.

## COMMUNICATION DISORDERS CURRICULUM

(Subject to change for administrative reasons)

### SPEECH PATHOLOGY SEQUENCE

The objectives of this program are to prepare state certified speech correctionists, to provide opportunity for students to meet the requirements of ASHA for Certificate of Clinical Competence in Speech Pathology, and to extend the competence of speech clinicians so that they can adequately work with public school and clinic problems.

The program is designed to cover eight semesters with courses distributed as follows:

First Semester—Eng. 101, Speech 103, Biol. 203, Geog. 101, H.P.E. 101, and either Math. 101 or 111.

Second Semester—Eng. 102, Com. Dis. 152, Art 101, H.P.E. 150, Com. Dis. 251, and one of the following (Hist. 111, 112, 113).



- Third Semester—H.P.E. 100, Spec. Ed. 201, H.P.E. elective, Phys. 101, Com. Dis. 276, 252, Psy. 101.
- Fourth Semester—Music 101, Psy. 211, 371, Com. Dis. 253, 376, Eng. 207 or 208.
- Fifth Semester—Soc. 211 or Anthro. 200, Psy. 321, Phil. 211, Com. Dis. 351, and one of the following (Psy. 331 or 416.)
- Sixth Semester—Com. Dis. 467, 352, Hist. 218, Ed. 393, and foreign language elective.
- Seventh Semester—Eng. 401 or Com. Dis. 360, Com. Dis. 452, Pol. Sci. 211, Com. Dis. 361, and two electives from communication disorders, foreign languages, or reading.
- Eighth Semester—Com. Dis. 402.
- Com. Dis. 466, 471, 475 are recommended for course selections beyond the required.

### EDUCATION OF THE DEAF SEQUENCE

The objectives of this sequence are to prepare state certified teachers of the deaf to provide opportunity for students to meet the requirements of certification of the Conference of Executives of American Schools for the Deaf, and to extend the competency of teachers of the deaf. This program still is being developed.

- First Semester—Eng. 101, Speech 101, Biol. 103, Geog. 101, and either Math. 101 or 111, H.P.E. 101.
- Second Semester—Eng. 102, Com. Dis. 152, art elective, history elective, Com. Dis. 251, H.P.E. 150.
- Third Semester—Spec. Ed. 201, Phys. 101, Psy. 101, Com. Dis. 252, 276, H.P.E. 100 and a recreational elective.
- Fourth Semester—Music elective, Psy. 211, 371, Eng. (literature elective), Com. Dis. 376, EOD 201.
- Fifth Semester—Sociology elective, Phil. 211, Psy. 321, Com. Dis. 351, EOD 351.
- Sixth Semester—Ed. 393, Pol. Sci. 211, EOD 352, 353, and either advanced science, advanced math. or statistics.
- Seventh Semester—Com. Dis. 452, Spec. Ed. 455, EOD 366, 461, elective.
- Eighth Semester—EOD 403.

### CURRICULUM FOR TEACHERS OF THE MENTALLY RETARDED

(Subject to change for administrative reasons)

The objectives of this curriculum are to prepare State certified teachers in the area of mental retardation and extend competency in teaching of the mentally retarded.

- First Semester—Eng. 101, Speech 103, Biol. 103, Geog. 101, and either Math. 101 or 231, H.P.E. 101.



- Second Semester—Eng. 102, Phys. 101, either Art 101 or Music 101, Psy. 101, H.P.E. 150, and one of the following (Hist. 111, 112, 113).
- Third Semester—Eng. 207 or 208, Hist. 218, Soc 211 or Anthro. 200, Spec. Ed. 201, Phil. 211, H.P.E. 100.
- Fourth Semester—Pol. Sci. 211, Music 311, Tch. MR 201, Elective in Humanities, elective in social sciences, Psy. 211.
- Fifth Semester—H.P.E. elective, Tch. MR 303, 351, Psy. 371, Ed. 371, elective in Science or math.
- Sixth Semester—Ed. 393, 397, Psy. 321, Tch. MR 352, Eng. 316.
- Seventh Semester—Spec. Ed. 451, Psy. 416 or 331, Tch. MR 361, 432, H.P.E. 420.
- Eighth Semester—Tch. MR 401.

## SPECIAL DEGREE PROGRAMS

### THE TWO-YEAR DEGREE PROGRAMS

The Bloomsburg State College has 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 are 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 70 credit hours of professional and general education courses distributed as follows:

A. Professional Education	Credit Hours
Ed. 393—Social Foundations of Education .....	3
Psy. 101—General Psychology .....	3
Psy. 371—Educational Psychology .....	3
Ed. 301—Audio Visual Education .....	2
Total .....	11

B. General Education		
1. English and Speech .....	16	
Eng. 101—English Composition I .....		3
Speech 103—Introduction to Speech .....		3
Eng. 102—English Composition II .....		3
Any speech elective .....		3
Eng. 207—Survey of World Literature I .....		3
Eng. 208—Survey of World Literature II .....		3
2. Fine Arts .....	6	
Art 101—Introduction to Art .....		3
Music 101—Introduction to Music .....		3
3. Geography .....	6	
Geog. 101—World Physical Geography .....		3
Geog. 102—World Cultural Geography .....		3
4. Social Studies .....	18	
Pol. Sci. 211—United States Government .....		3
Econ. 211—Principles of Economics I .....		3
Hist. 111—World History to 1500 .....		3
Hist. 112—World History, 1500-1815 or		
Hist. 113—World History, since 1815 .....		3
Hist. 218—History of U. S. and Pa. ....		3
Soc. 211—Principles of Sociology .....		3
Total .....		46
C. Electives .....		13
Grand Total .....		70

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 credit hours earned previously.

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.

### APPLICATION FOR ADMISSION

A dental hygienist who desires to enroll in the Degree Curriculum for Dental Hygienists should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania 17815.

## RESIDENCE REQUIREMENTS

Resident credits may be earned in day, evening, and summer classes which are offered on campus or approved by the college administration.

## DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

Effective September 1, 1961  
(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 of Pennsylvania.
2. All persons admitted to this degree program will be required to satisfactorily complete 60 credit hours of additional preparation distributed as follows:

A. Courses Related to Public School Nursing:	Credits
NED. 301—Public School Nursing I .....	3
NED. 302—Public School Nursing II .....	3
NED. 304—Public Health Nursing .....	3
NED. 305—Nutrition .....	3
NED. 306—Family Case Work .....	3
	15
B. General Education:	
Eng. 101 or 102—English Composition .....	3
Eng. 207 or 208—Survey of World Literature .....	3
Hist. 111—World History to 1500 OR	
Hist. 112—World History, 1500-1815 OR	
Hist. 113—World History since 1815 .....	3
Hist. 218—History of U. S. and Pa. Survey .....	3
Pol. Sci. 211—U. S. Government .....	3
Soc. 211—Principles of Sociology .....	3
Biol. 103—General Biology .....	3
	21
C. Professional Education:	
Ed. 393—Social Foundations of Education .....	3
Ed. 451—Pupil Personnel Services in the Public Schools .....	3
Psy. 101—General Psychology .....	3
Psy. 211—Child Growth and Development .....	3
Psy. 331—Mental Hygiene .....	3
Psy. 371—Educational Psychology .....	3
	18

## D. Electives:

Music 101—Introduction to Music .....	3
Art 101—Introduction to Art .....	3
Math. 101—Fundamentals of Mathematics .....	3
Speech 103—Introduction to Speech .....	3—6
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Total .....	60

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.

## APPLICATION FOR ADMISSION

A registered nurse who desires to enroll in the Degree Curriculum for Public School Nurses should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania 17815.

## RESIDENCE REQUIREMENTS

Resident credits may be earned in day, evening, and summer classes which are offered on campus or approved by the college administration.

## DIVISION OF ELEMENTARY EDUCATION

Students in the Elementary Education Division are given a wide and versatile background of academic and cultural learnings. They must be prepared to work in all of the subject areas of the curriculum with a generation of alert students. They must be sensitive to the problems which children encounter in their growth and development and how those problems affect their learning. Instruction in program planning and budgeting of the school day is provided to the end that the students will know how to provide for individual differences.

Students in this curriculum are required to choose their electives from a sequence of courses which will give them real depth in one academic subject. This "Area of Concentration" will help equip them to serve as resource persons or team leaders for the schools in which they teach.

## THE FOUR-YEAR ELEMENTARY CURRICULUM

Provisional College Certificates issues on the basis of the four-year elementary curriculum are valid for nursery school, kindergarten, and Grades One to Six inclusive, as well as for Grades Seven and Eight under the old 8-4 system.

### AREAS OF ACADEMIC CONCENTRATION

Each elementary education student shall be required to take from 18 to 24 semester hours of work in one of the following areas of academic concentration, 15 of which may be considered as part of general education. Academic Areas Offered:

Art	Mathematics
Biology	Music
Economics	Philosophy
English	Physical Science
French*	Political Science
General Speech	Psychology
Geography and Earth Science	Social Sciences
German*	Sociology
Health and Physical Education**	Spanish*
History	

Additional information may be obtained from the Office of the Director of Elementary Education.

## DIVISION OF SECONDARY EDUCATION

Programs of studies in Secondary Education have been designed to give students the academic, cultural, and professional background necessary to make them competent teachers in their respective fields. The General Education requirements provide the prospective teacher with a broad basis in the Arts and Sciences, while Professional Education, including student teaching, stresses the needs of youth and society.

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\* Those students who select an area of concentration in a foreign language, having no required general education credits to apply, might conceivably have to take more than 128 hours for graduation. For instance, they must take at least six credit hours of foreign language literature courses.

\*\*Elementary education majors who wish to secure an Area of Concentration in elementary school health and physical education must complete these courses: HPE 301, 302, 303, 320, 321, 331, 410, 411, and 412. The 300 series courses in the Area of Concentration must be taken before the 400 series courses.



The majors offered in Secondary Education have the dual objective of (1) giving the student a background of sufficient breadth and depth to enable him to be a confident and knowledgeable teacher in his particular area of preparation, and (2), where not incompatible with the above, to provide in his chosen field a basis for the pursuit of graduate study in the indicated academic discipline or a related general field.

Minimum number of credit hours for graduation is 128 hours.

DEGREE PROGRAM — Secondary Education

I. GENERAL EDUCATION (62 Credits)

A. Humanities	
Art or Music Appreciation .....	3
English Composition .....	6
World Literature .....	3
Philosophy .....	3
Speech .....	3
Humanities elective .....	3
<hr/>	
Total .....	21
B. Social Sciences	
World History .....	6
Hist. of United States and Pennsylvania .....	3
United States Government .....	3
World Physical Geography .....	3
General Psychology .....	3
Economics .....	3
*Sociology or Cultural Anthropology .....	3
<hr/>	
24	
* Comprehensive Social Studies majors take both courses.	
C. Natural Sciences	
General Biology .....	3
Physical Science .....	3
Mathematics .....	3
Science elective (Biology, Mathematics, Earth Science) .....	3
<hr/>	
Total .....	12
D. Health and Physical Education*	
Personal and Community Health .....	2
Physical Education (Fitness, Aquatics, Recreation) .....	3
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Total .....	5
<hr/>	
Total General Education .....	62

\* The following sequence of 12 semester hours may be used as free electives to provide understandings and skills necessary to coach high school athletics. This block of work does not lead to certification as a Health and Physical Education Teacher.

## II. PROFESSIONAL EDUCATION (24 Credits)

A. Foundations	
1. Educational Psychology	
(Psychological Foundations of Education —	
including observation and participation) .....	3
2. Social Foundations of Education	
(Including observation and participation) .....	3
B. Curriculum and Instruction in the Secondary School .....	6
C. Student Teaching in Secondary School	
(Including Professional Practicum) .....	12
Total Professional Education .....	<u>24</u>

## III. SPECIALIZATION (42 Credits)

This block of credits is allocated for study in breadth and depth devoted to the student's major teaching field.

Total Specialization .....	<u>42</u>
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MINIMUM TOTAL FOR GRADUATION .....	<u>128</u>
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### REQUIRED COURSES (6 CRS.)

HPE 242 *Physiological & Medical Aspects of Athletic Coaching*

HPE 409 *Principles & Problems of Secondary School Athletics*

### ELECTIVES (6 CRS.)

One course in team sports

One course in individual sports

One additional course in either team or individual sports

### TEAM SPORT SERIES

HPE 251—*Techniques of Coaching Baseball*

HPE 252—*Techniques of Coaching Basketball*

HPE 253—*Techniques of Coaching Football*

### INDIVIDUAL SPORT SERIES

HPE 256—*Techniques of Coaching Cross Country, Track and Field*

HPE 257—*Techniques of Coaching Wrestling and Golf*

HPE 258—*Techniques of Coaching Swimming and Tennis*

### ENGLISH — 30 Credit Hours

Required Courses (18 CRS.)—\*209, 231, 232, 249, 302, 381 or 382, 401 or 402.

Elective Courses (Minimum of 12 CRS.).

### FRENCH — 30 Credit Hours

Required Courses—101, 102, 103, 104, 201, 202, 210, 220, 320, 321.

Elective Courses (24 CRS.).

### GERMAN — 30 Credit Hours

Required Courses—101, 102, 103, 104.

Elective Courses (24 CRS.).

\*Eng. 209 replaces Eng. 207 as General Education requirement for English majors.

## SPANISH — 30 Credit Hours

Required Courses—101, 102, 103, 104, 201, 202, 205, 210, 301, 302.  
 Elective Courses (24 CRS.).

## SPEECH — 33 Credit Hours

Required Courses (18 CRS.)—105, 208, 218, 241, 321, 251.

Elective Courses (Minimum of 12 credits from public address and theatre offerings; a maximum of 3 credits may be counted towards the specialization from each of the following areas: communication disorders and English.

## GENERAL SCIENCE — 54 Credit Hours

Graduates of this program will be qualified to teach science through grade 9.

Since students electing this program will satisfy the science requirements of the General Education program within the confines of the courses listed below, they should not take Phys. 101—Basic Physical Science, nor Math. 101 — Fundamentals of Mathematics.

Required Courses (43 CRS.)—\*\*Biol. 103, 210, 211, 220; Chem. 111, 112; Phys. 111, 112; E.S. 355, 357, 453; Math. 111, 112.

Elective Courses (11 CRS.)—taken from the Biological Sciences, Earth Sciences, and Physical Sciences.

- NOTES: (1) Three or four elective courses will be needed to give a minimum of 11 credits. They may be all from one field, or they may be distributed among them.
- (2) Some of the above courses are given only in the Summer Sessions; consult the catalog descriptions.
- (3) Students in this program may take either Ed. 396 — Teaching of Biological Science, or Ed. 396 — Teaching of Physical Science to fulfill the Professional Education requirement in this area.

## BIOLOGICAL SCIENCE — 44 Credit Hours

Biological Science majors are not required to take Phys. 101 — Basic Physical Science, H.P.E. 101 — Physical Fitness, and Math. 101 — Fundamentals of Mathematics. All five required biology courses should be taken by the end of the sophomore year. Both of the required mathematics courses and at least two of the required chemistry courses should also be taken by the end of the sophomore year. Recommended and elective courses in the biological sciences would then be taken during the junior and senior years.

Required Courses (20 CRS.)—Biol. 103, 210, 211, 220, 221; \*\*Chem. 111, 331, 332; \*\*Math. 111, \*\*116.

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\*\*Courses denoted by double asterisk are needed to meet the General Education requirements and do not count toward the 44 credits needed in the Biological Science area of specialization.

Although Phys. 111 — Introductory Physics I *is not* required of all biology majors, it is highly recommended. Those students who anticipate doing graduate work in biology should have a minimum of one and preferably two physics courses. Physics could be scheduled during the junior or senior year. Credits earned in physics will increase a student's graduation total in excess of the 128 credits normally required.

<i>Required Core of Biological Science Courses (12)</i>	CL	CR
Select any <i>four</i> of the following <i>six</i> courses.		
Biol. 331—General Ecology .....	5	3
Biol. 341—Genetics .....	5	3
Biol. 351—Molecular Biology .....	5	3
Biol. 361—Microbiology .....	5	3
Biol. 371—Embryology .....	5	3
Biol. 381—Vertebrate Physiology .....	5	3

Elective Courses (12 or 9 if physics was taken)—Of these twelve (12) credits, six (6) must be taken in field-type courses. Biology majors should expect to attend summer school at least once during their undergraduate program in order to obtain field courses which are offered during the summer.

The 128 credit hours represent a minimum requirement for graduation in Secondary Education with a major in Biological Sciences. All biology majors should plan, if possible, to take additional elective courses in the Biological Sciences in order to obtain a broad spectrum of courses within the discipline of biology. Students planning graduate study in biology should *expect* to take courses beyond the minimum established for graduation.

### CHEMISTRY — 52 Credit Hours

Since students majoring in Chemistry will adequately satisfy the science requirements of General Education within the requirements of the Chemistry program, they should not take Phys. 101 — Basic Physical Science, Math. 101 — Fundamentals of Mathematics, nor Biol. 103 — General Biology I.

Required Courses (28 CRS.)—Chem. 111, 112, 222, 231, 232, 311, 312; Phys. 211, 212, 310; Math. 211, 212, 311.

### PHYSICS — 48 Credit Hours

Since students majoring in Physics will adequately satisfy the science requirements of General Education within the requirements of the Physics program, they should not take Phys. 101 — Basic Physical Science, Math. 101 — Fundamentals of Mathematics, nor Biol. 103 — General Biology I.

Required Courses (42 CRS.)—Phys. 211, 212, 310, 311, 314; Chem. 111, 112; \*Math. 211, 212, 311, 312.

Elective Courses (at least 6 CRS.).

\* Pre-Calculus, Math. 110 (4 credits), may also be required of insufficiently prepared students.

\* Count Math. 211 — Calculus I (4 c.h.) as General Education.

MATHEMATICS — 33 Credit Hours

It is strongly recommended that two of the science requirements of General Education be satisfied with Physics 211 and 212.

	CL	CR
Math. 110—Pre-Calculus .....	4	4
(Does not apply to credits for mathematics major.)		
Required Courses (21 CRS.)—211, 212, 221, 222, 311, 321.		
Electives (Choose 4)—241, 312, 322, 331, 332, 411, 412, 421, 422, 431, 432.		

EARTH AND SPACE SCIENCE — 39 Credit Hours

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

Required Courses (39 CRS.)—\*Math. 111, 112; \*Phys. 111, 112; Chem. 111; E. S. 354, 355, 357, 359, 361, 365, 367, 368, 369, 451, 453; Geog. 356.

Student must complete 7 of the listed courses. At least one lab course must be included.

GEOGRAPHY AND EARTH AND SPACE SCIENCE — 45 Credit Hours

Geography and Earth and Space Science majors are *not* required to take Math. 101 and Phys. 101.

Required Courses (33 CRS.)—Math. 111, 112; Phys. 111, 112; Chem. 111; E.S. 355, 357, 359, 361, 365, 367, 368, 369; Geog. 354, 356, 451, 453.

At least one lab course must be included.

Elective Courses (12 CRS.)

GEOGRAPHY — 30 Credit Hours

Required Courses (12 CRS.)—Geog. 102, 353, 492; E.S. 355.

Restricted Electives (9 CRS.)—At least one course must be chosen from each of the following areas: Earth Science, Human Geography, and Regional Studies.

COMPREHENSIVE SOCIAL STUDIES

BASIC SPECIALIZATION REQUIREMENTS (9 credit hours plus area requirements as indicated)

	CR
Elements of Political Science .....	3
Economic and Cultural Geography .....	3
Principles of Economics II .....	3
	9

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



*The above requirements must be supplemented with more intensive work in one of the three major areas of emphasis indicated below.*

## 1. SOCIAL PROBLEMS EMPHASIS

**Within the social problems emphasis, the student must select one of the specialized curricula described. Coupled with the above requirements, this will permit certification in Comprehensive Social Sciences and the SINGLE subject indicated.**

- a. Economics—21 Credit Hours  
Required Courses (9 CRS.)—Pol. Sci. 323; Soc. 313; Econ. 314, 422.  
Elective Courses (12 CRS.)
- b. Sociology—21 Credit Hours  
Required Courses (12 CRS.)—Pol. Sci. 323, 324; Soc. 332, 315, 313.  
Elective Courses (9 CRS.)
- c. Political Science—21 Credit Hours  
Required Courses (9 CRS.)—Hist. 392; Soc. 313; Econ. 422; Pol. Sci. 323, 324, 433.  
Elective Courses (12 CRS.)
- d. History-Government—21 Credit Hours  
Required Courses (15 CRS.)  
Minimum of one course from each of the following areas: European History, Non-Western World History, United States History, National Politics, International Politics.  
Elective Courses (6 CRS.)
- e. Geography—21 Credit Hours  
Required Courses (18 CRS.)  
Minimum of one course from each of the following areas: Earth Science, Human Geography, Regional Studies.  
Elective Courses (3 CRS.)  
Minimum of one course from one of the following areas: Economics, Sociology, Political Science, History, Philosophy.

## 2. HISTORICAL EMPHASIS—18 Credit Hours

**This program, coupled with the General Education requirements, will permit certification in Comprehensive Social Sciences with a concentration in history.**

Required Courses (12 CRS.)

Minimum of one course from each of the following areas: Ancient to Early Modern Era, Modern Europe, The Non-Western World, United States.

Elective Courses (6 CRS.)

Minimum of one course from two of the following areas: Economics, Sociology, Political Science, Geography, Philosophy.

### 3. CULTURAL EMPHASIS—18 Credit Hours

This program, coupled with the General Education requirements, will permit certification in Comprehensive Social Sciences with broad orientation in a specific geographic area.

Required Courses (15 CRS.)—Soc. 327

The other 12 credits in the required courses are to be completed by selecting *ONE* of the following four sequences:

- a. Latin America—Geog. 244, Hist. 352, Econ. 434, Pol. Sci. 424.
- b. Europe—Geog. 233, Hist. 332, Econ. 422, Pol. Sci. 323.
- c. Asia—Geog. 243, Hist. 354, Econ. 434, Pol. Sci. 426.
- d. Africa—Geog. 245, Hist. 358, Econ. 434, Pol. Sci. 425.

Elective Courses (3 CRS.)

One course from any of the above except in the selected sequence.

## HISTORY — 24 Credit Hours

Required Course (3 CRS.)—Hist. 399.

The other 12 credits in the required courses are to be selected from one of the following sequences:

### I.

- A. European Survey—312, 214, 318, 319, 322, 324, 326, 332.
- B. Recent Europe—319, 326, 332, 412, 421, 422, 428, 452.

### II.

- A. Recent Non-Western World—352, 354, 356, 358, 362, 452, 454, 456.
- B. The Contemporary World—332, 384, 392, 412, 422, 452, 454, 456.

### III.

- A. United States Survey—372, 374, 376, 378, 382, 384, 388.
- B. United States Topics and Problems—391, 392, 396, 471, 472, 481, 482.

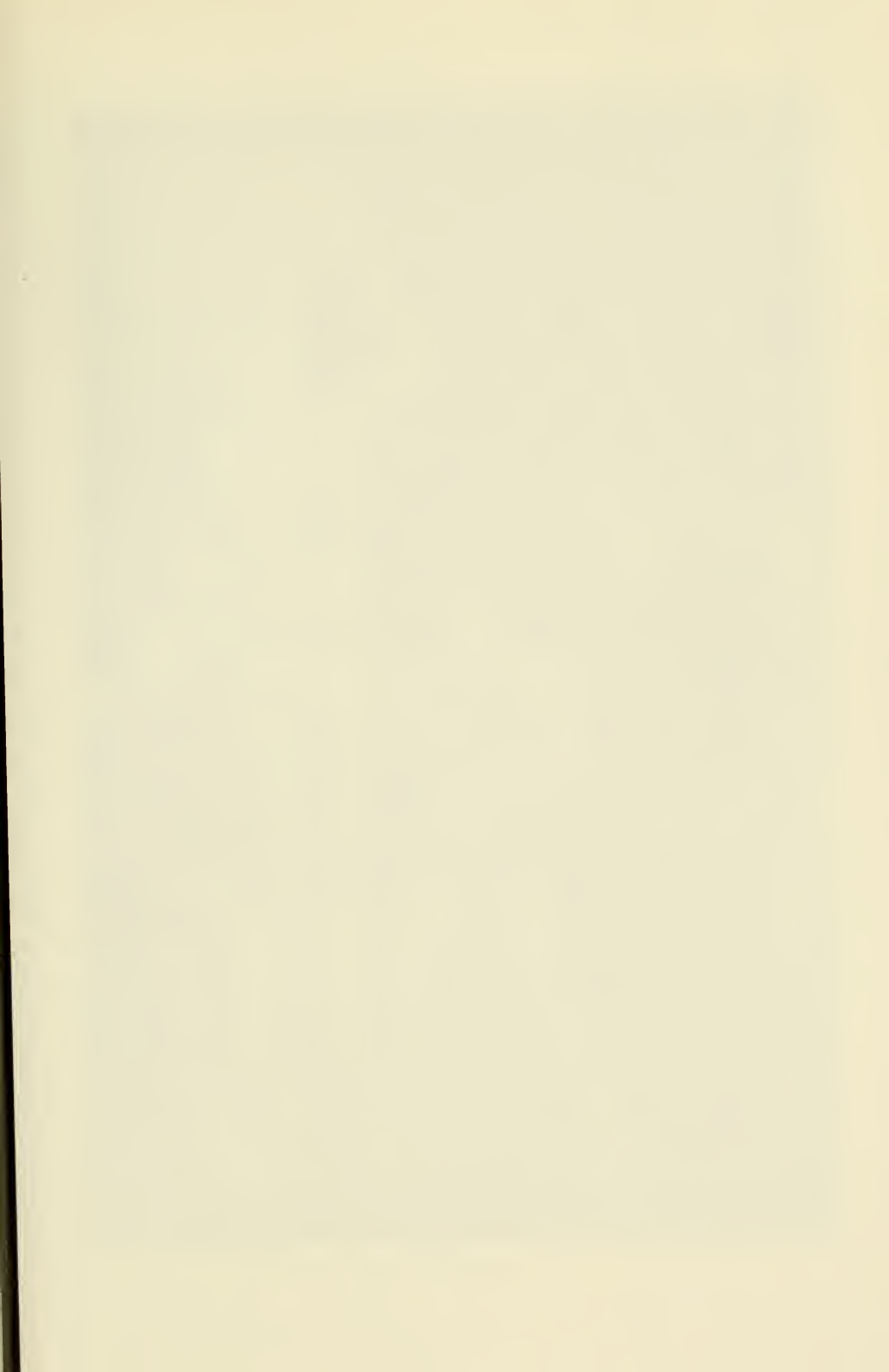
Elective Courses (18 CRS.)

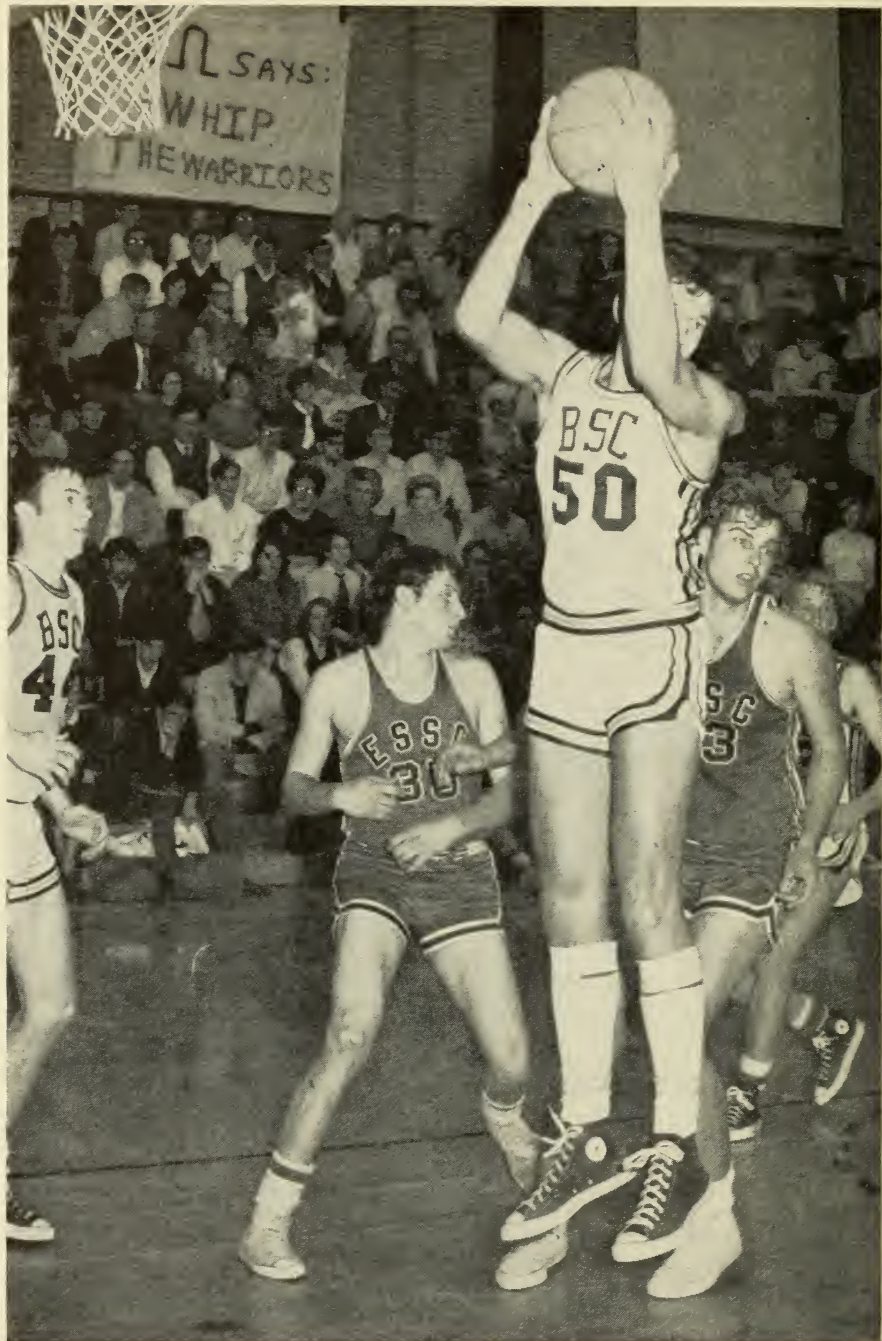
Single-subject (6 CRS.)—from one of the following areas: Economics, Geography, Political Science, Sociology, a single foreign language, humanities.

*General* (12 CRS.)

Except for history majors who pursue a foreign language and who will usually complete only 6 credits of general electives, majors will complete 12 credits in courses approved by their Department of History advisor.

<sup>1</sup> Students electing Foreign Language must complete 12 credits unless exception is approved by the Department of History.





# DEGREE PROGRAMS AT BLOOMSBURG STATE COLLEGE

## DEGREES GRANTED

Bachelor of Arts

Bachelor of Science

Bachelor of Science in Education

Master of Arts

Master of Education

## DEGREES OFFERED IN SPECIFIC FIELDS

Biology—B.A., B.S. in Ed., M.Ed.

Business Administration—B.A., B.S.

Business Education—B.S. in Ed., M.Ed.

Chemistry—B.A., B.S. in Ed.

Economics—B.A., B.S. in Ed.<sup>1</sup>

Earth and Space Science—B.A., B.S. in Ed.

Elementary Education—See Below

English—B.A., B.S. in Ed., M.Ed.

French—B.A., B.S. in Ed., M.Ed.

Geography—B.A., B.S. in Ed., M.Ed.

Earth Science Sequence

Meteorology Sequence

German—B.A., B.S. in Ed., M.Ed.

History—B.A., B.S. in Ed., M.A., M.Ed.

Mathematics—B.A.

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<sup>1</sup>Included in Comprehensive Social Sciences



Mental Retardation, Teaching of—BS. in Ed., M.Ed.

Music—B.A.

Physics—B.A., B.S. in Ed.

Political Science—B.A., B.S. in Ed.<sup>2</sup>, M.Ed.

Psychology—B.A.

Science, General—B.S. in Ed.

Sociology—B.A., B.S. in Ed.<sup>2</sup>

Spanish—B.A., B.S. in Ed., M.Ed.

Speech—B.A., B.S. in Ed., M.Ed.

Communication Disorders—B.S. in Ed., M.Ed.

Humanities—B.A.

Social Sciences—B.A., B.S. in Ed.

Natural Sciences & Math.—B.A.

Reading—M.Ed.

Social Studies—M.Ed.

Elementary Education—B.S. in Ed.

Area of Concentration

Art

Biology

English

French

General Speech

Geography and Earth Science

German

Health and Physical Education

History

Mathematics

Music

Physical Science

Psychology

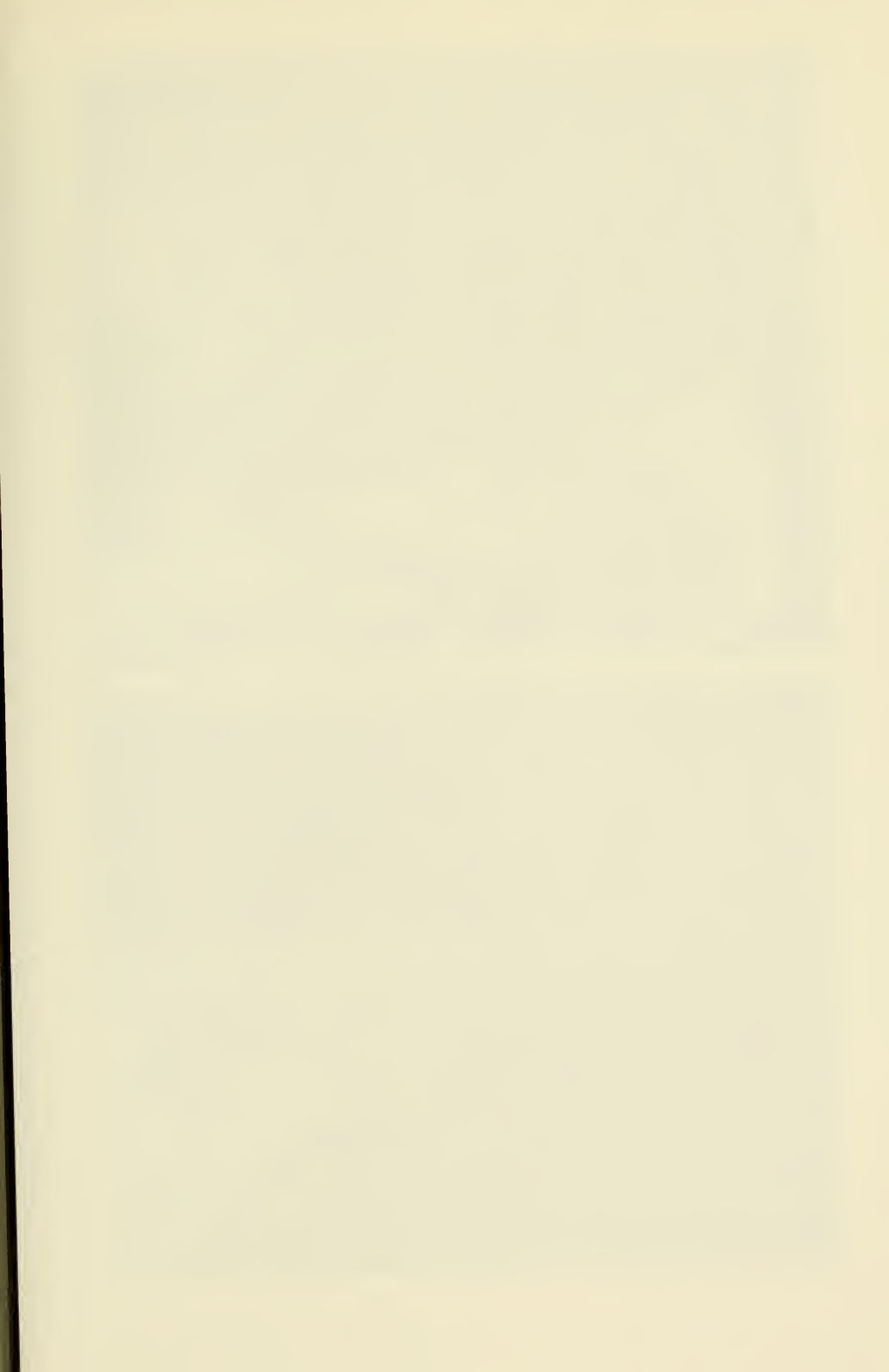
Spanish

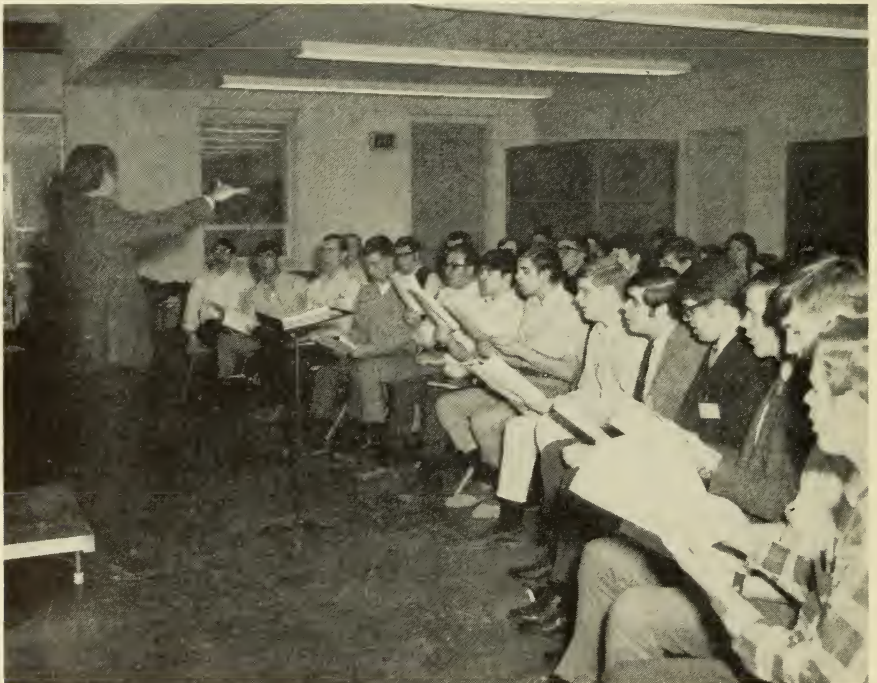
Social Sciences

Elementary Education—M.Ed.

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<sup>2</sup>Included in Comprehensive Social Sciences





# COURSE DESCRIPTIONS

## ART

Associate Professor Percival R. Roberts, III, Chairman

Associate Professor: Kenneth T. Wilson, Jr.

Assistant Professors:

Ronald F. Bower

Niranjan Goswami

Barbara J. Strohman

Constance C. Ward

Art 101 — *Introduction to Art* 3 cr. hrs.

Consideration of the great works of art, past and present, with an analysis of the structure as determined by civilization, communication, and expression.

Art 250-51 — *Design Fundamentals I and II* 3 cr. hrs.

An introduction to the fundamental principles of design and organization of the visual elements involving primarily dimensional problems in Art 250 and 3-dimensional problems in Art 251.

Art 275 — *General Crafts* 3 cr. hrs.

A broadly conceived program to introduce the potential teacher of art to a variety of crafts, tools, materials, and techniques.

Art 301 — *Children's Art* 3 cr. hrs.

An analysis of the art of children and ways to stimulate artistic attitudes at various age levels.

Art 311 — *American Art History* 3 cr. hrs.

History of the visual arts in America.

- Art 321 — *European Art History* 3 cr. hrs.  
History of the visual arts on the European continent from the Greek era to the nineteenth century.
- Art 331 — *Oriental Art History* 3 cr. hrs.  
History of the visual arts in Japan, China, India, and the countries of the Near East.
- Art 341 — *History of Modern Art* 3 cr. hrs.  
Study of the contemporary movements in art from the nineteenth century to the present.
- Art 397 — *Drawing I* 3 cr. hrs.  
Basic analysis and understanding of form, structure and personal expression in drawing.
- Art 398 — *Drawing II* 3 cr. hrs.  
The course will emphasize experimentation with various media, development in composition, individuality in drawing, and stressing what will become future personal involvement in art. Pre-requisite: Art 397.
- Art 399 — *Figure Study* 3 cr. hrs.  
A study of the theory and practice of depicting the human figure in a variety of media, both male and female, draped and undraped, from still and action poses, singly and in groups, including analyses of outstanding figurative works of the past and present. Prerequisites: Art 397, 398, Art 401, 402, Art 404, 405 or with the consent of the instructor and the department chairman.  
The figure may also be incorporated in other advanced studio areas as well as at the discretion of the instructor.
- Art 401 — *Painting I* 3 cr. hrs.  
Introduction to form and color through studio experience.
- Art 402 — *Painting II* 3 cr. hrs.  
Continued sensitive development toward a maturing style in painting. Prerequisite: Art 401.
- Art 403 — *Painting III* 3 cr. hrs.  
Advanced work planned for individual needs. Prerequisite: Art 402.
- Art 404 — *Sculpture I* 3 cr. hrs.  
Studio exploration of three-dimensional expression.



- Art 405 — *Sculpture II* 3 cr. hrs.  
Continued sensitive development toward a maturing style in sculpture. Prerequisite: Art 404.
- Art 406 — *Sculpture III* 3 cr. hrs.  
Advanced work planned for individual needs. Prerequisite: Art 405.
- Art 411 — *Ceramics I* 3 cr. hrs.  
Introduction to ceramic processes and design.
- Art 412 — *Ceramics II* 3 cr. hrs.  
Emphasis upon quality ceramic design, throwing on the wheel, experiments in decorative processes and mixing clays and glazes. Prerequisite: Art 411.
- Art 413 — *Ceramics III* 3 cr. hrs.  
Advanced work planned for individual needs.
- Art 450 — *Art Education in the Elementary School* 3 cr. hrs.  
Explores the theories and techniques behind the use of art in the elementary school.
- Art 475 — *Special Problems in Art* Variable credit 1-3 hrs.  
Emphasis on specialized, individualized independent study in studio areas and art history. Amount of course credit awarded determined by instructor and written proposal of student with the consent of the department chairman on the basis of substance and depth of the project to be undertaken. Prerequisite would be satisfactory completion of three levels of studio area or its equivalent.
- Art 490 — *Art Gallery* 3 cr. hrs.  
Study of works by classical and contemporary masters first hand in 4-6 major museums in New York, Penna., and Washington, D.C. with emphasis on technique, visual concepts, relative proportions, aesthetics and historical context in both 2-d and 3-d forms and study of the role of the art museum culturally and educationally. Visits to selected galleries in Philadelphia, New York City, Washington, D.C., Harrisburg will be followed up with in-depth study on campus together with special problems assigned in conjunction with the college art gallery arranged by its director.
- Art 499 — *Visual Aesthetics* 3 cr. hrs.  
Directed study of the "silent image" emphasizing artistic concern with environmental relationships.

## BIOLOGY

Professor Donald D. Rabb, Chairman

Professor: Michael Herbert

Associate Professors:

James E. Cole

Phillip A. Farber

George Gellos

Craig L. Himes

Jerome J. Klenner

Julius R. Kroschewsky

Thomas Manley

Stanley A. Rhodes

Bryan B. Valett

Joseph P. Vaughan

Assistant Professor: Louis V. Mingrone

Instructor: John R. Fletcher

Biol. 103 — *General Biology I* 3 cr. hrs.

Emphasizes major principles and theories in the structure and function of plants and animals at levels of organization and development from molecule to ecosystem.

Biol. 104 — *General Biology II* 3 cr. hrs.

Plant and animal phyla with emphasis on their role to man.  
Prerequisite: Biol. 103.

Biol. 210 — *Invertebrate Zoology* 3 cr. hrs.

The principal phyla of invertebrate animals in relation to their anatomy, classification, and their role in the eco-systems in which they participate. Prerequisite: Biol. 103.

Biol. 211 — *Vertebrate Zoology* 3 cr. hrs.

The biology of the vertebrate animal with emphasis in morphology, physiology, and development. Laboratory work with living and preserved specimens with representative individuals of the major classes of this important group. Prerequisite: Biol. 103, 210.

Biol. 220 — *General Botany I* 3 cr. hrs.

General consideration of the plant kingdom with emphasis on plant anatomy, physiology, economic botany, and other related areas. Prerequisite: Biol. 103.

Biol. 221 — *General Botany II* 3 cr. hrs.

The plant kingdom showing the phylogenetic development and arrangement of the plants in the taxonomic system. Emphasis upon life cycles of plants representing the various taxonomic levels. Prerequisite: Biol. 220.

Biol. 331 — *General Ecology* 3 cr. hrs.

Principles and concepts pertaining to energy flow succession patterns, limiting factors, habitat studies, and population studies at the species, interspecies, and community level. Prerequisites: Biol. 210, 220.

Biol. 341 — *Genetics* 3 cr. hrs.

The study of inheritance in living things. The practical application of genetic principles in animal breeding, in plant propagation, and in improvement of the human race is emphasized. Stress upon the mathematical and molecular concepts of modern genetics. The course is fundamental for all biology students. Prerequisites: Biol. 103, Biol. 210 or 211, Biol. 220. Math. 116 is suggested but not required.

Biol. 351 — *Molecular Biology* 3 cr. hrs.

The integration of chemical and physical concepts applicable to the functional aspects of biological systems. Emphasized on the interrelation between molecules and the organism. Prerequisites: Biol. 103, Chem. 111, or consent of the instructor.

Biol. 361 — *Microbiology* 3 cr. hrs.

The metabolism, cultivation, identification, and control of micro-organisms with emphasis on bacteria, viruses, and fungi. Their distribution in nature and the importance of their beneficial activities as well as harmful effects on man. Prerequisite: Biol. 103 or consent of instructor.

Biol. 371 — *Embryology* 3 cr. hrs.

Animal reproduction and development with particular emphasis on the vertebrates. Prerequisites: Biol. 210 or consent of instructor.

Biol. 381 — *Vertebrate Physiology* 3 cr. hrs.

The functions of tissues, organs, and systems and their chemical integration. Emphasis will be on mammalian circulation, respiration, digestion, metabolism, renal function, reproduction, and endocrines. Prerequisites: Biol. 211, Chem. 111, or consent of instructor.

Biol. 411 — *Systematic Entomology* 3 cr. hrs.

A field course covering collection and identification of larval and adult insects. Prerequisites: Biol. 103 and 104 or Biol. 210.

Biol. 413 — *Ornithology* 3 cr. hrs.

The basic biology of birds with emphasis on their ecology and identification in the field. Prerequisite: one year of biology or consent of the instructor.

Biol. 414 — *Ichthyology* 3 cr. hrs.

Field and laboratory study of the fishes of the streams and rivers of this area including their collection, taxonomy, anatomy, and ecological methods. Prerequisite: Biol. 482. Recommended: Biol. 331.

Biol. 415 — *Biology of the Arthropods* 3 cr. hrs.

Prominent arthropod classes with special emphasis on Insecta. Studies of functions, morphology, histology, embryology, and metamorphosis. Prerequisites: Biol. 210 and Biol. 416.

Biol. 416 — *Parasitology* 3 cr. hrs.

Parasites in relation to human disease. Epidemiology of parasitic diseases; their prevention and treatment. Prerequisites: Biol. 210 or 211.

Biol. 417 — *Field Zoology* 3 cr. hrs.

Animals observed and classified in the field. Emphasis is on the natural history of terrestrial vertebrates. The study of man's effect upon and management of wild vertebrates and their cultural and economic value. Prerequisite: Two years of biology or consent of the instructor.

Biol. 420 — *Plant Physiology* 3 cr. hrs.

How plants function: the processes involved in plant growth and behavior. Prerequisites: Biol. 212, Chem. 111. Recommended: Biol. 421, Chem. 331.

Biol. 421 — *Plant Anatomy* 3 cr. hrs.

The cells, tissues, and structural features of vascular plants are studied with emphasis on origin, development, and function. Fundamental concepts concerning gross, histological, and physiological aspects are correlated in terms of growth, patterns of differentiation, and maturation of plant parts. Two hours of lecture and three hours of laboratory per week. Prerequisite: Biol. 220 or permission of instructor.

- Biol. 422 — *Field Botany* 3 cr. hrs.  
 Flora found in Columbia County and vicinity. Prerequisite:  
 Biol. 220.
- Biol. 432 — *Fresh Water Biology* 3 cr. hrs.  
 An advanced course in the biology of streams, lakes, and ponds  
 and their relationship to the health and welfare of the country.  
 Prerequisites: Biol. 210, 220, or permission of the instructor.
- Biol. 433 — *Plant Ecology* 3 cr. hrs.  
 Plants and their interactions with the environment. Emphasis  
 is placed on populations and communities and their respective suc-  
 cessions. Practical experience is gained during field trips. Prere-  
 quisite: Biol. 331.
- Biol. 441 — *Evolution* 3 cr. hrs.  
 Mechanics of evolution; the nature and behavior of genes,  
 factors affecting gene frequencies, environmental factors, speciation  
 mechanisms, and population analysis. Prerequisite: Biol. 341.
- Biol. 443 — *Cytology* 3 cr. hrs.  
 Structure and function of cytoplasmic and nuclear organelles  
 of cells. Ultra-structural, biochemical, and cytogenetic aspects.  
 Laboratory studies will include various techniques for cell, chromo-  
 some, and tissue preparation. Prerequisite: Biol. 341, Chem. 111.  
 Recommended: Chem. 331.
- Biol. 452 — *Radiation Biology* 3 cr. hrs.  
 The principal effects of ionizing radiation and other types of  
 radiation on living systems. Applications of isotopes in biological  
 research; use of radiation sources and detectors. Prerequisite:  
 Biol. 341, Chem. 332, Math. 116, or consent of instructor.
- Biol. 453 — *Physiological Chemistry* 3 cr. hrs.  
 Life processes with emphasis on chemistry and its relationship  
 to the functional aspects of tissues and systems. Consideration will  
 be given to biologically important compounds and their effects on  
 function.
- Biol. 471 — *Histology* 3 cr. hrs.  
 Vertebrate tissues from the various body systems. Two hours  
 of lecture and three hours of laboratory per week. Prerequisites:  
 Biol. 103, 211.



Biol. 482 — *Comparative Vertebrate Anatomy* 3 cr. hrs.

A comparative study of the morphology of the vertebrate classes. Laboratory work includes anatomical study of Lamprey, the dogfish shark, and the cat. Prerequisites: Biol. 210 or consent of instructor.

Biol. 490 — *Seminar in Biology* 1 cr. hr.

Biol. 492 — *Research Topics in Biology* 1-3 cr. hrs. to be arranged

#### SUMMER ELECTIVES AT THE MARINE SCIENCE LABORATORY\*

MSL 120—Introduction to Oceanography .....	3 cr. hrs.
MSL 240—Marine Biology .....	3 cr. hrs.
MSL 245—Marine Ecology .....	3 cr. hrs.
MSL 260—Field Methods in Oceanography .....	3 cr. hrs.
MSL 250—Invertebrate Zoology .....	3 cr. hrs.
MSL 320—Physical Oceanography .....	3 cr. hrs.
MSL 325—Marine Geology .....	3 cr. hrs.
MSL 330—Chemical Oceanography .....	3 cr. hrs.
MSL 420—Marine Micropaleontology .....	3 cr. hrs.
MSL 425—Marine Geophysics .....	3 cr. hrs.

\* Please check with Dr. Wendelin Frantz or Dr. Donald Rabb for full particulars.

## BUSINESS

Professor Emory Rarig, Chairman

Professors:

Ellen L. Lensing

Cyril Albin Lindquist

Francis J. Radice

Associate Professors:

Willard A. Christian

Bernard C. Dill

Norman L. Hilgar

Clayton H. Hinkel

Margaret E. McCern

Assistant Professors:

J. Weston Baker

Charles M. Bayler

John E. Dennen

Lester J. Dietterick

Doyle G. Dodson

Margaret Ann Hykes  
 Kenneth G. Kirk  
 Jack L. Meiss  
 Robert P. Yori

Instructors:  
 Lane L. Kemler  
 Lawrence L. Verdekal

Bus. 101 — *Introduction to Business Organization  
 and Finance* 3 cr. hrs.

Attention to types of business organization, managerial controls utilized in business and financing of business enterprises.

Bus. 201 — *Elementary Typewriting I* 2 cr. 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.

Bus. 202 — *Elementary Typewriting II* 2 cr. hrs.

Production techniques; typing letters, envelopes, and cards; multiple carbon work, preparation of manuscripts, tabulation, and legal forms; preparation of stencils and liquid process masters; teaching techniques. Prerequisite: Bus. 201.

Bus. 211 — *Elementary Shorthand I* 3 cr. hrs.

Beginning course in Gregg Shorthand Diamond Jubilee.

Bus. 212 — *Elementary Shorthand II* 3 cr. hrs.

Development of ability to read shorthand notes. Prerequisite: Bus. 211.

Bus. 221 — *Principles of Accounting I* 3 cr. 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.

Bus. 222 — *Principles of Accounting II* 3 cr. 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. 221.

Bus. 241 — *Salesmanship* 3 cr. 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.

Bus. 250 — *Business Information Processing* 3 cr. hrs.

Introduction and basic orientation to the field of business information processing. The student will be introduced to the peripheral devices. Work in flowcharting, keypunching, sorting, tabulating, and programming exercises as well as observations on third generation computer hardware. Prerequisite: None.

Bus. 252 — *Business Oriented Programming* 3 cr. hrs.

Designed to familiarize the student with the Cobol language and to develop his ability to use Cobol as an effective problem oriented language through use of examples and work sessions. Student is required to define, write, test, and debug several Cobol problems. At least one problem will be compiled and run by each class member in a "hands on" environment. Prerequisite: Bus. 250.

Bus. 301 — *Advanced Typewriting* 2 cr. hrs.

Advanced application of typewriting skills. Coordinated with Advanced Shorthand for those students seeking certification in shorthand. Prerequisite: Bus. 202.

Bus. 311 — *Advanced Shorthand* 3 cr. hrs.

Practice in dictation and transcription of shorthand, with speed and accuracy stressed; grammar, shorthand penmanship, and principles of teaching of shorthand. Prerequisite: Bus. 212.

Bus. 312 — *Secretarial Practice* 3 cr. hrs.

Stenographic and secretarial activities. Prerequisite: Bus. 311.

Bus. 321 — *Intermediate Accounting I* 3 cr. hrs.

Preparation and interpretation of principal accounting statements; theoretical discussion of the standards of good accounting practice, with emphasis on current items. Prerequisite: Bus. 222.

Bus. 322 — *Intermediate Accounting II* 3 cr. hrs.

Standards of good accounting practice with emphasis on non-current items; solution and discussion of various contemporary accounting problems; detailed analysis of major financial statements of business organizations. Prerequisite: Bus. 321.

Bus. 323 — *Accounting for Management Decision* 3 cr. hrs.

Management problems of depreciation methods, valuation of good will, hidden balance sheet reserves, inventory evaluation, the price level and historical cost, budget and actual costs, and tax planning. The flows of cost accounting, financial accounting, and tax accounting are considered. Prerequisites: Bus. 221 and 222.

Bus. 331 — *Business Law I* 3 cr. hrs.

Legal rights and liabilities; 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. 332 — *Business Law II* 3 cr. 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 organization. Prerequisite: Bus. 331.

Bus. 333 — *Business Correspondence and Reports* 3 cr. 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. 202.

Bus. 334 — *Business Mathematics* 3 cr. hrs.

Basic concepts and principles related to fundamental business operations. Credit, insurance, taxes, selling and finance, investments, the interpretation of statistical data; methods of teaching business arithmetic in the secondary school.

Bus. 341 — *Retail Management Concepts* 3 cr. hrs.

Presents retailing as a dynamic sphere of business, characterized by the necessity of adapting its operations to changing demographic characteristics of trade areas. Competitive retail problems are considered. Considerations involved in formulating specific company policies include such factors as location, layout, promotion, service, and personnel. Analyses of actual case situations develop student ability to apply sound principles to current retail management practice. Prerequisite: Econ. 211, Econ. 212, Bus. 342.

Bus. 342 — *Marketing: Principles and Practices* 3 cr. hrs.

Studies the structure of the business system of distribution of materials and products. Both functional and institutional aspects are covered. Also studied are the significance of quantitative and qualitative changes in population characteristics. Trade-channel, price, and other marketing policies are taken up to provide a background for the establishment of individual firm decisions. Prerequisite: Econ. 211, Econ. 212.

Bus. 343 — *Business Finance* 3 cr. hrs.

Financial data are analyzed for the solution of managerial problems in finance, security contracts, capital structures, cost of capital, security underwriting and marketing; management of working capital, use of the capital market, dividend policy and asset valuation are studied and discussed. Prerequisite: Bus. 221 and 222.

Bus. 344 — *Management Processes* 3 cr. hrs.

Fundamentals of organization and administration.

Bus. 345 — *Personnel Management* 3 cr. hrs.

Policies and current practices in the selection, placement, training-development, evaluation, compensation and motivation of employees at all levels in business firms. Prerequisite: Economics 211 and 212.

Bus. 350 — *Analytical Computing Concepts* 3 cr. hrs.

Designed to familiarize the student with the Basic Assembly Language to develop further understanding of the computer including registers, multi-programming, and time sharing. Compiler type languages are discussed through an analysis of the Fortran compiler. Tape and disc concepts are also emphasized. Prerequisites: Bus. 250; Bus. 252.

Bus. 401 — *Records Management and Office Machines* 3 cr. hrs.

Office dictating and transcribing machines; adding-listing machines; printing, rotary, and key-driven calculators; filing systems, business papers, and office procedures; teaching methods and techniques. Prerequisite: Business Education 202.

Bus. 412 — *Touch Shorthand* 3 cr. hrs.

Dictation and Transcription involving the use of a machine, keyboard shorthand system. Development of limited proficiency in the use of a touch system and techniques for teaching machine shorthand. Prerequisite: Bus. 301 or consent of the instructor.



Bus. 421 — *Cost Accounting* 3 cr. hrs.

The elements of production costs 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. 222.

Bus. 422 — *Auditing Theory and Procedure* 3 cr. hrs.

Principles, standards, procedures, and techniques applicable to internal and public auditing; consideration of the audit report and development of working papers for preparation of the report. Prerequisite: Bus. 222.

Bus. 423 — *Federal Tax Accounting* 3 cr. 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. 222.

Bus. 424 — *State and Federal Tax Problems* 3 cr. hrs.

Group and individual assignments selected from the following areas of advanced tax accounting: partnerships and corporations, Pennsylvania corporate taxes, estates and trusts, reporting to governmental agencies. Lectures, discussion of issues, intensive practice in the solution of problems. Prerequisite: Bus. 422 and 423.

Bus. 442 — *Advertising Management:*

*Organization and Planning* 3 cr. hrs.

Surveys the entire field of advertising both as a marketing function and promotional medium. Prerequisite: Econ. 211, Econ. 212, Bus. 342.

Bus. 443 — *Sales Management* 3 cr. hrs.

Management of the sales of the materials and products from the viewpoint of the individual business enterprise in the United States. *Demand-pull* rather than *supply-push* is emphasized as a basis for contemporary practices in Sales Management. Prerequisite: Econ. 211, Econ. 212, Bus. 342. *Taught in Fall*

Bus. 444 — *Marketing Management* 3 cr. hrs.

Group and individual marketing research studies. These entail the search of both documented sources and the results of field work. Students are encouraged to follow various fields of interest such as Management, Distribution, Advertising and Marketing Practices

for greatest motivation and benefit. Prior approval of research projects by the instructor is required. All class members will participate in oral and written presentations; discussion and evaluation of projects. Prerequisite: Bus. 342 and two of the following: Bus. 341, Bus. 442, Bus. 443; with the consent of the instructor. *Taught in Spring*

Bus. 445 — *Business Report Writing* 3 cr. hrs.

The organization and preparation of reports of the types used in business firms. Techniques of collecting, interpreting, and presenting information useful to management. Prerequisite: junior or senior standing.

Bus. 446 — *Business Policies* 3 cr. hrs.

Sound business principles and policies are studied in relation to daily decision and policy making by the upper level of management. Quantitative methods and the techniques contributed by the various subject fields of business and economics are applied to selected case problems. Prerequisite: senior standing, required of all seniors.

Bus. 447 — *Research Studies in Management* 3 cr. hrs.

Identification of a problem, investigation, and preparation of a report on an individual basis. Student selection of a problem relating to some field of Business Administration: accounting, finance, advertising, marketing, general and personnel management. Prerequisite: senior standing and consent of the instructor.

Bus. 448 — *Advanced Cost Accounting* 3 cr. hrs.

The utilization of cost data for planning, control and decision making. The extension of methods and procedures to standard, estimated and distribution cost systems. Prerequisite: Bus. 221, 222 and 421.

Bus. 449 — *CPA Problems* 3 cr. hrs.

The application of procedures for the solving of a cross-section of complex accounting problems, and the discussion of related theory and practice. Prerequisite: Bus. 323, 421, 422, 423, or consent of instructor.

Bus. 452 — *System Analysis and Design* 3 cr. hrs.

Stresses the student-centered project approach to basic systems analysis and design. Topics include forms design, data collecting, data files, file maintenance, systems maintenance, systems flow-

charting, integration of systems, feasibility studies, and systems implementation. Each student completes several projects illustrative of basic systems concepts, and participates in one large class project which takes a system through the various stages of feasibility, design, and implementation. Prerequisites: Bus. 250; Bus. 252; Bus. 350.

Bus. 454 — *Educational Computer Applications* 3 cr. hrs.

Assisting the prospective or in-service teacher to utilize the full capabilities of the computer in his own classroom forms the major objective of this course. Using the computer as a tool of research and calculation, management simulation games, computer assisted testing, computer managed instruction, and computer assisted instruction are explored through readings, discussions, films, and guest lecturers. Each student is required to design, develop, and/or program an educational application suitable for inclusion in the high school or college classroom. Prerequisites: Bus. 250; Bus. 252; Bus. 350; Bus. 452.

Bus. 456 — *Managerial Computer Applications* 3 cr. hrs.

Gives the student practical experience in the analysis of business problems. Advanced techniques and concepts of programming and system analysis are featured with a major emphasis on problem-solving applications dealing with such topics as payroll, inventory, and sales. Students are required to program, test, and make operational various applicational routines with raw data. Hands-on experience will be interspersed throughout the course. Prerequisites: Bus. 250; Bus. 252; Bus. 350; Bus. 452.

*Courses in economics available to business students.*

Econ. 211 — *Principles of Economics I* 3 cr. hrs.

Econ. 212 — *Principles of Economics II* 3 cr. hrs.

Econ. 313 — *Labor Economics* 3 cr. hrs.

Econ. 346 — *Business and Economics Statistics I* 3 cr. hrs.

Econ. 412 — *Public Finance and Macro-Economics* 3 cr. hrs.

Econ. 413 — *Money and Banking* 3 cr. hrs.

Econ. 415 — *Business and Government* 3 cr. hrs.

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

## CHEMISTRY

Professor Norman E. White, Chairman

Professors:

Harold H. Lanterman

William A. Taebel

Associate Professors:

Barrett W. Benson

Clyde S. Noble

Rex E. Selk

Assistant Professor: Roy D. Pointer

Chem. 111 — *General Chemistry I* 4 cr. hrs.

Basic principles of chemistry; emphasis on atomic structure, periodic tables, chemical bonding, the states of matter and chemical calculations; laboratory practice in techniques, methods and solution of chemical problems. 6 hours/week: 3 class, 3 lab.

Chem. 112 — *General Chemistry II* 4 cr. hrs.

A continuation of Chem. 111: study of the elements by periodic groups; introduction to modern inorganic chemistry including coordination compounds; introduction to organic chemistry; laboratory emphasizes qualitative analysis. Prerequisite: Chem. 111 or equivalent. 6 hours/week: 3 class, 3 lab.

Chem. 221 — *Qualitative Inorganic Analysis* 3 cr. hrs.

Systematic identification and separation of the common cations and anions. The theory of ionization, mass action, and chemical equilibrium as it applies to analytical chemistry. Prerequisite: Chem. 112. 7 hours/week: 1 class, 6 lab. Offered in summer sessions only.

Chem. 222 — *Quantitative Analysis* 4 cr. hrs.

Fundamental principles of quantitative chemical analysis. Emphasizes gravimetric and volumetric techniques and introduces electro-metric and optical techniques. Laboratory skills and calculations of quantitative analysis are stressed. Prerequisites: Chem. 112. 8 hours/week.

Chem. 231 — *Organic Chemistry I* 4 cr. hrs.

Fundamental principles of organic chemistry. Molecular structure, stereo-chemistry and reactions of hydrocarbons and their de-

rivatives. Reaction mechanisms and syntheses emphasized. Prerequisite: Chem. 112; Secondary Biology majors may enter with only Chem. 111 but Chem. 112 also is recommended. 7 hours/week: 3 class, 4 lab.

Chem. 232 — *Organic Chemistry II* 4 cr. hrs.

A continuation of Chem. 331, with emphasis on reactions of common functional groups, synthesis and mechanism. Modern spectroscopic methods and the interpretation of spectra introduced. Prerequisite: Chem. 331. 7 hours/week: 3 class, 4 lab.

Chem. 311 — *Physical Chemistry I* 4 cr. hrs.

Theoretical foundations of chemistry. Gas laws and kinetic theory; first, second, and third laws of thermodynamics; free energy and equilibrium. Laboratory experiments to illustrate the above. Prerequisites: Chem. 222, Phys. 212, Math. 212, or consent of the instructor. 6 hours/week: 3 class, 3 lab.

Chem. 312 — *Physical Chemistry II* 4 cr. hrs.

A continuation of Chem. 411: binary solutions; colligative properties; conductance; electromotive force; reaction kinetics; and possibly crystals. Laboratory experiments to illustrate the above. Prerequisite: Chem. 411. 6 hours/week: 3 class, 3 lab.

Chem. 421 — *Advanced Inorganic Chemistry* 3 cr. hrs.

Designed to enlarge the student's knowledge of the chemical and physical properties of inorganic substances as related to atomic structure, electronic configuration, and bond energies. Prerequisite: Chem. 222. 3 hours class/week.

Chem. 422 — *Qualitative Organic Analysis* 3 cr. hrs.

A laboratory course in the qualitative analysis of organic compounds. The analysis of carbon compounds accomplished by means of separation and identification. Methods and techniques studied, applications to industry and scientific research emphasized. Prerequisite: Chem. 332. 7 hours/week: 1 class, 6 lab.

Chem. 424 — *Instrumental Analysis* 3 cr. hrs.

Covers the theory and applications of some of the instrumental methods of analysis currently in use in modern analytical chemistry. Topics include chromatography, spectrophotometry, polarography, electro-analysis, nuclear magnetic resonance, and others. A



laboratory-centered course. Prerequisites: Chem. 222 and some contact with physical chemistry, or consent of instructor. 7 hours/week: 1 class, 6 lab.

Chem. 426 — *Inorganic Preparations* 2 cr. hrs.

The preparation and isolation of selected inorganic compounds of an unusual nature employing whatever advanced or specialized techniques are required — such as high vacuum, inert atmospheres, high temperatures, and non-aqueous conditions. Prerequisite: Chem. 421 completed or concurrent, or consent of the instructor. 6 hours lab/week.

Chem. 433 — *Advanced Organic Chemistry* 3 cr. hrs.

Advanced theory, stereochemistry and utility of organic reactions. Reactive intermediates; carbonium ions, carbanions, and free radicals emphasized. Prerequisite: Chem. 332; Chem. 412 or permission of the instructor. 3 hours class/week.

Chem. 434 — *Organic Synthesis* 3 cr. hrs.

Advanced syntheses of organic compounds; development of technique; use of laboratory instruments; correlation of theory with practice. Prerequisite: Chem. 332. 7 hours/week: 1 class, 6 lab.

Chem. 441 — *Modern Biochemistry* 3 cr. hrs.

Chemistry of proteins, lipids, carbohydrates; intermediary metabolism; introduction to enzyme chemistry. Prerequisite: Chem. 222, Chem. 332; Chem. 412 recommended. 5 hours/week: 2 class, 3 lab.

Chem. 490 — *Chemistry Seminar* 1 cr. hr.

Chem. 491 — *Special Topics* 1 to 3 cr. hrs.

May take the form of a directed laboratory or library oriented investigation on one or more topics of mutual interest to student and instructor. Not intended as a research course but an extension of some topics into a second semester might become so. Registration by consent of the instructor and Department Chairman.

Chem. 492 — *Chemical Research* 3 cr. hrs.

Laboratory investigations of selected problems for advanced students. Registration by consent of the instructor and Department Chairmen.

## COMMUNICATION DISORDERS

Professor Margaret C. Lefevre, Chairman

Professor: James D. Bryden

Associate Professor: Benjamin S. Andrews

Assistant Professor: Colleen Marks

Instructor: Richard M. Smith

Com. Dis. 101 — *Clinical Voice and Diction* 1 cr. hr.

Elective course for all students seeking improvement of voice and articulation. Generalized instruction in voice production and articulation as well as individualized guidance with personal speech problems.

Com. Dis. 152 — *Voice and Diction* 3 cr. hrs.

The mechanical aspects of speech production are studied and principles of speech therapy are illustrated in relation to the students' own performance in terms of voice quality, pitch, articulation, and time elements. Ear-training and self-improvement of prospective clinicians or teachers are emphasized.

Com. Dis. 251 — *Phonetics* 3 cr. hrs.

International Phonetic Alphabet is used. Students develop competence in reading and transcription of symbols.

Com. Dis. 252 — *Speech Pathology I* 3 cr. hrs.

The neurophysiological bases of language and speech are studied as fundamental to the understanding of pathologies of language and speech. Prerequisite: Com. Dis. 251.

Com. Dis. 253 — *Speech Pathology II* 3 cr. hrs.

Evaluative procedures and techniques for identifying communication disorders are outlined. Research findings are explored. Prerequisite: Com. Dis. 252.

Com. Dis. 276 — *Introduction to Audiology* 3 cr. hrs.

The causes, evaluation techniques, and rehabilitative procedures for the various types of hearing problems are explored. Related auditory, speech, psychological, and educational factors are discussed. The roles of parent, educator, and specialist in the rehabilitation program are investigated.

Com. Dis. 351 — *Clinical Methods and Practicum* 3 cr. hrs.

Materials and methods applicable to clinical practicum and practice teaching are discussed. Opportunities for observing demonstrations by the staff are provided. Students are required to compose sample lesson plans and evaluation reports. These experiences are culminated with the students doing closely supervised therapy with milder cases of speech and hearing disorders. Prerequisites: Com. Dis. 152, 251, 252, 253, 276, and Sp. Ed. 251.

Com. Dis. 352 — *Clinical Practicum:*

*Communication Disorders* 3 cr. hrs.

Students continue supervised clinical work and are given increasing responsibility and experience with cases of greater complexity. Prerequisite: Com. Dis. 351.

Com. Dis. 360 — *Psycho-Linguistics* 3 cr. hrs.

Language is studied as a psychological phenomenon. The nature and acquisition of meaning, and the learning of systems are investigated. The influences of verbal and nonverbal antecedent conditions on both verbal and nonverbal learning are discussed. Descriptive models of language mediators in behavior are reviewed. Prerequisites: Com. Dis. 152, 251, 276.

Com. Dis. 361 — *Clinical Problems of*

*Communication Disorders* 3 cr. hrs.

Practical considerations of day to day problems encountered by the speech clinician in clinical and public school programs are discussed. Pennsylvania School Law and State mandated special service programs are also considered.

Com. Dis. 376 — *Auditory Training and Speech Reading* 3 cr. hrs.

Current teaching methods for educating children and adults with moderate and severe hearing losses are investigated. Prerequisites: Com. Dis. 251, 276.

Com. Dis. 402 — *Clinical Experience and*

*Professional Practicum (Student Teaching)* 12 cr. hrs.

A full semester program of 30 hours of speech correction per week is provided for each student. Prospective teachers of the speech and hearing handicapped gain experience by working with professional people in the field.

Com. Dis. 452 — *Anatomy of Speech and  
Hearing Mechanisms*

3 cr. hrs.

Embryology, anatomy, neurology, and physiology of the larynx and ear are studied. The actual processes involved in human speaking and hearing are explored. A co-operative lecture series is developed for the students by the medical staff at Geisinger Medical Center. Prerequisite: Com. Dis. 351.

## ECONOMICS

Professor TejBhan S. Saini, Chairman

Associate Professors:

Deake G. Porter

Robert P. Ross

Philip H. Siegel

Joseph T. Skehan

Assistant Professor: Barbara M. Dilworth

Econ. 211 — *Principles of Economics I*

3 cr. hrs.

The nature of economics, economic concepts and institutions, brief introduction to supply and demand and the price system, national income, employment and fiscal policy, monetary policy and economic stability and growth.\*

Econ. 212 — *Principles of Economics II*

3 cr. hrs.

The economics of the fiscal and resource allocation, price and output determination, current domestic economic problems; international economics and economic problems of newly developing countries. Prerequisite: Econ. 211.\*

Econ. 246 — *Business and Economics Mathematics*

3 cr. hrs.

Introduction to the basic mathematical tools most frequently employed in intermediate economics and business, e.g. elementary

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\* Econ. 211 and 212 are prerequisites for all further work in the department. Students required to take only *one* course in economics will take Econ. 211 and not Econ. 212.

algebra, analytical geometry, functions, differential and integral calculus, mathematics of finance, and linear programming.

Econ. 311 — *Intermediate Micro-theory and Managerial Economics* 3 cr. hrs.

Theory of how a competitive market system determines the composition of output, allocation of resources, and distribution of incomes; comparison of theoretical and actual behavior of competitive, monopolistic and oligopolistic firms, general equilibrium and welfare economics. Modern theories of business decision making and actual business practices.

Econ. 312 — *Public Finance and Macro-Economics* 3 cr. hrs.

Theory of determination of G.N.P., employment, and price level. Federal, state, and local fiscal policy in the light of modern theory; principles of taxation and government spending; management of the national debt.

Econ. 313 — *Labor Economics* 3 cr. hrs.

The practical questions in our modern industrial organization in the fields of management and labor unions; the economic life of members of the working force. The history of organized labor and the growth of theories in management; current policies in the national and state governments to control industrial relations.

Econ. 315 — *Business and Government* 3 cr. hrs.

A survey of government policies for maintaining competition, for reducing competition, for substituting regulation in place of competition and for substituting public for private enterprise. The various government policies will be tested in the light of economic theory and historical experience.

Econ. 346 — *Business and Economics Statistics I* 3 cr. hrs.

Descriptive statistics, averages, dispersion, elementary statistical inference, index numbers, time series and measurement of relationships as applied to business and economic problems.

Econ. 413 — *Money and Banking* 3 cr. hrs.

The historical background and development of monetary practices and principles, the principles of banking, with special attention to commercial banking and credit regulations, and current monetary and banking development.



Econ. 422 — *Contrasting Economies* 3 cr. hrs.

Theories of capitalism and socialism with special emphasis on Marxian theory. Comparison of theoretical and actual performance of capitalism, socialism, and communism.

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

The different economic theories 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. Prerequisites: For Bus. Ed. Students — Econ. 211, 212. For other students — Hist. 112, 113, and Econ. 211, 212.

Econ. 433 — *International Economics* 3 cr. hrs.

Pure theory of international trade. Study of the gains from trade, free trade, and protection; balance of payments; foreign exchange; capital movements; the dollar and the international monetary system; international liquidity shortage.

Econ. 434 — *Economic Growth of Underdeveloped Areas* 3 cr. hrs.

A study of stagnating economies. Topics include: theories of underdevelopment; operative resistances to economic growth; role of capital, labor, population growth, and technological advance; development planning; trade in a development setting.

Econ. 446 — *Business and Economics Statistics II* 3 cr. hrs.

Sampling and sampling distributions, estimation probability, tests of hypothesis, decision making, regression and correlation analysis, contingency tables, analysis of variance and computer applications, designs of experiments in selected fields of business and economics. Prerequisite: Econ. 346.

Soc. 466 — *Research Methods in the Social Sciences* 3 cr. hrs.

For a description of this course see Sociology 466. Liberal arts students concentrating in economics will receive credit for this course. Prerequisite: Econ. 346 and permission of the Economics Department.

Econ. 470 — *Senior Seminar* 3 cr. hrs.

Discussion of current literature on economic theory and economic policy. Each student reads one journal article a week on which he writes a report and defends it in the seminar.

## EDUCATION

Professor H. M. Afshar, Chairman

Professors:

Robert C. Miller  
 Gilbert R. W. Selders  
 Margaret Sponseller  
 Donald A. Vannan

Associate Professors:

Wesley E. Blamick  
 Donald E. Enders  
 Beatrice M. Englehart  
 Glenn A. Good  
 Warren I. Johnson  
 Martin M. Keller  
 Milton Levin  
 Howard K. Macauley, Jr.  
 Aloysius J. McDonnell  
 Kenneth A. Roberts  
 Ray C. Rost  
 Lynn A. Watson  
 Kenneth Whitney  
 Richard O. Wolfe  
 Matthew Zoppetti

Assistant Professors:

Raymond E. Babineau  
 Iva Mae Beckley  
 Richard J. Donald  
 John P. Sikula  
 R. Edward Warden

Instructors:

Clarence Gourley  
 Joel E. Klingman

Ed. 202 — *Methods and Materials in  
 Elementary School Science*

3 cr. hrs.

Emphasis is placed on the major methods and materials used in elementary school science. Includes the environmental experiences of children and new areas where the experiences of children are limited. Prerequisite: Phys. 103 and Bio. 103.

Ed. 301 — *Educational Media* 2 cr. hrs.

A comprehensive study of all communicative media. Opportunity to develop skills in the use of various audio-visual materials in education is provided during the laboratory periods. Prerequisite: Ed. 393 and Psy. 371.

Ed. 311 — *Educational Measurements and Evaluation* 3 cr. hrs.

The principles of testing in the various fields of subject matter. Methods of grading and problems involved, representative standardized tests, and the vocabulary of measurement. Prerequisite: Psy. 371.

Ed. 321 — *Early Childhood Education — Kindergarten* 3 cr. hrs.

A study of the physical, mental, emotional, and social levels of the kindergarten age child, paying attention to the environmental factors that foster child growth. It emphasizes the kindergarten program set up to meet the needs of this age child and to provide them with the background of experience they will need for later ventures into reading, arithmetic, science, social studies, music, art, literature, physical education and health. Prerequisite: Psy. 211 or Ed. 322.

Ed. 322 — *Early Childhood Education — Nursery* 3 cr. hrs.

A study of the needs of three, four and five year old children and experiences adapted to what is known about growth needs at these age levels. Emphasis will be placed on "Operation Head Start" as a critical point in the poverty cycle. Activities associated with the fields of health, social services and education which will improve both the child's opportunities and achievements. Prerequisite: Psy. 211.

Ed. 361 — *Problems of Secondary Education*

*Including Guidance*

3 cr. hrs.

Problems in teaching with particular emphasis upon the first years includes problems of pupil growth and development, curriculum, and counseling. Prerequisite: Ed. 393 and Psy. 371.

Ed. 362 — *Problems of Business Education  
in the Secondary School*

3 cr. hrs.

The objectives of secondary business education: guidance, placement, follow-up; administration of the business department; physical layout, equipment, supplies, selection of testbooks; curriculum and its development; tests and measurements; current trends in business education. Prerequisite: Ed. 393 and Psy. 371.

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

Developmental reading from readiness through the entire elementary school curriculum. Prerequisite: Ed. 393 and Psy. 371.

Ed. 372 — *Foundation of Reading Instruction* 3 cr. hrs.

The reading program in the elementary and/or secondary school, including the areas of comprehension speed, study skills, library skills, recreation and enrichment, and method of using information. Development of an elementary or a secondary school reading program required of each student. Prerequisite: Psy. 371.

Ed. 373 — *Diagnostic and Remedial Reading* 3 cr. hrs.

Diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. Designed for elementary and/or secondary school teachers. Prerequisite: Ed. 371 and/or Ed. 372 or Ed. 374.

Ed. 374 — *Teaching of Reading in Academic Subjects* 2 cr. hrs.

Developing the understanding and improving techniques for developing reading skills applicable to the secondary school. Emphasis on readiness, comprehension, silent reading, and oral reading through secondary school academic subjects. Suggested for English teachers who wish certification in the area of reading.

Ed. 375 — *Reading for the Socially Disadvantaged Child* 3 cr. hrs.

Methods and materials needed for the instruction of the disadvantaged child (K-12). Techniques and theories are presented as they may be applied to help the socially disadvantaged child function more adequately in the school environment.

Ed. 391 — *Learning and the Learner* 3 cr. hrs.

The psychological foundations of education: a study of individual differences, learning theories as applied to classroom situations, physical and mental growth, personality development and mental hygiene. Systematic observation and participation in the public schools. Prerequisite: Psy. 101 and Soc. 211 or Soc. 224.

Ed. 392 — *Historical and Intellectual Foundations of American Education* 3 cr. hrs.

Development of American education in the perspective of history.

- Ed. 393 — *Social Foundations of Education* 3 cr. hrs.  
 Social processes underlying education. Major areas covered include an examination of the current social forces affecting education, the place of school in American culture, the impact of social stratification on education, and role of the teacher in a period of rapid social change. Prerequisite: Psy. 101 and Soc. 211 or Soc. 224.
- Ed. 394 — *Education in Urban Society* 3 cr. hrs.  
 Systematic study of the problems of education in urban setting. Primarily designed for students planning to teach in urban schools.
- Ed. 395 — *Curriculum and Instruction in the Elementary School* 6 cr. hrs.  
 Curriculum study, methods and practices in the language arts, and social studies. Includes educational media. Prerequisite: Ed. 393 and Ed. 391 or Psy. 371.
- Ed. 396 — *Curriculum and Instruction in the Secondary School* 6 cr. hrs.  
 A team approach to the preparation of secondary teachers with the combination of broad curricular studies and specific teaching techniques. Within the general curriculum and instruction the focal areas are curricular studies, educational decision-making, instructional skills, testing, planning, and educational media. A program of actual classroom observation is an integral part of this course.
- The following methods sections concentrate on the above areas and provide practical experiences and more depth study in their particular disciplines:
- Ed. 396 (A) "Teaching of English in the Secondary School"
  - Ed. 396 (B) "Teaching of Mathematics in the Secondary School"
  - Ed. 396 (C) "Teaching of Biological Science in the Secondary School"
  - Ed. 396 (D) "Teaching of Physical Science in the Secondary School"
  - Ed. 396 (E) "Teaching of Social Studies in the Secondary School"
  - Ed. 396 (F) "Teaching of Speech in the Secondary School"
  - Ed. 396 (G) "Teaching of Geography in the Secondary School"



Ed. 396 (H) "Teaching of Business Subjects in the  
Secondary School"

Ed. 396 (I) "Teaching of French in the Secondary School"

Ed. 396 (J) "Teaching of German in the Secondary School"

Ed. 396 (K) "Teaching of Spanish in the Secondary School"

Prerequisite: Ed. 393 and Ed. 391 or Psy. 371.

Ed. 397 — *Science and Mathematics in the  
Elementary School*

3 cr. hrs.

Designed to provide prospective elementary teachers with the methods, materials, skills, understandings, and attitudes to help them to meet the needs of children in the areas of science and mathematics. Prerequisite: Phys. 103 and 104, Biol. 103 and 104, and Math. 231 and 232.

Ed. 398 — *Mathematics for Elementary Teachers* 3 cr. hrs.

Mathematical concepts essential in the teaching of contemporary programs in the elementary school. Prerequisite: Ed. 397.

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

Scheduled on full semester basis with a minimum of 30 hours per week. Opportunities for direct participating experience at two grade levels and in as many areas of the elementary curriculum as possible. Association with carefully selected master teachers.

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

Scheduled on full semester basis with a minimum of 30 hours per week. Teaching and other school experiences.

Ed. 403 — *Student Teaching in Business Subjects  
in the Secondary School*

12 cr. hrs.

Supervised educational activities in the secondary school. Students observe and teach in actual classroom situations.

Ed. 421 — *Curriculum Development*

3 cr. hrs.

Current curricular offerings of elementary and secondary schools. Emphasis upon philosophical, social, political and technical trends in the community, nation, and the world, and the effect they have upon the role of the teacher and the school in curriculum development.

Ed. 431 — *Independent Study*

3 cr. hrs.

Admission only by consent of Department Chairman.

Ed. 432 — *Social Studies in the Elementary School* 3 cr. hrs.

Designed to acquaint students with current objectives, methods and materials in the area of Social Studies in the elementary school. The psychological and sociological needs of children as they are related to the development of a social studies program in the modern school.

Ed. 433 — *Language Arts in the Elementary School* 3 cr. hrs.

Introduction to the broad spectrum of subjects called the language arts. Problems, methods, techniques and materials related to instruction in the several branches of this major area of the elementary school curriculum.

Ed. 441 — *Workshop in Education* 3-6 cr. hrs.

A study of selected areas in elementary or secondary education including research by individual students in a special teaching field. Prerequisite: 9 credits in education and teaching experience.

Ed. 442 — *Workshop, Teaching Science in the  
Elementary School* 3 cr. hrs.

Primarily designed for teachers in service. Construction of teaching materials to be used in the classroom, investigation into problems in an inquiry approach, and learning of the basic steps of the scientific method of problem solving and methods of developing a scientific attitude in children are aspects of the course.

Ed. 451 — *Pupil Personnel Services in the Public School* 3 cr. hrs.

A comprehensive study of the pupil personnel services in the elementary and secondary schools which include the areas of school attendance, school health programs, pupil transportation, psychological services and guidance services.

## EDUCATION OF THE DEAF

EOD. 201 — *History, Education and Guidance  
of the Deaf* 3 cr. hrs.

History of education of the deaf. Important bibliographic materials from the field are introduced.

EOD. 351 — *Language for the Deaf* 4 cr. hrs.

Principles and techniques of teaching language to the pre-primary and school-age deaf child are studied. The student is intro-

duced to the leading systems of teaching language to the deaf as well as to deaf children with multiple handicaps.

EOD. 352 — *Teaching Speech to the Deaf* 4 cr. hrs.

Normal development of speech is reviewed. Principles and techniques for teaching speech by analytical and synthetic methods are studied. Speech defects common to the hearing impaired are considered in terms of etiology, evaluation and therapy.

EOD. 353 — *Teaching Elementary Subjects to the Deaf* 4 cr. hrs.

Principles and methods of teaching reading to deaf children in the lower and higher grades are studied. Methods of teaching subjects such as arithmetic, social studies and science are considered with emphasis on methodology for use in the intermediate and advanced grades.

EOD. 366 — *Classroom Practicum* 3 cr. hrs.

To observe, compose lesson plans and teach supervised lessons in a classroom of deaf children. Prerequisite: Com. Dis. 351, EOD. 201, 351, 352, 353.

EOD. 403 — *Student Teaching* 12 cr. hrs.

Thirty hours per week of supervised student teaching experience with deaf children. Prerequisite: EOD. 366.

EOD. 461 — *Problems of Education of the Deaf* 3 cr. hrs.

Practical considerations of problems encountered by the teacher in public and private school programs are discussed.

## ENGLISH

Professor Louis F. Thompson, Chairman

Professors:

Charles Kopp

Cecil C. Seronsy

Janet Stamm

Thomas G. Sturgeon

Associate Professors:

Dale M. Anderson

Anita A. Donovan

William D. Eisenberg

Ronald A. Ferdock

Edwin W. Kubach

John McLaughlin  
 Alva W. Rice  
 Jordan Richman  
 William C. Roth  
 Susan Rusinko  
 Richard C. Savage  
 Gerald H. Strauss

Assistant Professors:  
 Virginia A. Duck  
 Dorothy A. McHale  
 Robert G. Meeker  
 Margaret Read-Lauer

Instructors:  
 Richard S. Devlin  
 Nancy Gill

Eng. 101 — *English Composition* 3 cr. hrs.

Close study of reading and writing to produce proficiency in both. Frequent themes, intensive study of the principles of rhetoric and grammar.

Eng. 102 — *English Composition* 3 cr. hrs.

A continuation of English 101, with increasing emphasis on effective diction, tone, and style. In addition to regular compositions and book reviews, a term paper is required. Prerequisite: Eng. 101.

Eng. 103 — *English Composition* 3 cr. hrs.

Similar to English 102 but reserved for incoming freshmen who have been exempted from English 101 on the basis of performance on entrance examinations and other criteria. Content and requirements of this course are substantially the same as those for English 102.

Eng. 202 — *Creative Writing* 3 cr. hrs.

At least three original short stories and five original poems receive critical analysis by the instructor and by the class in group discussion. Form, metrics, imagery, and diction are evaluated.

Eng. 203 — *Introduction to Journalism* 3 cr. hrs.

Emphasis on principles and techniques of reporting. Development of journalism, theory and practice of its principles; organizational patterns of news stories, methods of gathering news and writing various types of news stories, fundamentals of editing.

Eng. 204 — *Feature Writing* 3 cr. hrs.

Methods of writing successful articles for newspapers and magazines. Emphasizes techniques of gathering information and developing various types of feature articles. Study and discussion of published articles.

Eng. 207 — *Survey of World Literature* 3 cr. hrs.

Acquaints the students with many of the most important literary works of the western world and with significant literary genres and literary movements.

Eng. 208 — *Survey of World Literature* 3 cr. hrs.

A continuation of English 207, covering works of more recent date.

Eng. 209 — *Literary Genres* 3 cr. hrs.

Designed for English majors and concentrators, replacing General Education requirement of English 207. Emphasizes literary form as a vehicle for expression of ideas.

Eng. 231 — *British Writers* 3 cr. hrs.

Required second-semester course for English majors. Selections from Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Boswell, and Johnson.

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## CERTIFICATE IN JOURNALISM

A. *The Certificate*: This form attests to the student's having completed the requirements specified below. It implies introductory preparation of the student for publications activities in teaching or in business.

B. *Requirements*:

1. Satisfactory completion of English 203, 204, and 301.

These courses are given in sequence each fall and spring in a one-and-one-half year cycle. Two of them may be applied to the student's General Education requirements in Humanities and Social Sciences respectively. One of the courses may be counted in an English major's required 12 credits of electives.

2. Completion of at least two years of satisfactory service as a member of the staff of the *Maroon and Gold*, *Obiter*, or *Olympian*.



- Eng. 232 — *British Writers* 3 cr. hrs.  
 Required third-semester course for English majors. Selections from Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot.
- Eng. 249 — *Shakespeare* 3 cr. hrs.  
 Required for English majors, to be taken in third or fourth semester. Study of eighteen of Shakespeare's plays with emphasis on Shakespeare as poet and playwright and with attention to conditions of the Elizabethan Theater and the history of the Shakespearean text.
- Eng. 301 — *Introduction to Mass Communications* 3 cr. hrs.  
 The role of mass communications: theories and realities of the freedom of the press; growth of the print media; media of radio, television, and film; mass communications industries and professions; education for mass communication.
- Eng. 302 — *Advanced Composition* 3 cr. hrs.  
 Designed for English majors and concentrators, though other students are admitted. Aims to develop in the student a greater mastery over the elements of effective writing. Attention is given to the problem of evaluating writing.
- Eng. 307 — *Russian Literature in Translation* 3 cr. hrs.  
 An introduction to the "golden age" of Russian literature — from Pushkin to Sholokhov. Readings in English of novels, poems, plays, and short stories. Attention given to ideas reflected in the works as well as to the medium through which they are dramatized.
- Eng. 312 — *Ideas in Literature* 3 cr. hrs.  
 Examines such recurrent concepts in literature as the conflict between freedom and fate, the place of good and evil in the scheme of things, and the role of the individual in society.
- Eng. 316 — *Children's Literature* 3 cr. hrs.  
 Examination and study of literature for children, with emphasis on criteria for selecting literature for the classroom and the library, suggestions for presenting literary works in the elementary classroom, and basic literary concepts.
- Eng. 321 — *Short Story* 3 cr. hrs.  
 An introduction to the French, Russian, English, and American short story, through reading and analysis of representative samples.

One original short story and one oral critical analysis of a well-known short story may be required of each student.

Eng. 322 — *Modern Drama* 3 cr. hrs.

Major Continental, English, and American plays from Ibsen to Beckett, with emphasis on contemporary attitudes, themes, and structure as contrasted with those of traditional dramatists.

Eng. 324 — *Modern Novel* 3 cr. hrs.

A study of major modern novelists, exclusive of American and Russian writers, as their work reflects developments in fictional art, particularly in the most dominant modes of realism, naturalism, impressionism, and expressionism. Begins in the turn-of-the-century novel of Conrad and moves through the writings of Mann, Proust, Lawrence, Kafka, Woolf, Joyce, and/or one or two others of the instructor's choice.

Eng. 325 — *Poetry* 3 cr. hrs.

Designed to permit student exploration of the genre, under guidance of instructor. The nature of poetry — its aims, how it is created, historical and individual changes and variations in manner and matter.

Eng. 326 — *Modern Poetry* 3 cr. hrs.

An introduction to contemporary poetic movements through study of Emily Dickinson, T. S. Eliot, E. E. Cummings, Robert Lowell, Allen Ginsberg, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, W. H. Auden, Dylan Thomas, and other poets.

Eng. 332 — *Blake and Yeats* 3 cr. hrs.

A study of two great poets united by their search for a vision and by having created in this search perhaps the most original and complete mythological systems in English literature.

Eng. 341 — *Early and Middle English Literature* 3 cr. hrs.

A study of *Beowulf* and other Old English works in translation and of medieval chronicles and romances including *Sir Gawain and the Green Knight* and *Le Morte d' Arthur*.

Eng. 342 — *Early English Drama* 3 cr. hrs.

Early native drama, including miracle and mystery plays, morality plays, and interludes. Elizabethan dramatists: Heywood, Marlowe, Kyd, Jonson, Webster, Middleton, and Ford.

- Eng. 343 — *Chaucer* 3 cr. hrs.  
 Study of Chaucer's major poetry, with practice in speaking and reading Middle English and with major emphasis on Chaucer's literary achievement and his humanism.
- Eng. 347 — *16th Century Literature* 3 cr. hrs.  
 The non-dramatic prose and verse of the period, emphasizing the last quarter of the century. The humanists: Erasmus, More, Castiglione, Elyot, Ascham; Renaissance forms and ideas in Lyly, Sidney, Spenser, Daniel, Drayton, Shakespeare, Marlowe, Chapman, Greene, and others.
- Eng. 352 — *17th Century Literature* 3 cr. hrs.  
 Poetry and prose, beginning with Jonson. The rival traditions of Donne and Jonson in such poets as Herbert, Vaughan, Quarles, Cowley, Herrick, and Marvell. Principal prose writers: Burton, Browne, Taylor, Fuller, Baxter, Bunyan, and Dryden.
- Eng. 354 — *Milton* 3 cr. hrs.  
 A comprehensive study of the poetry and prose of John Milton.
- Eng. 356 — *Restoration and Later Drama* 3 cr. hrs.  
 Wycherley, Etherege, Congreve, Farquhar, Dryden, and Otway, with consideration of Molière's influence in Restoration drama. Eighteenth century sentimental comedy and tragedy, and reaction against it in Goldsmith and Sheridan. Trends in 19th century drama.
- Eng. 357 — *18th Century Literature* 3 cr. hrs.  
 Survey of literature of the Augustan Age in England: Addison and Steele, Swift, Pope, Boswell, and Johnson; forerunners of the Romantic Revival; beginnings of the British novel; the plays of Addison, Steele, Sheridan, and Goldsmith.
- Eng. 358 — *18th Century Novel* 3 cr. hrs.  
 Emphasizes major novels of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen; traces the development of the English novel from picaresque to realistic.
- Eng. 363 — *19th Century Novel* 3 cr. hrs.  
 The major British writers of the Victorian Period, with supplementary readings in the works of the great Continental novelists.

- Eng. 364 — *19th Century Literature* 3 cr. hrs.  
 Covers the major poets such as Wordsworth, Keats, Tennyson, Arnold, as well as major prose writers: Hazlitt, Lamb, DeQuincey, Peacock, Newman, Huxley, Carlyle, and others.
- Eng. 381 — *American Literature* 3 cr. hrs.  
 Surveys American Literature from its Colonial beginnings through the Civil War, with emphasis on the writers of the American Renaissance.
- Eng. 382 — *American Literature* 3 cr. hrs.  
 Continues English 381, covering major writers and significant social and literary movements to the present day.
- Eng. 385 — *The American Novel* 3 cr. hrs.  
 Studies the development of the novel in America from its beginnings about 1800 to the present. Emphasizes highlights of form, theme, and reflections of American literary and social movements. Some attention to parallel developments in the European novel.
- Eng. 386 — *Later American Prose* 3 cr. hrs.  
 Study of prose works of American literature, both fiction and non-fiction, from the late 19th Century to the present, emphasizing literary merit and social significance. Such writers as Riis, Steffens, Sinclair, Allen, E. B. White, Thurber, Baldwin, Ellison, Claude Brown, Steinbeck, and John Williams are included.
- Eng. 401 — *Structure of English* 3 cr. hrs.  
 A descriptive study of the phonology, morphology, syntax, and graphic formulas of modern American English.
- Eng. 402 — *History of the English Language* 3 cr. hrs.  
 A descriptive study of the causes and effects of phonemic, morphological, syntactic, and semantic change in the English language from the Anglo-Saxon conquest to the present.
- Eng. 403 — *Generative-Transformational Grammar* 3 cr. hrs.  
 Explores the most recent theories of grammatical analysis with particular attention to transformational grammar. Prerequisite: Eng. 401, or permission of instructor.

Eng. 405 — *Criticism*

3 cr. hrs.

For advanced students majoring in English. Examines works of major critics: Plato, Aristotle, Longinus, Sidney, Boileau, Coleridge, and others. Applies critical principles to literary texts.

## FOREIGN LANGUAGES

Associate Professor Alfred A. Tonolo, Chairman

Professors:

Charles Whitney Carpenter, II

Eric W. Smithner

Associate Professors:

Ariadna Foureman

George W. Neel

Assistant Professors:

Ben C. Alter

Blaise C. Delnis

Mary Lou John

Edilberto A. Marban

Jacqueline B. Rube

John A. Sawyer

Christine T. Whitmer

## FRENCH

Courses 220, 320, and 321 apply to the 12 hour departmental literature requirement. 400 level electives are chosen only after French Literature I and II have been completed. Students are reminded of the opportunity to join the *Cercle francais* which is devoted to informal use of French in an interesting program of social and cultural events during the year. Attendance at a French university in the summer and the Master's Degree program in French complete the offerings in French.

Fr. 101 — *Beginning French*

3 cr. hrs.

Basic elements of the language; practice in speaking, understanding, reading, and gradually writing, with weekly laboratory sessions. 5 contact hours.



Fr. 102 — *Beginning French*

(Prereq. 101 or Proficiency Test) 3 cr. hrs.

Continues the development of basic skills with more reading and written assignments, outside readings, frequent dictations and thematic compositions.

(Fr. 101 and 102 are not open to students who have had previous work in French and are not counted toward the 32 hour minimum requirement for majors in French).

Fr. 103 — *Intermediate French*

(Prereq. 102 or Proficiency Test) 3 cr. hrs.

Review of salient points of grammar, intensive practice in speaking and writing, outside readings, weekly laboratory sessions, attention to French idioms.

Fr. 104 — *Intermediate French*

(Prereq. 103 or Proficiency Test) 3 cr. hrs.

The above process is enriched with appropriate works of fiction, including modern plays, short stories; emphasis on oral practice and French idioms.

Fr. 201 — *Review Grammar and Composition*

(Prereq. 104) 3 cr. hrs.

Review of grammar, reading of literary selections which are analyzed and discussed, composition on assigned topics.

Fr. 202 — *Conversation and Composition* (Prereq. 201) 3 cr. hrs.

Vocabulary building, practice in speaking French, conversation and composition dealing with intellectual and artistic aspects of French life.

Fr. 205\* — *French Pronunciation*

(Prereq. 104) (elective) 3 cr. hrs.

Production of French sounds, rules of pronunciation, lectures and practical exercises, use of phonetic symbols.

Fr. 210 — *The Culture and Civilization of France*

(Prereq. 201 or 202) 3 cr. hrs.

Major developments of French culture down to the current scene in France.

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\* Students exhibiting deficiencies in the spoken language will be required to take this course.

Fr. 220 — *Contemporary French Literature*  
 (Prereq. 201 or 202 or by approval of instructor) 3 cr. hrs.

This first reading course begins with an anthology of selected literary works published for this purpose and includes plays and short novels in unabridged form.

Fr. 320 — *French Literature I* (Prereq. 220) 3 cr. hrs.

Literary genres are traced from medieval times through the 18th century. An anthology is used, and outside readings are assigned.

Fr. 321 — *French Literature II* (Prereq. 320) 3 cr. hrs.

Continues the above for the 19th and 20th centuries.

### ELECTIVES

Courses 220, 320, and 321 above count toward the 12 hour literature requirement.

Fr. 405 — *French Linguistics* (Prereq. 201) 3 cr. hrs.

Systematic review of French syntax with composition and exercises based on contemporary authors.

Fr. 409 — *Advanced Spoken French*  
 (Prereq. 201, 202, and 405) 3 cr. hrs.

Intensive practice in French diction through spontaneous and prepared conversations.

Fr. 415 — *French Literature of the Renaissance*  
 (Prereq. 320 and 321) 3 cr. hrs.

Selections from Villon, Rabelais, Marot, the Pleiade, and Montaigne as they reflect the age of humanism and illustrate the transition from medieval to modern ideas.

Fr. 420 — *French Classicism—1600-1715*  
 (Prereq. 320 and 321) 3 cr. hrs.

The formation of the classic spirit, the perfection of dramatic form and the seventeenth century portrait of man.

Fr. 425 — *French Literature of the Enlightenment*  
 (Prereq. 320 and 321) 3 cr. hrs.

A study of the ideas of the eighteenth century in their relation to twentieth century thought; special emphasis on Montesquieu, Voltaire, Diderot and Rousseau.

- Fr. 430 — *The Romantic Period in French Literature—1800-1850*  
(Prereq. 320 and 321) 3 cr. hrs.

The development from romanticism to realism and symbolism in the nineteenth century in the novel, poetry, and drama.

- Fr. 450 — *The History of Ideas in France from Descartes to Comte*  
(Prereq. 301 and 320 or 321) 3 cr. hrs.

The development of ideas from the *regulae* of Descartes through the contributions of Gassendi, Pascal, Pierre Bayle, the Encyclopedists, Condorcet, and Saint-Simon to the positivistic summation of Auguste Comte.

- Fr. 460 — *20th Century French Novel*  
(Prereq. 320 and 321) 3 cr. hrs.

Selected novels of Anatole France, Gide, Proust, Sartre, Camus, Malraux, Robbe-Grillet, Butor, and others.

- Fr. 461 — *Contemporary French Drama*  
(Prereq. 320 and 321) 3 cr. hrs.

Plays of Claudel, Giraudoux, Cocteau, Nomtherlant, Anouilh, Sartre, Camus, Genet, Beckett, and Ionesco; theatre direction from Copeau to the present time.

- Fr. 462 — *Modern French Poetry*  
(Prereq. 320 and 321) 3 cr. hrs.

Sources and creative approaches of French poets from Baudelaire to the present.

- Fr. 465 — *Explication de textes*  
(Prereq. 320 and 321) 3 cr. hrs.

Intensive linguistic and literary explanation of representative selections of modern French authors.

- Fr. 499 — *Directed Readings*  
(Open only to honor students and advanced majors in French) 3 cr. hrs.

Offers undergraduates with special aptitudes a greater opportunity to do independent study than is possible in the ordinary course; work in conference and library. By arrangement with advisor.

## COLLEGE-WIDE OFFERINGS

Fr. 230 — *French Literature in Translation from the Middle Ages through Eighteenth Century*

(No French credit for French majors) 3 cr. hrs.

Reading, analysis, and discussion of major French works in translation, beginning with the *Song of Roland* and continuing with authors such as Rabelais, Pascal, Moliere, Voltaire, Rousseau, and Diderot.

Fr. 231 — *Modern French Literature in Translation*

(No French credit for French majors) 3 cr. hrs.

Readings in the novel and the theatre of 19th and 20th century France with authors such as Balzac, Stendhal, Flaubert, Gide, Proust, Camus, Genet, Ionesco, and others.

Fr. 240 — *The Poetry of Charles Baudelaire through Interpaginated Translation*

(No French credit for French majors) 3 cr. hrs.

## SUMMER ELECTIVES

Fr. 104 — *Intermediate French* 3 cr. hrs.

Fr. 201 — *Advanced Conversation and Grammar* 3 cr. hrs.

Fr. 204 — *Seminar in France* 6 cr. hrs.

Six to eight weeks in a French University. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of French are required for participation in this program.

Fr. 210 — *The Culture and Civilization of France* 3 cr. hrs.

Fr. 220 — *The Contemporary Literature of France* 3 cr. hrs.

## GERMAN

Ger. 101 — *Beginning German* 3 cr. hrs.

(For students with no previous study of German)

An organic approach is undertaken which uses texts and tapes consisting of authentic German situational conversations and read-

ings, structural analyses, and practice in speaking, understanding, reading, and gradually writing, with weekly laboratory sessions integrated with the program.

Ger. 102 — *Beginning German* 3 cr. hrs.

Continues the development of basic skills in understanding and speaking through the use of the same tape-articulated text, outside readings, frequent dictations, and thematic compositions.

Ger. 103 — *Intermediate German* 3 cr. hrs.

For students having two or more years of German background. Continues the above approach with review, pattern practice, exercises in inflectional and structural variations, based upon text and appropriate outside readings, with weekly laboratory sessions integrated with the program.

Ger. 104 — *Intermediate German* 3 cr. hrs.

The above process, based upon the same texts is enriched with appropriate works of fiction, including two modern plays and selections from authors of proven stature and, for students who are qualified, outside reports on the shorter works of major German authors.

Ger. 201 — *Conversation and Grammar* 3 cr. hrs.

Audio-lingual approach continued in presentation and practice in reviewing the difficulties of the language. Text presents literary selections which are analyzed and discussed and whose models provide standards for imitation and thematic reworking of the grammar points.

Ger. 202 — *Conversation and Composition* 3 cr. hrs.

A more advanced composition text continues the conversation and composition work begun in German 201.

Ger. 210 — *German Culture and Civilization* 3 cr. hrs.

A thorough understanding of the geography, government, customs, education, arts, regional idiosyncracies, and history of the German speaking countries as well as to provide the students with a vivid sense of the current scene in these countries.

Ger. 215 — *Readings in Modern German Literature* 3 cr. hrs.

Reading and analysis of representative dramatic, prose, and poetic works of major German, Swiss, and Austrian authors of the twentieth century. Prerequisite: Ger. 201.



Ger. 301 — *Nineteenth Century German Drama\** 3 cr. hrs.

Reading and analysis of representative dramatic works of major German, Swiss, and Austrian authors of the nineteenth century. Prerequisite: Ger. 220.

Ger. 302 — *Nineteenth Century Prose and Poetry* 3 cr. hrs.

Reading and analysis of representative prose and poetic works of the major German, Swiss, and Austrian authors of the nineteenth century. Prerequisite: Ger. 220.

Ger. 320 — *History of German Literature I* 3 cr. hrs.

Readings and discussions of representative works from the following periods: Old High German, Middle High German, Renaissance, Reformation, Baroque, and Enlightenment. Prerequisite: Ger. 220.

Ger. 321 — *History of German Literature II* 3 cr. hrs.

A continuation of German 320. A survey of German literature from the Enlightenment to the present. Readings and discussions of selected works representative of each period and movement. Prerequisite: Ger. 320.

Ger. 401 — *Enlightenment and Storm and Stress* 3 cr. hrs.

Major lyric, dramatic, and prose works of Lessing, Goethe, Schiller and other important writers of these two periods. Prerequisite: Ger. 321.

Ger. 402 — *Classicism and Romanticism* 3 cr. hrs.

Major lyric, dramatic, and prose works of Goethe, Schiller, Novalis, Tieck, and other important German Classicists and Romantics. Prerequisite: Ger. 321.

Ger. 409 — *Conversation, Structure, and Analysis of German* 3 cr. hrs.

Using a handbook based upon the most recent formulations of German linguistics, this course analyzes the language empirically and through conversations and compositions. Prerequisite: senior German major or minor.

Ger. 420 — *German Poetry\** 3 cr. hrs.

An introduction to the major trends and characteristics of German poetry from its beginnings to the present. Prerequisite: 9 credits in German literature.

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\* To be taught in a successive year.

Ger. 421 — *The Radio Play* 3 cr. hrs.

A study of this genre in Germany, Switzerland, and Austria from its beginnings to the present. Prerequisite: 9 credits in German literature.

Ger. 499 — *German Honors Course\** 3 cr. hrs.

Individual readings and conferences on a special topic designated by the instructor. Prerequisite: permission of instructor and department chairman. Open only to German majors and minors.

### SUMMER ELECTIVES

Ger. 103 — *Intermediate German* 3 cr. hrs.

Ger. 104 — *Intermediate German* 3 cr. hrs.

Ger. 202 — "*Texte zum Nacherzaehlen*" and *Composition* 3 cr. hrs.

### RUSSIAN

Ru. 101 — *Elementary Russian (For students with no previous study of Russian)* 3 cr. hrs.

An audio-lingual and structural approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a textual frame of reference. Understanding and speaking are stressed, but students learn to read and write the cyrillic alphabet.

Ru. 102 — *Elementary Russian* 3 cr. hrs.

Continuation of the development of the basic skills of understanding, speaking, reading, and writing.

Ru. 103 — *Intermediate Russian (For students with two or more years in Russian study on the high school level or the completion of 102)* 3 cr. hrs.

Maximum class use of the spoken language is designed to bring about good comprehension and speech. A text on Soviet *modus vivendi* is read outside class and discussed in class in the Russian language.

Ru. 104 — *Intermediate Russian* 3 cr. hrs.

A cultural reader and selected fiction stories are completed during this semester.

Projected for the future — Enrollment Permitting

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\* To be taught in a successive year.

Ru. 210 — *Excerpts From Russian Literature* 3 cr. hrs.

Selections from well known Russian writers from Pushkin to Pasternak will be read and discussed in class in Russian.

Ru. 211 — *Excerpts From Science and Technology* 3 cr. hrs.

Selections from Russian scientific works dealing with physics, chemistry, biology, cosmonautics, and others will be read and discussed in class in Russian.

## SPANISH

Span. 101 — *Beginning Spanish (For students with no previous study of Spanish)* 3 cr. hrs.

An audio-lingual approach toward the rapid development in speaking, understanding, reading, and gradually writing, with weekly laboratory sessions integrated into the program.

Span. 102 — *Beginning Spanish* 3 cr. hrs.

Continuation of the development of basic skills of understanding, reading, writing, with an increase in the amount of reading, writing, dictations, and thematic compositions.

Span. 103 — *Intermediate Spanish (For students with two or more years of Spanish background)* 3 cr. hrs.

Continues the above approaches with appropriate review. Outside reading is introduced in an expanding mastery of speech, comprehension, writing, and literary appreciation.

Span. 104 — *Intermediate Spanish* 3 cr. hrs.

Continues the above approaches. Cultural reading, plays and short novels leading to a good mastery of the language at the end of the course. Prerequisite: Span. 103.

Span. 201 — *Grammar and Composition* 3 cr. hrs.

Audio-lingual approach in presentations and practice in reviewing the difficulty of the language will continue. Written compositions stress correct writing forms, and grammatical structures. Prerequisite: Span. 104 or equivalent.

Span. 202 — *Conversation* 3 cr. hrs.

A more advanced composition text continues the conversation work begun in the previous course (201), developing longer conversations and free compositions. Prerequisite: Span. 201.

Span. 205 — *Spanish Phonetics*

A study of the sound system and intonation patterns of the Spanish language preceded by an introduction to articulatory phonetics.

The course is planned for those who plan to teach Spanish.

Span. 210 — *Culture and Civilization of Spain and Spanish-America*

3 cr. hrs.

Designed to give students a thorough understanding of Spain and Iberoamerica through geography, government, customs, education, fine arts, and history. Current events are viewed through magazines and newspapers; and, when possible, a class trip to see an authentic Spanish play.

Span. 301 — *Literature of Spain*

3 cr. hrs.

A general study of literature of Spain, primarily for Spanish majors, intended to give incentives towards more appreciation of literary work from "la época primitiva", to the "literatura contemporanea."

Span. 302 — *Literature of Spanish-America*

3 cr. hrs.

Selections of Spanish-American literature from the chronicles of Indias to the present time.

Span. 304 — *Siglo de Oro — Part One*

3 cr. hrs.

The theatre of the Golden Century: Lope de Vega, Tirso de Molina, Guillen de Castro, Mira de Amescua, Ruiz de Alarcon, Calderon de la Barca, Moreto Agustin.

Span. 305 — *Siglo de Oro — Part Two*

3 cr. hrs.

Cervantes, Garsilaso de la Vega, Fray Luis de Leon, San Juan de la Cruz, Gongora, Quevedo.

Span. 411 — *The Poetry of Spain*

3 cr. hrs.

This course, chronological in development and based upon several volumes of the finest Spanish poetry, is open only to majors.

Span. 412 — *The Poetry of Spanish-America*

This course, in nature, based as the Poetry of Spain 411. Instead, with the objective of Spanish-America poetry. Open only to majors.

Span. 414 — *Medieval Spanish Literature* 3 cr. hrs.

El Cid Campeador, el Romancero; la prosa; Alfonso X el Sabio y Don Juan Manuel; el Arcipreste de Hita, el Libro de Buen Amor; el nacimiento de la poesia lirica; el Marques de Santillana y Jorge Manrique.

Span. 420 — *Spanish Drama*

The 19th and 20th centuries dramas.

Span. 499 — *Directed Readings* 3 cr. hrs.

Open only to honor students and advanced majors in Spanish.

### SUMMER ELECTIVES

Span. 104 — *Intermediate Spanish* 3 cr. hrs.

Span. 201 — *Grammar and Composition* 3 cr. hrs.

Span. 204 — *Seminar in Spain* 6 cr. hrs.

Eight weeks in Spain at the University of Madrid. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. An evaluator from Bloomsburg accompanies the group to assist students and keep records of progress.

### GEOGRAPHY

Professor Wendelin R. Frantz, Chairman

Professors:

Bruce E. Adams

John A. Enman

William B. Sterling

Associate Professors:

Lee C. Hople

Lavere W. McClure

Assistant Professors:

Brian A. Johnson

James R. Lauffer

James T. Lorelli

John J. Serff, Jr.



Instructor:

Joseph R. Rifer

Geog. 101 — *World Physical Geography* 3 cr. hrs.

Considers earth-sun relationships, land masses, oceans, land-forms, weather and climate, and natural resources as elements and controls related to the adjustments man makes to his environments.

Geog. 102 — *World Cultural Geography* 3 cr. hrs.

Designed to show the close relationship that exists between man, land, culture, and economic activities.

Geog. 121 — *Economic Geography* 3 cr. hrs.

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

Geog. 223 — *Geography of Anglo-America* 3 cr. hrs.

The physical setting, present inhabitants, occupations, resources, present use of resources, and future outlook for Anglo-America.

Geog. 224 — *Geographic Influences in American History* 3 cr. hrs.

The relationship between the historical movements in the United States and the natural environment as a stage on which the action is portrayed. Prerequisite: Hist. 218.

Geog. 225 — *Weather and Climate* 3 cr. hrs.

The interrelationships between the elements of weather and climate. The functional application of these basic elements is elaborated upon through a study of climatic realms.

Geog. 233 — *Geography of Europe* 3 cr. hrs.

Europe's physical characteristics, topography, transportation systems, resources, population, and trade.

Geog. 243 — *Geography of Asia* 3 cr. hrs.

The physical characteristics of Asia and its social, cultural, and economic aspects.

Geog. 244 — *Geography of Latin America* 3 cr. hrs.

A regional study of South America, Central America and the islands of the Caribbean Sea. The human and physical factors of the geographic environment.

Geog. 245 — *Geography of Africa* 3 cr. hrs.

The physical geographic elements (climate, soils, natural vegetation, minerals, physiography and water) as they relate to agriculture, grazing, mining, manufacturing, transportation, communication, and political boundaries for all of Africa.

Geog. 246 — *Geography of the Soviet Realm* 3 cr. hrs.

The physical and human geography of the Soviet Union is studied along with some emphasis upon the relationship between that country and the so-called "satellite" nations.

Geog. 323 — *Political Geography* 3 cr. hrs.

This course includes an analysis of the factors — physical, human, and economic — which influence the changing pattern of the political map of the world.

Geog. 353 — *Physiography* 3 cr. hrs.

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.

Geog. 354 — *Cartography* 4 cr. hrs.

The use, construction, and interpretation of maps, models, globes, charts, and geographic diagrams are presented.

E. S. 355 — *Meteorology* 4 cr. hrs.

A study of the atmosphere and the laws and underlying principles of atmospheric changes.

Geog. 356 — *Climatology* 3 cr. hrs.

Climate, (temperature, moisture, pressure and winds, air masses and storms) and the distribution of varied climates over the earth. Prerequisite: E.S. 355.

E. S. 357 — *Physical Geology* 4 cr. hrs.

The landscape in relation to the structure of the earth's crust. The agencies continually at work changing the earth's forms, the classification and interpretation of rocks, and the evolution of life.

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

The extreme importance to our economy and to our very lives of this nation's vital resources. Conservation of soils, forests, grasslands, waters, minerals, the air, and human resources.

E. S. 359 — *Oceanography* 3 cr. hrs.

Introduction to the geologic, chemical, and physical aspects of the ocean basins. Emphasis will be on ocean basin structure, topographic features, wave motion, current circulation, and methods of investigation.

E. S. 361 — *Historical Geology* 3 cr. hrs.

Chronology of earth history as interpreted from rocks and fossils. Prerequisite: Biol. 103-104 or E.S. 357.

Geog. 363 — *Urban Geography* 3 cr. hrs.

Designed to provide a conceptual and methodological framework in which to view the process of urbanization.

E. S. 365 — *Geomorphology* 4 cr. hrs.

Major land features and the processes that help to form them with particular emphasis on their relationship to the underlying geologic formations and structures. Laboratory and field trips included.

E. S. 367 — *Rocks and Minerals* 4 cr. hrs.

Common minerals and rocks, their origins, occurrences, associations, and identifying characteristics.

E. S. 368 — *Stratigraphy and Sedimentation* 3 cr. hrs.

The processes and agents which form, transport, and deposit sediments and the geologic interpretation of the resulting rocks.

E. S. 369 — *Structural Geology* 4 cr. hrs.

An analysis of rock deformation based upon the principles of rock mechanics and utilizing data from field investigations.

E. S. 451 — *Field Techniques in Earth and  
Space Science* 3-6 cr. hrs.

Intensive field training in the use of equipment and techniques in the areas of geology, astronomy, meteorology, and cartography. Permission of the instructor required to enroll.

E. S. 453 — *Astronomy* 3 cr. hrs.

The solar system, its physical characteristics and motions, the interesting phenomena of our galactic system, and those of extragalactic space, together with the study of constellations. Prerequisite: Math. 101 or Math. 111.

Geog. 462 — *Theoretical and Quantitative Geography* 3 cr. hrs.

Conceptual frameworks, theoretical developments, methods of measuring intensity and dispersion of geographical distributions, and quantitative approaches in geographical analyses.

Geog. 492 — *Geography Seminar* 3 cr. hrs.

Student pursues in depth such areas as the geographic literature, techniques, and the practical application of Geography. (A minimum of 21 credit hours in Geography must be completed before a student schedules this course).

#### SUMMER ELECTIVES AT THE MARINE SCIENCE LABORATORY\*

MSL. 110 — <i>Introduction to Oceanography</i>	3 cr. hrs.
MSL. 211 — <i>Field Methods in Oceanography</i>	3 cr. hrs.
MSL. 221 — <i>Invertebrate Zoology</i>	3 cr. hrs.
MSL. 241 — <i>Marine Biology</i>	3 cr. hrs.
MSL. 260 — <i>Marine Ecology</i>	3 cr. hrs.
MSL. 331 — <i>Chemical Oceanography</i>	3 cr. hrs.
MSL. 362 — <i>Marine Geology</i>	3 cr. hrs.
MSL. 364 — <i>Physical Oceanography</i>	3 cr. hrs.
MSL. 420 — <i>Marine Micropaleontology</i>	3 cr. hrs.
MSL. 457 — <i>Marine Geophysics</i>	3 cr. hrs.
MSL. 500 — <i>Problems in Marine Science</i>	1-3 cr. hrs.

#### HEALTH AND PHYSICAL EDUCATION

Professor Clarence A. Moore, Chairman

Professor: Jack A. Jones

Associate Professors:

Stephen M. Bresett

Russell E. Houk

Jerry K. Medlock

Ronald Eugene Puhl

Mary E. Wray

Assistant Professors:

Rodrick Clark Boler

Jerry B. Denstorff

\* Please check with Dr. Wendelin Frantz or Dr. Donald Rabb for full particulars.

Jerome E. McComb  
 Eli W. McLaughlin  
 Burton T. Reese  
 William J. Sproule  
 Henry C. Tubberville, Jr.  
 Earl W. Voss

Instructor: Joan M. Auten

HPE 100 — *Personal and Community Health* 2 cr. hrs.

Provides basic concepts and understandings concerning personal and community health.

HPE 101 — *Physical Fitness Education* 1 cr. hr.  
 (separate for men and women)

Men . . . Theory and practice in one team sport (either soccer or speedball), tumbling, gymnastic apparatus, and a physical fitness test given to determine the fitness level of each student.

Women . . . Consists of one team sport (either field hockey or volleyball), a physical fitness test to determine the fitness level of each student, concentrated work to improve this level, and a post-test to measure the improvement.

HPE 150 — *Aquatics (co-educational)* 1 cr. hr.

The required swimming program is divided into three sections: beginning, intermediate, and lifesaving. Assignments are made on the basis of a proficiency test administered to all students enrolled in HPE-101.

HPE 151 — *Advanced Aquatics (co-educational)* 1 cr. hr.

A review of swimming strokes, lifesaving techniques, and an opportunity to qualify for Red Cross Water Safety Instructor certification. In addition, emphasis will be placed on pool management, basic scuba, competitive and synchronized swimming. Prerequisite: Senior Lifesaving.

HPE 152 — *Survival Swimming (co-educational)* 1 cr. hr.

Instruction and practice in techniques of personal survival. Skills taught include rhythmic breathing, swimming strokes necessary for survival, drownproofing float, and an emphasis on building personal endurance and confidence under adverse conditions.



The following courses are intended to develop knowledge, skill, and appreciation of the activity being taught. Primary emphasis has been placed on those activities possessing "Lifetime" recreational values.

HPE 201 — <i>Archery and Badminton (Co-ed)</i>	1 cr. hr.
HPE 202 — <i>Archery and Bowling (Co-ed)</i>	1 cr. hr.
HPE 203 — <i>Archery and Golf (Co-ed)</i>	1 cr. hr.
HPE 204 — <i>Archery and Square Dance (Co-ed)</i>	1 cr. hr.
HPE 205 — <i>Badminton and Bowling (Co-ed)</i>	1 cr. hr.
HPE 206 — <i>Badminton and Golf (Co-ed)</i>	1 cr. hr.
HPE 207 — <i>Badminton and Square Dance (Co-ed)</i>	1 cr. hr.
HPE 208 — <i>Bowling and Golf (Co-ed)</i>	1 cr. hr.
HPE 209 — <i>Bowling and Square Dance (Co-ed)</i>	1 cr. hr.
HPE 210 — <i>Golf and Square Dance (Co-ed)</i>	1 cr. hr.
HPE 211 — <i>Bowling And Billiards (Co-ed; fee required)</i>	1 cr. hr.
HPE 212 — <i>Billiards And Square Dance (Co-ed; fee required)</i>	1 cr. hr.
HPE 222 — <i>Dancing (Co-ed)</i>	1 cr. hr.

Area of Interest students in Elementary School Health and Physical Education must complete the following courses: HPE 301, 302, 303, 320, 321, 331, 410, 411, and 412.

HPE 242 — *Physiological and Medical Aspects of Athletic Coaching* 3 cr. hrs.

Basic anatomical and physiological factors affecting movement, endurance, strength, and conditioning in sports. Included is a thorough investigation of medical concepts such as protective equipment, training, care of injuries, safety problems, and medical research relating to athletics.

HPE 251 — *Techniques of Coaching Baseball* 2 cr. hrs.

Development of individual skills and techniques of teaching and coaching baseball.

HPE 252 — *Techniques of Coaching Basketball* 2 cr. hrs.

Analysis of techniques and development of personal skills in basketball.

HPE 253 — *Techniques of Coaching Football* 2 cr. hrs.

Advanced instruction and practice in offensive and defensive fundamentals for each position; organizational methods and coaching principles.

HPE 256 — *Techniques of Coaching Cross Country, Track, and Field* 2 cr. hrs.

Advanced instruction and practice; rules and officiating techniques; organizational methods for conducting meets, tournaments, and clinics; coaching principles.

HPE 257 — *Techniques of Coaching Wrestling and Golf* 2 cr. hrs.

Advanced instruction and practice; rules and officiating techniques; organizational methods for conducting meets, tournaments, and clinics; coaching principles.

HPE 258 — *Techniques of Coaching Swimming and Tennis* 2 cr. hrs.

Strategy, techniques, and theory for interscholastic competition in swimming and tennis.

HPE 262 — *Women's Extramural Program* 2 cr. hrs.

Provides knowledge and practice in application of coaching and officiating techniques for women's team sports.

HPE 301 — *Basic Activities I Elementary Physical Education* 1 cr. hr.

Instruction and participation in elementary school rhythms, dance, and movement exploration. It will include classroom and laboratory work.

HPE 302 — *Basic Activities II Elementary Physical Education* 1 cr. hr.

Instruction and practice in elementary school conditioning exercises; stunts and tumbling; games of low organization including running, circle tag, and classroom games; relays; and games for special occasions.

HPE 303 — *Basic Activities III Elementary Physical Education* 1 cr. hr.

Instruction and practice in ball-type activities (elementary), lead-up games to team sports, simple team games, team sports, skill testing, and physical fitness testing.

HPE 311 — *Methods and Materials in Elementary School  
Health and Physical Education* 3 cr. hrs.

Provides principles and procedures to meet the needs and interests of elementary age children in the area of health and physical education. Not open to HPE Area of Concentration students.

HPE 320 — *Health and Safety in the Elementary School* 2 cr. hrs.

Provides students with health knowledge and training in the areas of elementary school environment and health appraisal, techniques for teaching elementary school health, the elementary school health program, and safety education in the elementary school.

HPE 321 — *First Aid and Safety* 2-3 cr. hrs.

Designed for the elementary-secondary teacher who needs training in first aid and safety. Red Cross Standard Advanced and Instructor certification may be obtained.

HPE 331 — *Recreational Education* 2-3 cr. hrs.

A discussion of recreation activities used in school and playground situations. Emphasis is placed on recreation planning, techniques of leadership, and worthy use of leisure time.

HPE 333 — *School Camping and Outdoor Education* 3 cr. hrs.

Designed to acquaint students with the scope of organized camping and the acquisition of and practice in the basic skills required of teachers involved in camping and outdoor education training. Field experiences are included.

HPE 400 — *Seminar in Elementary School Health  
and Physical Education* 3-6 cr. hrs.

Primarily designed for the in-service teacher who wishes to acquire the latest knowledge and techniques in health and physical education at the elementary school level. Not open to Area of Concentration students.

HPE 409 — *Principles and Problems of Secondary  
School Athletics* 3 cr. hrs.

Coaching techniques necessary to plan and promote athletic programs. The course includes history, organization, administration, business procedures, public relations, and formulation of policy.

HPE 410 — *The Planning and Administration of Elementary School Health and Physical Education* 3 cr. hrs.

Philosophy, objectives, values, and techniques necessary to plan and evaluate a sound program in health and physical education for the elementary school.

HPE 411 — *Adapted Physical Education* 3 cr. hrs.

A study of the handicapped child and techniques used in recognizing and meeting his problems.

HPE 412 — *The Teaching of Health and Physical Education in the Elementary Grades* 3 cr. hrs.

Methods, materials, and practice in teaching health and physical education for primary, intermediate, and upper grades. Area of Concentration and in-service teachers only.

HPE 420 — *Techniques in Health and Physical Education for Special Education Teachers* 3 cr. hrs.

Sound principles and procedures for meeting the physical, emotional, and social needs of the mentally retarded in health and physical education.

## HISTORY

Professor Craig A. Newton, Chairman

Professors:

Hans K. Gunther

Ralph S. Herre

John J. Serff

Robert D. Warren

Associate Professors:

John C. Dietrich

H. Benjamin Powell

Ralph W. Sell

Ralph Smiley

James R. Sperry

Anthony J. Sylvester

George A. Turner

James R. Whitmer

John B. Williman

Assistant Professors:

Richard G. Anderson

Theodore Shanoski

## Instructors:

Louis T. Nau

James H. Neiswender

Hist. 111 — *World History to 1500* 3 cr. hrs.

Surveys development of man and his culture throughout the world from earliest times to 1500.

Hist. 112 — *World History 1500 to 1815* 3 cr. hrs.

Political, social, economic, and cultural forces in the Western and non-Western world, with emphasis on their interaction from 1500 to 1815.

Hist. 113 — *World History since 1815* 3 cr. hrs.

Political, social, economic, and cultural forces since the post-Napoleonic period. Emphasis upon increasing importance of non-Western world in the development of the modern world.

Hist. 218 — *United States and Pennsylvania Survey* 3 cr. hrs.

Major and usually recurring political, social, and economic problems are emphasized.

Hist. 312 — *Classical World* 3 cr. hrs.

The ancient world from the ancient Near East to the fall of the Roman Empire in the West, with an intensive emphasis upon Greece, Rome, the rise of Christianity, and their influence on Western European civilization. Prerequisite: 6 cr. hrs. of history.

Hist. 314 — *Medieval Europe* 3 cr. hrs.

Study of the peoples and countries which emerged following the fall of the Roman Empire in the West; a critical analysis of feudalism and manorialism, the development of Western institutions, and of the church and temporal authorities to the late 14th century. Prerequisite: 6 cr. hrs. of history.

Hist. 318 — *England to 1688* 3 cr. hrs.

Political, economic, social, and cultural life in England to the Glorious Revolution. Prerequisite: 6 cr. hrs. of history.

Hist. 319 — *England since 1688* 3 cr. hrs.

Political, social, economic, and cultural development in England from the Glorious Revolution to the present with emphasis upon the development of democracy, the Industrial Revolutions, and the growth and decline of the British Empire. Prerequisite: 6 cr. hrs. of history.



Hist. 322 — *Renaissance and Reformation Eras* 3 cr. hrs.

Political, social, economic, literary, artistic, and intellectual developments from ca. 1300 in Italy and including the spread of the Renaissance throughout Europe; also a critical study of the Protestant and Catholic reformations in relation to the political, economic, social, and cultural developments in Western Europe in the 16th and 17th centuries. Prerequisite: 6 cr. hrs. of history.

Hist. 324 — *The Age of Absolutism, 1600-1789* 3 cr. hrs.

Rise of the modern nation states, the growth of absolutist power in Eastern and Western Europe, and the colonial wars between the major Western powers. Prerequisite: 6 cr. hrs. of history.

Hist. 326 — *Revolution, Liberalism and Nationalism, 1789-1914* 3 cr. hrs.

Causes and effects of the French Revolution and the Napoleonic Wars; the conflict of restoration with the rising tides of nationalism and liberalism; the unification of Germany and Italy; the diplomatic crises leading to World War I. Prerequisite: 6 cr. hrs. of history.

Hist. 332 — *Europe since 1914* 3 cr. hrs.

Analysis of major political, social, economic, and military aspects of European history from World War I to the present. Emphasis upon the problems faced by the present-day world. Prerequisite: 6 cr. hrs. of history.

Hist. 348 — *Contemporary Europe Culture Tour* 6 cr. hrs.

Professionally guided study tour of Western Europe, usually scheduled each summer. Research paper required.

Hist. 352 — *Latin America since 1820* 3 cr. hrs.

After brief summary of course and results of the revolutionary era, attention is devoted to the economic, social, and political development of individual nations. Prerequisite: 6 cr. hrs. of history.

Hist. 354 — *The Modern Far East* 3 cr. hrs.

Eastern Asiatic civilizations with emphasis upon cultural change and political response in consequence of European expansion and the spread of nationalism. Prerequisite: 6 cr. hrs. of history.

Hist. 356 — *Russia to 1917* 3 cr. hrs.

Survey of Russia from the beginning of the Russian State in the ninth century through the Kievan, Muscovite, and Imperial periods to the Bolshevik Revolution of 1917. Prerequisite: 6 cr. hrs. of history.

- Hist. 358 — *Modern Africa* 3 cr. hrs.  
 Surveys the transformation of the societies of Sub-Sahara Africa from colonialism to national independence. Prerequisite: 6 cr. hrs. of history.
- Hist. 362 — *The Near and Middle East since 1800* 3 cr. hrs.  
 Beginning with the gradual dismemberment of the Ottoman Empire and the extension of European interests in the nineteenth century, surveys the West's continuing involvement in the area and the rise of nationalism. Prerequisite: 6 cr. hrs. of history.
- Hist. 372 — *Colonial Period of America to 1783* 3 cr. hrs.  
 European colonization in the New World with attention to the establishment and development of England's thirteen colonies and emphasis upon the problems which produced conflict between the colonies and the British Empire resulting in the American Revolution. Prerequisite: 6 cr. hrs. of history.
- Hist. 374 — *Early National Period of the United States* 3 cr. hrs.  
 Major periods — Confederation, Federalist, and Jeffersonian administrations, War of 1812, Era of Good Feelings — analyzed as to their contributions to the establishment of the United States from 1783 to 1828. Prerequisite: 6 cr. hrs. of history.
- Hist. 376 — *American Expansion and Disunion, 1828-1865* 3 cr. hrs.  
 Jacksonian Democracy, Manifest Destiny, and the Mexican War; the issue of slavery and expansion, and the Civil War. Prerequisite: 6 cr. hrs. of history.
- Hist. 378 — *Emergence of Industrial America, 1865-1898* 3 cr. hrs.  
 Economic, social, cultural, and political problems inherent in the transformation of the United States from an agrarian nation into a modern industrial world power. Prerequisite: 6 cr. hrs. of history.
- Hist. 382 — *Early Twentieth Century United States, 1898-1932* 3 cr. hrs.  
 Domestic and international issues concerning the United States from the Spanish-American War to the Great Depression, with analysis of the Progressive Era and its contributions, the role of the United States as a world power, World War I and the League of Nations, expansion of the American economy, and the tensions of the 1920's. Prerequisite: 6 cr. hrs. of history.

Hist. 384 — *Contemporary United States, 1932  
to the Present* 3 cr. hrs.

The Great Depression with its ramifications on American life, entry into World War II, problems of the cold war, and domestic issues from the Truman Presidency to the present. Varying interpretations of the era examined to understand conflicting views of the present. Prerequisite: 6 cr. hrs. of history.

Hist. 388 — *Pennsylvania* 3 cr. hrs.

Examines in depth major contributions of Pennsylvania to national life and contrasts significant movements on the state level with those on the national. Prerequisite: 6 cr. hrs. of history.

Hist. 391 — *Diplomatic History of the  
United States to 1898* 3 cr. hrs.

A critical analysis of United States foreign relations from the Colonial period to the 1898 war with Spain. Prerequisite: 6 cr. hrs. of history.

Hist. 392 — *Diplomatic History of the  
United States since 1898* 3 cr. hrs.

A critical analysis of United States foreign relations from the war with Spain in 1898 to the present. Prerequisite: 6 cr. hrs. of history.

Hist. 399 — *Bibliography and Research* 3 cr. hrs.

A review of basic historical bibliography and exercises in location and use accompany a careful analysis of the problems and tools of historical research and a practical application of research methods. Prerequisite: 6 cr. hrs. of history or consent of instructor.

Hist. 412 — *Central Eastern Europe since 1815* 3 cr. hrs.

Survey of the political and cultural development of the nations of Europe which lie between Germany and Italy on the west and Russia on the east since their emergence as independent nation-states in the nineteenth and twentieth centuries. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

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\* Graduate credit can be received only by making application and being admitted to graduate standing, and registering through the Office of Graduate Studies.

Hist. 421 — *Diplomatic History of Europe from 1815 to 1919* 3 cr. hrs.

Analytical study of foreign policies and relations of the European nations from the Congress of Vienna to the First World War. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 422 — *Diplomatic History of Europe since 1919* 3 cr. hrs.

Analytical study of foreign policies and relations of the Great Powers during the Interwar Years — League of Nations, war debts and reparations, disarmament, causes of World War II — the diplomacy of the Second World War, and the origins and evolution of the cold war. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 428 — *Intellectual History of Europe since the Enlightenment* 3 cr. hrs.

Changes in currents of thought during the period are related to political, economic, and social developments. Special attention given to various interpretations of major intellectual movements. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 452 — *Soviet Russia* 3 cr. hrs.

Critical analysis of the political, social, economic, and cultural evolution of the Soviet Union, and a study of Soviet foreign policy and international relations. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 454 — *China and Japan in the Twentieth Century* 3 cr. hrs.

Political, social, and economic problems in the rise of these nations to international power. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 456 — *Selected Problems in Africa and the Near and Middle East* 3 cr. hrs.

Intensive study of critical social, political, and economic problems of the contemporary peoples and nations in these regions. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

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\* Graduate credit can be received only by making application and being admitted to graduate standing, and registering through the Office of Graduate Studies.

Hist. 471 — *Industrial History of the United States* 3 cr. hrs.

Survey of industrial growth of the United States in relation to political, social, and cultural institutions. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 472 — *History of Labor in the United States* 3 cr. hrs.

Surveys the problems of labor from the colonial period to the present, with emphasis upon the development of unions and their role in national life. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 481 — *United States Social, Cultural, and Intellectual History to 1860* 3 cr. hrs.

Studies impact of English institutions, the development of a distinct American society, and the divergence of the cultures of the North and the South with emphasis upon Puritanism, the Enlightenment, and Transcendentalism. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 482 — *United States Social, Cultural, and Intellectual History since 1860* 3 cr. hrs.

Modern American social and cultural institutions and major contemporary systems of thought are analyzed. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.\*

Hist. 496 — *Selected Political and Constitutional Problems* 3 cr. hrs.

A topical approach to various political and constitutional problems of American life. Prerequisite: 9 cr. hrs. of history.\*

## MATHEMATICS

Associate Professor Charles R. Reardin, Chairman

Associate Professors:

Charles M. Brennan

LeRoy H. Brown

Joanne S. Growney

Robert L. Klinedinst

Joseph E. Mueller

Ronald W. Novak

Clinton J. Oxenrider

George G. Stradtman, Jr.

\* Graduate credit can be received only by making application and being admitted to graduate standing, and registering through the Office of Graduate Studies.



Assistant Professors:

Paul G. Hartung

Harold J. Bailey

John S. Scrimgeour

June L. Trudnak

Instructor: Thomas L. Ohl

Math. 101 — *Fundamentals of Mathematics* 3 cr. hrs.

Designed to convey an appreciation of a selection of mathematical applications in modern civilization while increasing the student's competence in coping with mathematical situations of everyday living.

Math. 110 — *Pre-Calculus* 4 cr. hrs.

Preparatory for those students who do not meet the requirements to begin the calculus sequence. It is a study of elementary algebraic functions and relations, exponential and logarithmic functions, circular functions and inverse functions.

Math. 111 — *College Algebra* 3 cr. hrs.

Concepts developed in secondary school algebra. Emphasis is placed on the study of functions, matrices, and determinants.

Math. 112 — *Trigonometry* 3 cr. hrs.

Use of trigonometric functions. Also includes complex numbers and vectors. Prerequisite: Math. 111.

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

Develops 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 biological sciences. Biological sciences majors only. Prerequisite: Math. 111.

Math. 211 — *Calculus I* 4 cr. hrs.

Study of the cartesian plane, functions, limits and continuity; the derivative, differentials and applications; and anti-derivatives.

Math. 212 — *Calculus II* 4 cr. hrs.

Study of the definite integral and application; conic sections; differentiation of elementary transcendental functions; the indefinite integral and techniques of integration. Prerequisite: Math. 211.

Math. 221 — *Statistics* 3 cr. hrs.

Descriptive and inferential statistics with emphasis on probabilistic distribution. Both discrete and continuous probability density functions are discussed. Practical training in the calculation of various statistical measures and the use of automatic calculators is obtained in the laboratory. Prerequisite: Sophomore standing.

Math. 222 — *College Geometry* 3 cr. hrs.

Elementary geometry from an advanced standpoint. Incidence geometry in planes and space, geometric inequalities, properties of the triangle, the quadrilateral, the circle and sphere. Prerequisite: Math. 112.

Math. 231 — *Theory of Arithmetic* 3 cr. hrs.

The use of language in mathematics, sets and relations; the four elementary operations in counting numbers, integers, and different number bases; and elementary theory of numbers. Elementary education majors only.

Math. 232 — *Algebraic and Geometric Structures* 3 cr. hrs.

Clock arithmetic and modulo systems; rational numbers, decimals, and irrational numbers; measurement of line segments, triangles, circles, area, and volume. Prerequisite: Math. 231.

Math. 241 — *Introduction to Computer Programming* 1 cr. hr.

Computer programming using the Fortran Language with examples chosen from the natural and physical sciences.

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

Mathematics takes on new interest when it is applicable to life situations. Instruments used in the field are the slide rule, angle mirror, hysometer, and clinometer, plane table, vernier, transit, and scale drawing. Prerequisite: Math. 112.

Math. 311 — *Intermediate Calculus* 4 cr. hrs.

Study of polar coordinates, parametric equations, vectors in the plane and space, improper integrals; partial differentiation; multiple integration; series and sequences. Prerequisite: Math. 212.

Math. 312 — *Differential Equations* 3 cr. hrs.

Study of elementary ordinary differential equations; infinite series and power series, and La Place transforms. Prerequisite: Math. 311.

- Math. 321 — *Introduction to Modern Algebra* 3 cr. hrs.  
 Modern algebra and its concepts and terminology. Subjects discussed include sets, rings, fields, groups, relations, and functions. Prerequisite: Math. 212.
- Math. 322 — *Linear Algebra* 3 cr. hrs.  
 Study of vectors and n-dimensional vector space; determinants, matrices, linear transformations, quadratic forms, and applications in 3-space. Prerequisite: Math. 321.
- Math. 331 — *Algebra for Secondary School Teachers* 3 cr. hrs.  
 Topics of elementary algebra from an advanced viewpoint. Consideration will be given to topics of contemporary school mathematics programs. Prerequisite: Ed. 352.
- Math. 332 — *Modern Geometry* 3 cr. hrs.  
 Euclidean and various non-Euclidean geometrics and their development from postulate systems. Prerequisite: Math. 222.
- Math. 411 — *Advanced Calculus* 3 cr. hrs.  
 Differential and integral calculus of functions and transformations. Prerequisite: Math. 311.
- Math. 412 — *Complex Variables* 3 cr. hrs.  
 Presentation of theory through the differential and integral calculus of analytic functions, residues, and conformal transformations, with applications. Prerequisite: Math. 311.
- Math. 421 — *Introduction to Topology* 3 cr. hrs.  
 Fundamentals of general topology. Topics included are elementary set theory, topological spaces, mappings, compactness, product and metric spaces, nets and convergence. Prerequisite: Math. 311.
- Math. 422 — *Introduction to Group Theory* 3 cr. hrs.  
 Fundamentals of group theory. Topics included are groups and related systems, normal subgroups and homomorphisms, Abelian groups, permutation groups, automorphisms, and free groups. Prerequisite: Math. 321.
- Math. 431 — *Number Theory* 3 cr. hrs.  
 Theory of numbers. Topics included are Euclidean algorithm, congruences, continued fractions, Gaussian integers, and Diophantine equations. Prerequisite: Math. 321.

Math. 432 — *Elementary Numerical Analysis* 3 cr. hrs.

A computer-oriented analysis of algorithms of numerical analysis. Topics discussed include non-linear equations, interpolation and approximation, differentiation and integration, matrices, and differential equations. Prerequisite: Math. 311.

## MENTAL RETARDATION

Professor Emily A. Reuwsaat, Chairman

Professors:

Andrew J. Karpinski

Jordan M. McLaughlin

James T. Reifer

Assistant Professor: Margaret S. Webber

Instructor: Carroll J. Redfern

Tch. MR. 201 — *Introduction to Mental Retardation* 3 cr. hrs.

Overview of behavioral and learning characteristics of the mentally retarded. Etiology and environmental aspects of development of the mentally retarded. Observations of special classes and field trips to institutions.

Tch. MR. 303 — *Crafts for All Levels of*

*Mentally Retarded*

4 cr. hrs.

Laboratory experiences with craft activities for use with all levels of the mentally retarded. Analysis of the crafts experiences for development of techniques and curricular emphases and correlation with the total program for the mentally retarded.

Tch. MR. 351 — *Special Class Methods:*

*Primary and Intermediate Levels*

3 cr. hrs.

Organization of instruction for trainable and educable mentally retarded. Curriculum methods and materials for primary and intermediate levels. Observation of special classes and construction of teaching materials.

Tch. MR. 352 — *Special Class Methods:*

*Secondary Levels*

3 cr. hrs.

A student-centered workshop approach in analysis of methods, research, and philosophies currently in use in the teaching of the

mentally retarded. Practice in the use of various teaching aids and machines related to student projects in secondary special classes for the mentally retarded.

Tch. MR. 361 — *Seminar in Teaching the Mentally Retarded* 3 cr. hrs.

Practical problems of teaching special classes for the mentally retarded are considered. Organization and administration of classes, coordination with various personnel serving the students, integration and curriculum problems, facilities, equipment and materials will be discussed. Pennsylvania State School Law and State mandated special services will be presented. Teacher competence and problems pertinent to student teaching will be explored.

Tch. MR. 375 — *Individual Project* 1-3 cr. hrs.

Project planned according to interests and needs of the individual student, in any of the following suggested areas: library research, curriculum study, work with individual children, internship in special aspects of educational programs. (Open to seniors only with staff approval).

Tch. MR. 400 — *Workshop in Problems and Methods in Special Education* 6 cr. hrs.

Investigations are made of recent developments in the education of the educable mentally retarded. Topics will vary according to interest and needs of students. (For teachers in the field with degrees; not for regular students in the Teaching of the Mentally Retarded curriculum).

Tch. MR. 401 — *Student Teaching, M.R.* 12 cr. hrs.

Thirty hours per week of supervised student teaching experience under the direction of the professional staff in cooperation with local and state school divisions.

Tch. MR. 432 — *Language Arts for Special Classes* 3 cr. hrs.

A student-centered workshop approach in analysis of methods, research and philosophies currently in use in the teaching of the language arts to special classes. Practice in the use of various teaching aids and machines related to student projects in language arts applicable to individual needs of children in special classes. Prerequisite: a course in the teaching of reading.



## MUSIC

Associate Professor William K. Decker, Chairman

Associate Professors:

Jack S. Bemis

Sylvia H. Cronin

Nelson A. Miller

Assistant Professor: Richard J. Stanislaw

Instructor: Stephen A. Wallace

Music 101 — *Introduction to Music* 3-3 cr. hrs.

Introduction to music listening to develop an understanding of music and the various media through which it is expressed. Selected masterpieces, composers, musical forms, and styles considered.

Music 131 — *Theory I* 4-3 cr. hrs.

Harmony, including tonic, subdominant, and dominant chords. Sight-singing and keyboard harmonizations will be included.

Music 132 — *Theory II* 4-3 cr. hrs.

A continuation of Theory I, including the study of supertonic, submediant, and mediant chords, as well as common-chord and chromatic modulation. Melodic and harmonic dictation, sight-singing, and keyboard training are emphasized. Prerequisite: Theory I.

Music 121 — *History of Music* 3-3 cr. hrs.

Music from Bach to the present day with emphasis upon active listening and the development of a musical vocabulary.

Music 241 — *Class Piano* 4-3 cr. hrs.

Group piano instruction for the beginner. Emphasis on creating and playing accompaniments for songs, and on sight reading.

Music 251 — *Aesthetics and Music Criticism* 3-3 cr. hrs.

Comparison of musical objectives and philosophies of schools, eras, and individual composers. Principles of criticism that apply to music and its performance are considered.

Music 311 — *Music in the Elementary School* 3-3 cr. hrs.

Designed to provide prospective elementary school teachers with the skills, understanding, and attitudes which will help them to function effectively in the area of music as it is related to the self-contained classroom. Emphasis is placed on personal music develop-

ment, an understanding of the basic musical content, the developmental growth process in music, desirable musical experiences for children, and effective organization of these experiences. For juniors and seniors only.

Music 322 — *Music of the Romantic Era* 3-3 cr. hrs.

Nineteenth century European music, its composers, and the relationship of music to the culture of the time. Prerequisite: Music 101.

Music 323 — *Twentieth Century Music* 3-3 cr. hrs.

Compositions by composers from Debussy to the present will be studied. Emphasis on listening and analysis of representative works. Prerequisite: Music 101.

Music 324 — *American Music* 3-3 cr. hrs.

Works of selected American composers with reference to characteristics indigenous to American music. Prerequisite: Music 101.

Music 341 — *Choral Techniques* 3-3 cr. hrs.

Emphasis on the development of techniques and abilities necessary for the participation in choral ensembles. Principal attention will be given to the skills necessary for the supervision of such groups. Tone production, proper breathing, and appropriate literature will be studied.

Music 412 — *Literature and Materials of  
Children's Music* 3-3 cr. hrs.

Designed primarily for elementary education majors who have an area of interest in music. Provides a broad knowledge of the music program content in the elementary grades. Review basic texts, recordings, filmstrips, films, sources of literature, and materials. Develops a repertoire of songs, rhythmic activities, and other musical information representing a core foundation for the elementary music curriculum. Prerequisite: Music 311.

#### APPLIED MUSIC

Music 171-172-173 — One half hour private lesson per week for as many as three semesters. Instruments currently offered are: voice, piano, organ, trumpet, French horn, trombone, baritone, tuba, flute, clarinet, oboe, bassoon, and saxophone. Students are expected to practice five hours per week. At the end of

each semester, the student is expected to meet minimum requirements in sight-reading, technique, and general musicianship as determined by examinations before the applied music faculty.

Since the number of students who may study privately is limited by the available faculty and college facilities, approval must be given by the department chairman before advanced registration.

## NURSING

NED. 301 — *Public School Nursing I* 3 cr. hrs.

Public school nursing, as a branch of public health nursing, is considered in this course. The historical background, various fields of responsibility, and the problems and limitations of the profession are discussed along with new techniques of handling public school health problems.

NED. 302 — *Public School Nursing II* 3 cr. hrs.

A study of physical, emotional, and social problems affecting the health of the school child and the methods that may be employed by home, school, and community in helping to solve health problems with emphasis on the nurse as co-ordinator in the use of local, state, and federal resources.

NED. 304 — *Public Health Nursing* 3 cr. hrs.

Historical background, fundamental principles, organizational framework, problems of community participation, and trends in public health nursing.

NED. 305 — *Nutrition* 3 cr. hrs.

A review of basic principles of nutrition with relation to economic factors and cultural food patterns with special emphasis on the nutritional needs of the school-age child.

NED. 306 — *Family Case Work* 3 cr. hrs.

An overview of social welfare and interviewing principles for school nurses. Case histories and interviewing situations are selected for critical discussion to acquaint the student with application of case work methods in school nursing practice.

NED. 309 — *Community Health I* 3 cr. hrs.

Various facets of community health including historical background, environmental concern, and methods of control. Reference will be made to contemporary and future problems dealing with radiation, air-water pollution, and space.

NED. 310 — *Modern Communicable Diseases* 3 cr. hrs.

Current practices and the role of the school nurse in communicable disease prevention and control with emphasis on the relationships between physical, socio-economic, and biologic environment.

## PHILOSOPHY

Professor William L. Carlough, Chairman

Associate Professors:

Maxwell Primack

Seymour Schwimmer

Assistant Professors:

Richard J. Brook

Oliver J. Larmi

Phil. 211 — *Introduction to Philosophy* 3 cr. hrs.

Develops systematically a number of general topics which the sciences, in their attempts to specialize, do not encompass. Some of these are forms of argument, kinds of knowledge, nature of reality, individual and social values, and standards of conduct.

Phil. 301 — *Ethics* 3 cr. hrs.

Analysis of the criteria for choosing between alternatives; the relation of means and ends; individual and social interests; conflict of interests and community of interests, justification and genesis of values, ethical relativism.

Phil. 302 — *Logic* 3 cr. hrs.

Laws of systematic thinking. Included is an examination of logical forms of argumentation, the syllogism, and the methodology of the deductive sciences.

Phil. 303 — *Philosophy of Science* 3 cr. hrs.

Analysis of the logic of inquiry in the natural and social sciences: the nature of scientific explanation, problems of causality, measurement, prediction, and verification.

Phil. 306 — *Philosophy of Religion* 3 cr. hrs.

A critical analysis of religious faith. Particular attention is given to the nature of religion, evidence supporting religious belief, and problems and challenges to religion. Prerequisite: Phil. 211.

Phil. 309 — *World Religions* 3 cr. hrs.

Beliefs and practices of living religions. Includes Hinduism, Buddhism, Confucianism, Taoism, Shinto, Judaism, Christianity and Islam.

Phil. 314 — *Existentialism and Contemporary Philosophy* 3 cr. hrs.

Significant trends in contemporary Western philosophy; major emphasis on Existentialism. The writings of Freud, Kierkegaard, Nietzsche, Sartre, Camus and Ayer will be examined. Prerequisite: Phil. 211.

## PHYSICS

Professor Halbert F. Gates, Chairman

Professor: David J. Harper

Associate Professors:

Herbert H. Reichard

Tobias F. Scarpino

David A. Superdock

Assistant Professors:

P. Joseph Garcia

M. Gene Taylor

Stephen G. Wukovitz

Phys. 101 — *Basic Physical Science* 3 cr. hrs.

A one-semester integrated investigation of basic facts and relationships involving the areas of chemistry, astronomy, and physics. Topics range from nuclear particles, through atoms and molecules, to the solar system. Designed for non-science majors. 5 hr./wk; 2 lect., 3 lab-discuss.

Phys. 103 — *Principles of Physical Science I* 3 cr. hrs.

Laboratory "discovery" type of course in the physical sciences for non-science majors (especially recommended for the elementary teaching program). Emphasis on the investigational nature of



science through experiences with the behavior of materials leading to the building and understanding of theoretical models. 5 hr./wk.; 1 lect., 4 lab.

Phys. 104 — *Principles of Physical Science II* 3 cr. hrs.

A continuation of Phys. 103. Second term topics include energy, forces within matter, electrons in motion, ionic crystals, molecules, and covalently bonded solids. Prerequisite: Phys. 103. 5 hr./wk.; 1 lect., 4 lab.

Phys. 111 — *Introductory Physics I* 4 cr. hrs.

A non-calculus approach to the basic principles of mechanics, the physics of fluids, and heat and thermodynamics. 6 hours/week: 3 class, 3 lab.

Phys. 112 — *Introductory Physics II* 4 cr. hrs.

A continuation of Phys. 111. Includes the basic principles of sound, geometrical and physical optics, and electricity and magnetism. Prerequisite: Phys. 111 or equivalent. 6 hours/week: 3 class, 3 lab.

Phys. 211 — *General Physics I* 4 cr. hrs.

A treatment, using calculus, of the principles of mechanics, the physics of fluids, and heat and thermodynamics. This course is designed for majors in Sciences or Mathematics. Prerequisite: Math. 211 completed or concurrent. 6 hours/week: 3 class, 3 lab.

Phys. 212 — *General Physics II* 4 cr. hrs.

A continuation of Phys. 211. Includes the principles of sound, geometrical and physical optics, and electricity and magnetism. Prerequisites: Phys. 211, and Math. 212 completed or concurrent. 6 hours/week: 3 class, 3 lab.

Phys. 225 — *Demonstrations in the Physical Sciences* 3 cr. hrs.

Designed to give the science student or in-service teacher practical experience for conducting demonstration experiments in physics, chemistry, general science, and earth science. The course will emphasize the use of materials, apparatus, and films characteristic of the new program in science such as PSSC Physics, CHEM Study, Earth Science Curriculum Project, and the Physical Science Program. Prerequisites: Physics 112, Chemistry 112, or their equivalent. 4 hours/week: 2 class, 2 lab.

Phys. 310 — *Intro. to Atomic Physics* 4 cr. hrs.

Application of the "modern" atomic concepts of quantum theory, relativity, and wave mechanics to appropriate topics such as x-rays, nuclei, photoelectric effect, atomic structure, the electron, and scattering. Prerequisite: Phys. 212 or Phys. 112 and consent of instructor; Math. 212. 6 hour/week: 3 class, 3 lab.

Phys. 311 — *Mechanics* 3 cr. hrs.

Statics and dynamics of single particles and particle systems. 3 hour/week. Prerequisite: Phys. 212 or Phys. 112 and consent of instructor, Math. 311 or concurrent registration.

Phys. 314 — *Electricity and Magnetism* 4 cr. hrs.

An intermediate-level study of the electric field, potential, dielectric properties, capacitance, and direct and alternating currents. The study of magnetism includes magnetic fields, electromagnetic induction, and magnetic properties of matter. A brief introduction to electromagnetic waves is included. Prerequisites: Phys. 212 or Phys. 112 and approval of Instructor; Math. 311. 6 hours/week: 3 class, 3 lab.

Phys. 315 — *Electronics* 4 cr. hrs.

The application and theory of semiconductors and vacuum tubes with special emphasis on circuitry. Study of basic electronic instrumentation as related to the gathering, processing, and display of scientific data in any discipline. Prerequisite: Phys. 112 or 212. 6 hour/week; 3 class, 3 lab.

Phys. 318 — *Optics* 4 cr. hrs.

A combination of geometrical optics including lens theory with physical (wave) optics including diffraction, interference, polarization, lasers, and coherent light. 6 hour/week: 3 class, 3 lab. Prerequisite: Phys. 212 or Phys. 112 and consent of instructor.

Phys. 420 — *Vibrations and Waves* 3 cr. hrs.

An intermediate-level treatment of simple harmonic, damped, and forced oscillations. The study of waves includes the propagation of waves in three dimensions with analysis of reflection, transmission, and refraction for various boundary conditions. Electromagnetic, acoustical, fluid, and mechanical applications are included. Fundamental to much of advanced physics. Prerequisites: Phys. 311, Math. 311. 3 hours class/week.

Phys. 421 — *Solid State Physics* 3 cr. hrs

Physical properties of matter in the solid state. Basic quantum concepts, crystal structure, electrons in metals, electrical conductivity, semiconductors, band theory, the p-n junction. Dielectric and magnetic properties of matter. Prerequisites: Phys. 314, Math. 312. 3 hours class/week.

Phys. 422 — *Thermodynamics* 3 cr. hrs.

Concepts and principles of classical thermodynamics. Thermodynamics of simple systems. Achievement and measurement of low temperature. Introduction to kinetic theory. Prerequisites: Phys. 212. Math. 311.

Phys. 480 — *History of Physical Science* 3 cr. hrs.

An historical account of the development of physical science, particularly physics and chemistry, from the time of Copernicus to the present. Intended for the prospective teacher of the physical sciences. Prerequisite: near completion of a major in physics or chemistry, or consent of Instructor.

Phys. 490 — *Physics Seminar* 1 cr. hr.

## POLITICAL SCIENCE

Professor Robert L. Rosholt, Chairman

Associate Professors:

Charles G. Jackson

Prakash C. Kapil

James W. Percey

Assistant Professors:

Martin M. Gildea

Richard O. Micheri

The program of the Department of Political Science for the 1970-1971 academic year will differ somewhat from that shown below. Courses will be renumbered and several new courses added. Few, if any, existing courses will be dropped.

Pol. Sci. 211 — *United States Government* 3 cr. hrs.

A study of American national government with emphasis on basic concepts, structure, powers, procedures, and problems.

Pol. Sci. 212 — *Elements of Political Science* 3 cr. hrs.

Emphasis on a mix of empirical and normative theory in order to furnish a conceptual framework as an introduction to the discipline.

(Either Pol. Sci. 211 or 212 is a prerequisite for all succeeding courses in the department.)

Pol. Sci. 310 — *State Governments in the American Federal System* 3 cr. hrs.

The organization and operation of state government, state politics, intergovernmental relations.

Pol. Sci. 311 — *Urban Government and Politics* 3 cr. hrs.

Governmental and political problems of the American city, the structure and function of city governments, groups in urban and suburban politics, metropolitics, the megalopolis.

Pol. Sci. 315 — *Parties, Groups, and Public Opinion* 3 cr. hrs.

The development of political parties in the United States, elections, voter behavior, political participation, the role of interest groups, political propaganda.

Pol. Sci. 317 — *The Negro in American Politics* 3 cr. hrs.

The role of the Negro in American politics, the Black Power movement, the Negro and civil rights, racial conflict.

Pol. Sci. 323 — *Comparative European Governments* 3 cr. hrs.

Principles of comparative analysis; social and economic interests; role of ideology; political interest groups, parties and electoral systems; the evolution, structure, organization, and operation of the governments of Great Britain, France, the U. S. S. R., and the German Federal Republic.

Pol. Sci. 324 — *International Relations* 3 cr. hrs.

Political theory of the state, sovereignty, and government, and a detailed examination of their component parts. The sources of national power, the results of national power, in the form of disputes, conflicts, and wars, or alliances, balances of power, and settlements of international law in international courts.

Pol. Sci. 352 — *Public Administration* 3 cr. hrs.

The useful contributions made by organizational theory to the problems of decision-making functions and coordination of program budgeting and personnel are considered.

Pol. Sci. 424 — *Politics and Institutions of Latin America* 3 cr. hrs.  
Organizational forms, functions, and operations of selected countries of Latin America. Emphasis on indigenous institutions.

Pol. Sci. 425 — *Politics and Institutions of Africa* 3 cr. hrs.  
History, structure, functions, and problems of selected countries of Africa.

Pol. Sci. 426 — *Politics and Institutions of Asia* 3 cr. hrs.  
History, structure, functions, and problems of selected countries of Asia, including China, Japan, and India.

Pol. Sci. 433 — *History of Political Thought* 3 cr. hrs.  
Important political theorists of the past and their proposals with reference to their validity at the time, and their application and acceptance today. Liberty, authority, democracy, individualism, nationalism, and internationalism.

Pol. Sci. 451 — *Constitutional Law* 3 cr. hrs.  
History, organization, and functions of the Supreme Court including a case study approach of the Court's interpretations of the commerce and taxing powers, state-federal relationships, and civil rights.

Psy. 460 — *Basic Statistical Method* 3 cr. hrs.  
For a description of this course see Psychology 460 under Psychology course descriptions. Liberal arts students concentrating in political science will receive credit for this course. Prerequisite: permission of Political Science Department.

Pol. Sci. 470 — *Senior Seminar* 3 cr. hrs.  
Individual research projects determined in consultation between student and instructor. Prerequisites: 12 hours of political science and permission of the department.

## PSYCHOLOGY

Professor Martin A. Satz, Chairman

Professors:

Merritt William Sanders

Louise Seronsy

Associate Professors:

Donald R. Bashore

James D. Pietrangel

J. Calvin Walker



## Assistant Professors:

James J. Murphy

Phillip A. Rouse

## Instructors:

Robert H. Finks

Eugene D. Shershen

Psy. 101 — *General Psychology* 3 cr. hrs.

How people behave and why they behave as they do. Heredity and environment, the nature and function of perception, emotions and thought, the forces that bring about various kinds of behavior, and the problems of personal adjustment.

Psy. 102 — *Advanced General Psychology* 3 cr. hrs.

Intensive and detailed understanding of psychological processes which are covered at an elementary level in Psychology 101. Prerequisite: Psy. 101.

Psy. 211 — *Child Psychology* 3 cr. hrs.

A systematic study of the psychological and social development of the child from the prenatal period through the early school years. Applications will be made to educational guidance, family life, and social welfare.

Psy. 260 — *Basic Statistics* 3 cr. hrs.

Methods of collecting, tabulating, and treating data; measures of central tendency, deviation, correlation, and graphic representation; descriptive statistics.

Psy. 271 — *Educational Psychology* 3 cr. hrs.

A first course providing for the applications of psychology to the learning situation. Deals with the learner, that which is to be learned, and the learning processes. Prerequisite: Psy. 101.

Psy. 321 — *Psychological Tests and Measurements* 3 cr. hrs.

Principles and practices of psychological measurement and evaluation for education, industry, social agencies, and behavioral research. Acquaints student with methods for critical evaluation, selection, and application of materials in this field. Prerequisite: Psy. 260.

- Psy. 331 — *Psychology of Adjustment* 3 cr. hrs.  
Processes necessary for the development of a healthy mental state. Practical applications of principles of good mental hygiene demonstrated. Field trips to nearby mental institutions. Prerequisite: Psy. 101.
- Psy. 351 — *Social Psychology* 3 cr. hrs.  
Behavior of individuals and groups in society. Prerequisite: Psy. 101.
- Psy. 361 — *Experimental Psychology* 3 cr. hrs.  
An introduction to the methodology of experimental research. Prerequisite: Psy. 260.
- Psy. 380 — *Physiological Psychology* 3 cr. hrs.  
The study of the interplay between the various organs and tissues of the body and behavior. Behavior is studied as the resultant of the functioning of the nervous system, receptors, muscles and glands. Hereditary patterns of special psychological interest are considered.
- Psy. 401 — *Foundations of Contemporary Psychology* 3 cr. hrs.  
Designed to provide basic background for those students who will have psychology as a major or as a minor field. Historical backgrounds and schools of thought in psychology. Methods of investigation and their implications for the various systems of psychology. The contributions of the various fields of psychology for education. Prerequisite: Psy. 101.
- Psy. 406 — *Psychology Seminar* 3 cr. hrs.  
Designed for students who have adequate ability and background for the carrying out and reporting of independent research in the field of psychology. In a three-hour session the researcher will present his paper for the judgments and discussion of the enrollees and the instructor. Topics are assigned by the instructor and should be arranged well in advance of the beginning of the course. Prerequisite: Permission of the instructor.
- Psy. 416 — *Adolescent Psychology* 3 cr. hrs.  
The physical, social, and psychological attributes of youth from age eleven to mid-teens and their adjustment in a dynamic society. (Formerly Psy. 411) Prerequisite: Psy. 211 or 271.

Psy. 431 — *Abnormal Psychology* 3 cr. hrs.

Mental abnormalities including symptoms, diagnosis, and treatment. Problem cases and characteristics of handicapped and sub-normal children. Prerequisite: Psy. 101.

Psy. 436 — *Theories of Personality* 3 cr. hrs.

The nature and organization of personality and the dynamic forces that shape the individual. Prerequisite: Psy. 101.

Psy. 452 — *Industrial Psychology* 3 cr. hrs.

Services of the psychologist to business and industry. Included are job analysis, motion studies, selection of new employees, transfers, promotions and terminations, training, problem employees, rating, morale, and research. Prerequisite: Psy. 101.

Psy. 456 — *Psychology of Motivation* 3 cr. hrs.

An investigation of the basic dynamics of human behavior. A consideration of the concepts, principles, and empirical findings concerning those basic factors which underlie human motivation. Attention is paid to both innate and acquired behavior bases. Prerequisite: Psy. 101.

Psy. 462 — *Advanced Experimental Psychology* 3 cr. hrs.

A continuation and extension in depth of Psychology 461. There is an involvement in more advanced procedures and techniques of experimental design and practice. Greater individual initiative is expected of students in planning and executing studies. The student also evaluates reports of experiments and research.

Psy. 466 — *Research Projects in Psychology* 3 cr. hrs.

A problem of special interest selected and followed by each student under the immediate supervision of the instructor. Prerequisites: Recommendation of the advisor and permission of the department chairman.

## SOCIOLOGY

Professor Ralph R. Ireland, Chairman

Associate Professors:

Avrama Gingold

Ober Morning, Jr.

Jane J. Plumpis

Robert R. Reeder

Bernard J. Schneck

Robert R. Solenberger

Anthro. 200 — *Principles of Cultural Anthropology* 3 cr. hrs.

Man's biocultural development and cultural achievement. The function of elements and configurations of material and non-material culture in meeting human needs. Cultural processes and the role of culture in personality formation.

Soc. 211 — *Principles of Sociology* 3 cr. hrs.

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

Soc. 213 — *Contemporary Social Problems* 3 cr. hrs.

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. 233 — *Introduction to Social Work and the Welfare Services* 3 cr. hrs.

An examination of the modern welfare services, followed by the study of some of the methods by which social workers help to solve problems which range from adoption and care for the aged to marital counseling, parole supervision, and community organization.

Anthro. 301 — *Field Archaeology I* 3 cr. hrs.

Field investigation of various aboriginal cultures which have occupied the valley of the North Branch of the Susquehanna River since the glacial age. Emphasis on excavation of sites in this area, preceded by orientation to stratigraphic and recording techniques.

Anthro. 302 — *Field Archaeology II* 3 cr. hrs.

Intensive study of problems encountered in archaeological research on the prehistoric cultures of the Susquehanna Valley, as revealed by excavation and comparative study of finds.

Soc. 315 — *Racial and National Minority Groups* 3 cr. hrs.

An analysis of racial and minority relations involving racial, national, and religious minorities in the United States. Emphasis will be placed on the present system of minority relations with efforts being made toward possible adjustments. Prerequisite: Soc. 211.

Soc. 316 — *Urban Sociology* 3 cr. hrs.

Analysis of origin and growth of the city in the U. S. Emphasis on ecological changes taking place as well as the dynamic patterns of interaction on the contemporary scene. Prerequisite: Soc. 211.

Soc. 318 — *Social Stratification* 3 cr. hrs.

A review and analysis of some of the major theories and research in social stratification and social mobility as related to such areas as ethnic and racial communities, religion, mental disorders, schools, marriage and the family, and socialization. Prerequisite: Soc. 211.

Soc. 319 — *Religion in American Society* 3 cr. hrs.

Analysis of the relationship between religion and American social institutions and society. Prerequisite: Soc. 211.

Anthro. 320 — *Contemporary World Cultures* 3 cr. hrs.

Comparative analysis of selected non-European societies in contrasting cultural and natural areas. Stresses on the natural and social environment, national character, religion and world view, and literary, artistic, and musical expression.

Anthro. 340 — *North American Ethnography and Archaeology* 3 cr. hrs.

Survey of the cultural types and language distributions of the North American Indian through prehistoric and early historic periods. Includes Indians and archaeology of Pennsylvania. Prerequisite: Anthro. 200.

Soc. 331 — *Marriage and Family* 3 cr. hrs.

Cultural traditions of the marriage and the family and the new problems in social behavior these institutions face in a changing society. Prerequisite: Soc. 211.

Soc. 332 — *Personality in Culture and Society* 3 cr. hrs.

Examination of cultural influences on the development of personality; analysis of personality differences in various cultures. Presentation of explanatory hypotheses.

Soc. 334 — *Social Casework* 3 cr. hrs.

Representative cases in the field of social work; techniques of investigation and criteria for appraisal.



- Soc. 336 — *Child Welfare* 3 cr. hrs.  
 A historical and comprehensive study of the principal child welfare services.
- Soc. 341 — *Criminology* 3 cr. hrs.  
 Scientific study of crime. Theories of causes of crime, including physical type, differential association, psychiatric, etc. Volume, scope, and trends in crime; police, administration of justice, rehabilitation theory and practice. Prerequisite: Soc. 211.
- Anthro. 410 — *Primitive Arts* 3 cr. hrs.  
 Graphic arts, literature, music, and the dance of ancient and non-European cultures throughout the world. Prerequisite: Anthro. 200.
- Anthro. 480 — *Primitive Religion* 3 cr. hrs.  
 A critical examination of religion and magic in primitive society. Leading anthropological theories of the forms and functions of religion in human life are studied. Prerequisite: Anthro. 200.
- Soc. 442 — *Juvenile Delinquency* 3 cr. hrs.  
 Examination of social pressures operative upon children in American society which lead to deviant behavior. Factors leading to formation of delinquent personality. Methods of treatment and prevention, juvenile courts, clinics and correctional institutions will be considered. Prerequisite: Soc. 211.
- Anthro. 490 — *Socialization of the Child in  
 Primitive Society* 3 cr. hrs.  
 Life experience and adjustment of the individual through infancy, middle childhood and youth. Contrasting methods of introducing children to adult economic, social and religious activities. Prerequisite: Anthro. 200.
- Soc. 460 — *Basic Statistical Method* 3 cr. hrs.  
 For a description of this course see Psychology 460. Liberal arts students will receive credit for this course. Prerequisite: Permission of Sociology Department.
- Soc. 462 — *Sociological Theory* 3 cr. hrs.  
 Survey of the development of sociological theory from Comte and Spencer. Comparison of modern schools of thought, including

mechanistic, geographical, analytical, functional, and neo-positivistic. Prerequisites: 12 hours of sociology or permission of instructor.

Soc. 466 — *Research Methods in the Social Sciences* 3 cr. hrs.

Methods and techniques in social science research. Preparation of research projects, questionnaires, sampling, interviews, etc. Introduction to methods for analysis and interpretation of data. Liberal arts students concentrating in sociology will receive credit for the course. Prerequisite: 12 hours of sociology including Psy. 460.

Soc. 470 — *Senior Seminar* 3 cr. hrs.

Individual research projects and reports within selected areas of sociological interest, such as the family, criminology, social stratification, and ethnic minorities. Prerequisites: 18 hours of sociology including Soc. 460, 462, and 466, and permission of the department.

## SPECIAL EDUCATION

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

The educational problems of exceptional children. The history and philosophy of special education programs for exceptional children.

Spec. Ed. 352 — *Experience with Emotionally Disturbed* 1-3 cr. hrs.

Experience working individually with emotionally disturbed children in a state hospital or a clinic setting. Prerequisite: Permission of instructor.

Spec. Ed. 354 — *Experience with Learning Disabilities* 1-3 cr. hrs.

Experience working individually with children whose learning disabilities present special educational problems. Prerequisite: Permission of instructor.

Spec. Ed. 450 — *Behavior Disorders* 3 cr. hrs.

Psychological development of behavior and its effect on the child's school performance. The effect of the school on the child is also discussed as are intervention approaches in educating emotionally disturbed children. Prerequisites: Psy. 101 and 371.

Spec. Ed. 451 — *Speech Improvement for the Classroom* 3 cr. hrs.

Open to students of all curriculums and in-service classroom teachers; an introduction is given to language and speech problems commonly found among school children. Practical methods and attitudes for improvement of communication in the classroom setting are outlined. (Required in Tch. M.R. curriculum).

Spec. Ed. 454 — *Disorders of Written Communication* 3 cr. hrs.

An introductory course to enable the clinician or teacher to recognize the functional level of the child, to recognize possible disorders for evaluative referrals, and to plan or carry out meaningful, corrective therapy. A review of the developmental processes involved in encoding and decoding orthography, with emphasis placed on the recognition of related disorders.

Spec. Ed. 455 — *Learning Disabilities* 3 cr. hrs.

A study of the characteristics and symptoms of specific learning disorders. Students are introduced to diagnostic and educational procedures used with learning disorders. Emphasis is on perceptual and conceptual factors in the development of language. Prerequisites: Psy. 101 and 371.

## SPEECH

Professor Melville Hopkins, Chairman

Associate Professors:

Richard D. Alderfer

Erich F. Frohman

Michael J. McHale

James J. O'Toole

Robert D. Richey

Assistant Professors:

William A. Acierno

Virginia C. Doerflinger

Instructor: Janice M. Youse

Speech 103 — *Introduction to Speech* 3 cr. hrs.

The study and practice of skills in interpersonal communication (person-to-person) and public speaking (speaking to groups). Emphasis is on intensive research, sound organization, and effective language. Various oral projects are utilized: speeches, group discussions, and interpretive readings.

Speech 105 — *Communication Theory and Rhetoric* 3 cr. hrs.

Open to all students; required of speech majors. Treats both the principles of classical rhetoric and the contemporary theories in communication. A survey of behavioral science, semantics, and the philosophy of language.

Speech 206 — *Oral Interpretation of Literature* 3 cr. hrs.

Intellectual and emotional meanings used in the presentation of poetry and prose. Practice in the skills required for the successful reading aloud of these meanings to a group of listeners.

Speech 208 — *Introduction to Theatre Arts* 3 cr. hrs.

A survey of the arts of the theatre: directing, play production, theatre history, stage design, and acting.

Speech 211 — *Theatre Production* 3 cr. hrs.

Physical aspects of producing a play: scene design, costuming, make-up properties, stage management, and business procedures. The student is thus equipped with the basic skills for the technical work of production. Crew work is assigned.

Speech 218 — *Discussion* 3 cr. hrs.

Principles and processes of group discussion in policy making situations and interpersonal relations. Practical problems in leadership and participation are provided.

Speech 231 — *Introduction to Radio and Television* 3 cr. hrs.

A survey of communication practices and techniques in the media of radio and television. The student is given practice in these techniques, and is provided with a background of their dynamics in relation to modern society.

Speech 241 — *Voice and Diction* 3 cr. hrs.

A study of the vocal organs and their function. Designed for students who wish to improve their vocal quality and who have no voice defects.

Speech 285 — *Parliamentary Law* 3 cr. hrs.

A study of the rules of parliamentary law with practice in their usage. Application of parliamentary procedure so as to insure democratic and efficient meetings.

- Speech 307 — *Business and Professional Speech* 3 cr. hrs.  
Practice of speech as applied in business and professional careers. Analysis of employer-employee situations, and management-labor relations.
- Speech 311 — *Scene Design* 3 cr. hrs.  
Techniques of design and execution of stage settings with the integration of lighting, costume, and makeup. A survey of the historical development of scene design and staging. Prerequisite: consent of the instructor.
- Speech 312 — *Fundamentals of Acting* 3 cr. hrs.  
Introduction to the theories and techniques of acting. A study of the development of the character physically, emotionally, and intellectually. Individual and group exercises.
- Speech 318 — *Creative Dramatics* 3 cr. hrs.  
Background and methods of creative dramatics for the teacher. The techniques of psycho-drama, socio-drama, therapeutic drama, etc. are studied and analyzed. Dramatics as an improvisational form of theatre is emphasized.
- Speech 319 — *Children's Theatre* 3 cr. hrs.  
Dramatic literature for children and an investigation into the theories and techniques of theatre for children. Creative dramatics is introduced. Lab hours required.
- Speech 321 — *Argumentation* 3 cr. hrs.  
The basic principles of argument, with practice in debate. The fundamentals of logic are provided. Stress is on the techniques of effective thinking and speaking on controversial issues.
- Speech 325 — *Extempore Speech* 3 cr. hrs.  
An advanced public speaking course. Theories of, and exercises in, the four types of speaking. Major emphasis is on the composition and delivery of the extemporaneous speech.
- Speech 411 — *Directing* 3 cr. hrs.  
Staging a play, from the selection of a script up to the opening performance. Each student directs and participates in classroom projects. Lab hours required.
- Speech 414 — *Costuming for Stage* 3 cr. hrs.  
Costuming for the theatre through application of historical developments and elements of design to the requirements of the theatre. Lab hours required.



Speech 415 — *History of the Theatre* 3 cr. hrs.

Major periods of theatrical history from the viewpoint of play and the production. A survey of the theatre from the beginnings in Greece to 1860, with consideration given to the influences of Asiatic and African cultures.

Speech 416 — *Modern Theatre* 3 cr. hrs.

Developments in modern theatre practice and philosophy from Wagner and Appia to the present day. World theatre since Ibsen is studied, with particular attention to the contemporary American theatre scene.

Speech 421 — *Persuasion* 3 cr. hrs.

Analysis of problems of human motivation as encountered in audience situations. A study and practice of both the ethical, and scientific approach, by the speaker. Methods of applying a knowledge of the basis and tools of persuasion presented in detail.

Speech 490 — *Speech Seminar: Theatre* 3 cr. hrs.

Field of speech, with special emphasis on dramatic art. Purpose is to broaden the student's knowledge in his special field of learning by research and investigative papers and projects.

Speech 492 — *Speech Seminar: Public Address* 3 cr. hrs.

Field of speech, with special emphasis on public address. Purpose is as in Speech 490.

## SUMMER THEATRE PROGRAM

The summer of 1969 marked the third year of the Speech Department Summer Theatre Program. Continuing the precedent set the previous summer, professional actors joined the Bloomsburg students and adults from the local area, in the two major productions. Mercedes McCambridge appeared in "The Glass Menagerie," and Lilia Skala in "I Remember Mama."

The 1968 Summer Theatre Program included, for the first time, graduate courses in Speech. In this way the entire program was considerably strengthened, from both the acting and the technical point of view.

Participation in the summer program is open also to those wishing to study for cultural purposes, and who may not desire to pursue a degree.

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BLOOMSBURG STATE COLLEGE  
CAMPUS GUIDE

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|------------------------------|--------------------------------|--------------------------------|
| 1 Corver Hall                | 10 Dillon House                | 19 Pergola                     |
| 2 Dining Hall - Kitchen*     | 11 Andrus Library              | 20 Science Hall                |
| 3 Waller Hall Dormitory      | 12 Haas Auditorium             | 21 West Hall Dormitory (Women) |
| 4 College Commons            | 13 Navy Hall                   | 22 Heating Plant               |
| 5 Benjamin Franklin Building | 14 North Hall Dormitory (Men)  | 23 Elwell Residence Hall (Men) |
| 6 Hartline Science Center    | 15 South Hall Dormitory (Men)  | 24 Dormitory (Women)*          |
| 7 Sutliff Hall               | 16 Maintenance Building        | 25 Class Room Building         |
| 8 Centennial Gymnasium       | 17 Laundry                     | 26 Maintenance Building*       |
| 9 President's Residence      | 18 East Hall Dormitory (Women) | 27 Student Center**            |

\* Under Construction  
\*\* In Design

