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COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION.

Education is the process by which the individual relates himself to his universe, gives himself citizenship in the world, shares the races mind and enfranchises his own soul.

John Finley

The Mystery of the Minds Desire

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Introduction

THE COLLEGE AND ITS PURPOSE

The California State College is a state supported, single purpose institution established and maintained to help provide the schools of Pennsylvania with well trained, competent teachers. The program for teachers provides the student with a background in general education that is characteristic of educated men and women everywhere, a thorough training in the selected area of specialization and well designed courses in professional education. In addition, the college offers a variety of co-curricular activities of a social-cultural-academic nature designed to provide the student with the opportunity to develop his potentialities as an individual.

To these ends the Commonwealth of Pennsylvania has provided the buildings, the professional and the non-professional staff through many years of legislative support. The several fees paid by students represent only a portion of the cost of operating the college. Public support is the primary source of college funds.

As a result of its financial interest, the Commonwealth has established control of the state colleges through the Department of Public Instruction. Since there are fourteen such institutions the Department and the Board of College Presidents co-ordinate certain activities common to all state controlled schools. In addition, each school has a Board of Trustees which assists the President in administration. Other supervision and control comes from such state agencies as the State Council of Education, the Auditor General, the Department of Property and Supplies and the General State Authority. Each state college has the support of many vital agencies whose resources may be utilized at any time.

The curriculum at California is established in broad outline by the Department of Public Instruction by means of its several councils and study groups. The special curricula are assigned to each college with California being assigned Industrial Arts, Atypical Education, Elementary and Secondary Education. Students may

elect to specialize in any of these areas or their subdivisions. Other state colleges offer additional specializations.

In order that additional study opportunities might be made available the college sponsors an European Summer Tour which make available low cost travel-study trips for interested persons.

Another constantly expanding feature of the state college is its in-service program for teachers in the service area. Under the leadership of its several departments, the college sponsors evening programs for college students and experienced teachers wherein exchanges of experiences result in a more effective college program and a stimulated public school program.

The faculty at California represents a geographic cross-section of the United States, a long list of colleges and universities, and many years of graduate training. In addition to instruction and extra-curricular activities, many members of the staff are engaged in writing and research in their field of interest.

Additional information on the faculty, administrative procedures, curriculum and student life are to be found in the appropriate division of the *Bulletin*.

The California State College has had a history of continuous growth in stature, size and influence since its early days as an academy. Founded by the public spirited citizens of the borough in 1852 it became a normal school under a state charter and in 1914 was acquired by the Commonwealth of Pennsylvania and thus became a state-owned institution.

In 1928, the State Council of Education granted to the college the right to offer a four-year curriculum in elementary and secondary education. In 1929, the school became the State Teachers College and has graduated students with the degree of Bachelor of Science in Education since that time. In 1959, the State Legislature voted to delete the word Teachers from the school's title and, as a result, all of the fourteen state teachers colleges are now state colleges. California will now be known as California State College.

The present prospects for future growth are exceptional. The college enrollment in 1958-1959 was 1827 and a special program for teachers-in-service attracted more than 125 part-time students. In

addition, a series of workshops and conferences provide in-service training and professional stimulation for the college service area consisting of Washington, Fayette, Greene and Somerset Counties.

The college is located at California, Pennsylvania; a community of 7500 persons located on the Monongahela River, 35 miles south of Pittsburgh; 16 miles from Uniontown; 25 miles from Washington, Pennsylvania; and 25 miles from Waynesburg. The college can be most easily reached over U. S. Route 40 which comes within four miles of California at Malden or over Pennsylvania Route 88.

The community is within easy reach of the lower Monongahela steel and coal producing region and is served by several bus lines. A network of secondary roads provide transportation for a large commuting population.

Objectives of the College

The teacher in the twentieth century is recognized as a more important figure in national life than at any other time in history. As a result, teacher training is being emphasized through a program for recruiting able students, by curriculum revision designed to provide competent teachers, and by a renewed emphasis upon content in teacher education.

California recognizes that a teacher must have a background of general knowledge, a mastery of his area of specialization, and adequate professional training. The California program of teacher education is designed to provide this training through its competent faculty and a revised curricular and co-curricular program.

To secure these goals the faculty and administrative staff, after long and free discussion, have adopted the following resolution:

The primary purpose for maintaining California State College, is to educate people for the teaching profession. To accomplish this goal we seek:

To provide the opportunity for a general education in those areas necessary to help students become responsible citizens and capable leaders in a democratic society.

To develop their intellectual, social, physical, cultural, spiritual, and aesthetic potentialities.

To prepare students for teaching by requiring a mastery of professional knowledge and skills essential to all teaching and special proficiency in their areas of specialization.

To lead the student to develop a deep and abiding commitment to the concepts, methods, and procedures of a democratic society.

To help the student become a creative person capable of making critical judgments based upon knowledge and reason.

A secondary purpose of the college and faculty is to encourage the teaching profession to gain strength, prestige, and standards

through research, faculty professional activities and continued evaluation.

To summarize: In educating a student at California State College, our goal is to help in the development of a person who will be generally educated, professionally oriented, creative, critical, and loyal.

Students come to California to become teachers and in addition to the standards established by the Admissions Committee, should possess a love of learning and a spirit of inquiry that will enable them to formulate questions, seek the solutions to such questions and join with enthusiasm as others seek to achieve similar goals.

Curricula

The program for the training of teachers at California is not greatly different than any good program of higher education. It incorporates the aims of a broad liberal education, the techniques of professional education and the academic training in depth that is required for success in any field of endeavor.

Instruction at California is planned to help each student to acquire the ability to communicate with others, to understand himself and his relationship to others, to appreciate the meaning of his historic past, to relate himself to the scientific world in which he lives and to develop aesthetically. The general education program is meant to be a quality program which will open the way to an interest in things intellectual which will permit the student to continue to learn from study and experience long after graduation.

Professional education courses are meant to be the means whereby the prospective teacher, through a combination of lecture, discussion, and experience develops the techniques for transmitting the concepts and information he acquires to the student he teaches. Since individual differences are so great and since learning takes place under a variety of handicaps and/or motivations, the good teacher is one who knows something of the above and adjusts to them to the mutual advantage of student and pupil.

The academic disciplines or other areas of specialization provide California students with education in depth. It is the ambition of each department to provide training that will serve as a firm foundation for teaching, future study, or additional independent achievement. The completion of a college education does not provide the student with all of the answers but only with the insight by which he continues the search.

Briefly, work at California consists of three inter-related groups of courses: the basic or general education courses, the professional or "education" courses, and the specialized courses. Together they help to equip students with the breadth of knowledge, the power of understanding, and the analytical ability to become able members of the profession and worthy citizens.

Admissions

Entrance requirements are established for the purpose of determining, in so far as possible, those persons who are most likely to succeed in college. By doing this, California State College is maintaining its obligation to those students who expect to graduate from a school whose standards are worthy of respect. Proper admission standards also help indicate to the prospective student his chances for college success.

Admissions standards are constantly being studied by the Admissions Committee composed of members of the faculty and administrative staff and are being raised to satisfy the exacting demands placed upon teacher education.

Education is an important and exacting job that make it necessary for the teacher to possess qualities and abilities of a special type. The teacher must be academically sound, must be physically able, and must possess character and personality traits that will enable him to represent the standards deemed desirable by our society. In keeping with these needs, the admissions program at California State College is summarized as follows:

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction.
2. Aptitude and ability to do college work as measured by a reliable test, such as the American Council on Education Psychological Examination, the School and College Ability Test, or College Boards. Students who score in the lower percentiles will not be admitted.
3. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school official acquainted with the student.
4. Health and physical condition as evidenced by a health examination by the student's family physician reported on the adopted form and approved by the college physician. No

student who has, in the opinion of the college, disabilities which would impair his service as a teacher will be admitted.

5. Recommendation of two or more college staff members following a personal interview of the applicant.
6. For admission to special curricula the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field .

Requests for the proper forms for admission should be addressed to the Director of Admissions, California State College, California, Pennsylvania. A form for such requests may be found in the appendix of this bulletin. The following information applies to student categories as follows:

NEW APPLICANTS

1. File the following forms with the Director of Admissions, California State College, California, Pennsylvania:
 - (a) Application and Personnel Record (blue form) — BY THE APPLICANT. Your signature is required on this form.
 - (b) Medical Record (yellow form)—BY THE PHYSICIAN.
 - (c) Record of your secondary school work (white form) — BY THE HIGH SCHOOL PRINCIPAL. Your high school record must include a recommendation and your *class standing*. If you are still attending High School, have your high school principal complete the form up to the present date.
2. It will also be necessary to send a deposit of \$10.00. This deposit must be sent along with the *blue application form*. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. Check or Money Order for this amount must be drawn on the Commonwealth of Pennsylvania.
3. Anyone who has mailed *all three application forms* and the \$10.00 deposit will be requested to come to the college on scheduled dates for tests and interviews.

The Scholastic Aptitude portion of the College Entrance Examination Board may be substituted for the admission test given at California State College. After September 1, 1961, the testing program at California State College will be discontinued. All applicants will then be required to submit the Scholastic Aptitude portion of the College Entrance Examination Board.

TRANSFERS FROM ANOTHER COLLEGE

1. File the application forms with the Director of Admissions, California State College, California, Pennsylvania, according to the above directions.
2. Send the advance \$10.00 deposit to the Business Manager, according to the above directions.
3. Submit an official transcript of the work taken at another college, together with a statement of honorable dismissal. This dismissal must be *academically* clear as well as being clear insofar as *character* is concerned. This information must be sent directly from the other college to the Director of Admissions, California State College, California, Pennsylvania.
4. After all of the above information is on file with the Director of Admissions, you will be requested to come to the college for a *personal interview and entrance examinations, or personal interview only*.

TESTS AND INTERVIEWS

In order to establish a basis for judgment concerning the prospective student, it is necessary for the applicant to appear at the campus for a personal interview and examination. A letter indicating the assigned date will be sent to the applicant prior to the dates listed below:

Admission for January 1961.

Thursday, November 10, 1960 Friday, January 6, 1961

Admission for Summer and
September 1961.

Thursday, March 2, 1961 Thursday, June 8, 1961
Saturday, April 8, 1961 Wednesday, July 12, 1961
Tuesday, May 9, 1961 Friday, August 18, 1961

Lunch may be obtained at the College Snack Bar or at restaurants in town. Tests are generally given in the morning; interviews in the afternoon. Applicants are asked to arrive early as parking facilities are limited.

The personal interview serves two purposes:

- (a) It gives the examining committee an opportunity to appraise the applicant's professional promise.
- (b) It supplies material concerning the applicant's personality, speech habits, social presence, and enthusiasms, which can later be used to his advantage.

REVISION

The testing and admissions program shall be reviewed each year by the Admission Committee. Proposed changes will be submitted to the Administrative Council and faculty for approval.

APPLICATION OF THE ADMISSION REQUIREMENTS

1. GENERAL SCHOLARSHIP

The applicant must have been graduated from a four-year high school of accredited standing or an institution judged by the Secondary Education Evaluation Division of the Department of Public Instruction, Harrisburg, Pennsylvania, to be the equivalent.

All applicants must make a satisfactory score on the admission examination.

2. **COMMAND OF ENGLISH** and other evidence of intellectual fitness. Students who demonstrate a lack of competency to carry college work in English fundamentals or other subjects may be required to take remedial courses without credit.

3. CHARACTER AND PERSONALITY

The candidate must be recommended by the high school principal or guidance counselor of his secondary school for trustworthiness, initiative, industry, cleanliness and social adaptability.

4. HEALTH

The applicant must possess a clean bill of health, together with evidence of emotional stability, of absence of physical defects

which would interfere with his successful performance of the duties of teaching, and of absence of a predisposition toward ill health. He must present a certificate of examination furnished by the College and signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. This form will be checked by the examining physician at the College.

The student may be required to undergo re-examination.

The applicant may be rejected for:

- (a) Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system, skin, organs of the special senses, and the thyroid gland, and for epilepsy or nervous instability.
- (b) Defective vision of marked degree.
- (c) Permanently impaired hearing.
- (d) Marked speech defects.
- (e) Unsightly deformities.
- (f) Marked obesity.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.

ADMISSION OF OUT-OF-STATE AND FOREIGN STUDENTS

Out-of-state and foreign students may be admitted to the College when their admission and instruction does not interfere with the admission and instruction of students resident in the Commonwealth. In the cases of foreign students, admission will depend upon acceptable clearance from the education authorities of the countries concerned and the Department of State of the United States.

The college is not permitted to provide housing for out of state students. Out of state students must secure their own living quarters.

TEACHERS IN SERVICE

Teachers in service need file only a single admission form for approval for part-time work.



SENIOR WALK

POST-GRADUATES

Applicants who are graduates from other colleges and desire to attend California State College full time for certification purposes must file the three basic forms and a transcript from the other colleges attended. No admission test is needed; however, a personal interview with the faculty is required.

SUMMER SCHOOL

Summer school admission will be approved for:

1. Regularly enrolled full and part-time students in good standing.
2. Teachers in service who file the appropriate admission form.
3. Temporary transfer students from other colleges who have approval of their Dean of Instruction to pursue courses at California State College.
4. Entering freshmen who have been officially approved by the Admission Committee.

General Information

REQUIREMENTS FOR GRADUATION

In order to graduate, a student must pursue successfully the course requirements in his chosen curriculum. The criteria for successful work has been established by the scholarship and other faculty committees and is described in detail on the following pages. These standards include a 1.0 quality point average to be attained for advanced standing purposes, for student teaching and for graduation. When these general and specific requirements have been met and upon completion of a minimum of 128 credits hours of work a degree of Bachelor of Science in Education is awarded, assuming the satisfaction of financial and other obligations.

CLASS SCHEDULES

A program of schedule advising and program preparation is provided by the Dean of Instruction and the Curriculum Directors. By making use of this service a student may plan his program well in advance so that he may graduate in four, three and one half or three years. Acceleration beyond three years is generally not considered advisable.

SUMMER SESSION

To accelerate a student should plan to spend several summers in full attendance. It is possible for a student to earn 12 credits in each summer of full attendance and for this purpose a large and active summer program is provided. Generally speaking, all required courses are offered each summer as well as a representative group of elective courses in every area of specialization. Full information may be obtained from the *Summer Session Bulletin* issued in the Spring of each year. Address the Dean of Instruction, California State College, California, Pennsylvania.

SATURDAY AND EVENING PROGRAMS

Part-time students or teachers in service may utilize Saturday and Evening courses designed to meet the needs of a limited number of persons unable to attend regular classes.

LIBRARY

The library, housed in Main Hall, contains more than 35,000 volumes. Over 1500 volumes were added last year. In addition the magazine files contain over 250 current periodicals and newspapers. Over 2000 bound volumes of periodicals are in the permanent collection. A reading room to accommodate 150 students is available for research and study.

A new library building is being constructed which is designed to hold 80,000 volumes and will contain conference, study, and reading facilities for an expanding student population.

LABORATORIES

A new and modern Science Building has been completed and now serves the needs of the college. Chemistry, physics, biological science and elementary school science laboratories serve as the basis for an expanding science program.

CLINICS

Two types of clinical service are available within the Atypical Education program. A psycho-educational clinic and a speech correction clinic are maintained to provide prospective teachers with an opportunity to observe the operation of such services within the education field. The current building program will permit a further expansion of these activities. A Special Education Hall is being built as an annex to the Noss Building and will house clinic and classrooms.

CREDITS

Courses are recorded in terms of "semester hours of credits." A semester hour or credit represents one hour a week of recitation or lecture throughout a semester of eighteen weeks. In laboratory courses, however, a ratio of two, three, or four hours of laboratory work for one credit prevails, according to the department. Varying amounts of required outside work are also assigned, so that, where the total number of credit hours is stated to be 16 or 17, the number of clock hours a week may total as high as 30, 32, or more. Descriptive titles and credit values of courses appear in the section of this bulletin devoted to description of courses.

EVALUATION OF CREDITS

An evaluation of credits is considered valid only for the year in which the distribution is made. The situation exists because of frequent changes in regulations governing the value of credits and in the requirements for certification and graduation made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Colleges. Students are urged to keep themselves informed about their distribution by occasional inquiry, other than at registration periods, at the General Office.

Students who are not graduates of first-class four-year secondary schools must have their credits evaluated by special procedure. Persons to whom this applies should consult the Dean of Instruction.

NORMAL SCHOOL CREDITS

All persons who were graduated from a State Normal School prior to September 1927, and who have a four-year secondary school education will be granted not more than 68 semester hours of credit toward a degree.

Students who were graduated from a State Normal School before four years of secondary school preparation were required and who still have not satisfied this requirement should apply to the Secondary Credentials Division of the Department of Public Instruction, Harrisburg, Pennsylvania, for information about obtaining a secondary school equivalent certificate, which, when issued, will be accepted by the college for admission to a degree curriculum.

CREDIT BY EXAMINATION

- (a) A student may request an examination in any subject matter area in which he registers for the purpose of securing exemption from taking a course.
- (b) A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

Application for examination under (b) should be made to the Dean of Instruction at the time of registration. The examination will be given within two weeks of the time of application.

ADVANCED STANDING CREDIT

Credit for advanced standing is not allowed for work done by correspondence, nor will credit be given for courses which are not equivalent to those required or approved in the curriculums offered at this college or for courses completed at other colleges or universities in which grades below C were earned. All credits of students who apply for admission with advanced standing must be approved by the Dean of Instruction. Credits from colleges not approved by the Department of Public Instruction of Pennsylvania or other accrediting organizations will not be accepted toward either certification or graduation.

SCHOLARSHIP AND ACADEMIC STANDARDS

Students admitted to California State College are expected to maintain an adequate academic average each semester in attendance in order to continue their studies.

1. First semester freshmen who earn a quality point average of less than .75 will automatically be placed on academic probation for the following semester.
2. Students other than first semester freshmen who earn a quality point average of less than 1.00 during a semester will automatically be placed on academic probation for the following semester.
3. Students who earn a quality point average of less than 1.00 during the semester of academic probation will be dismissed from the college. Students who earn a quality point average of 1.00 or better for the semester of academic probation will be considered clear students for the following semester.
4. Probation students must carry a minimum of 12 semester hours with a 15 semester hour maximum.
5. Students except first semester freshmen who do not earn a quality point average of .50 during a semester will be dismissed from the college.
6. Students who are dismissed from the college will be eligible to apply for re-admission after one semester. Re-admitted students will be considered on probation and required to maintain a 1.00 quality point average the semester of re-admission in order to continue.

7. Re-admission to the college is not automatic. Each case will be passed on by the Scholarship Committee.
8. Summer School grades will be counted for the purpose of determining probation or N.P.R. status when the student has carried a minimum of twelve (12) credits during a Summer Session. A student will be given clear or probation status at the end of a Summer term and may be placed on N.P.R. or avoid the same on the basis of the quality of work performed in the Summer.
9. Withdrawal from a course will be permitted during the first nine weeks of a semester subject to the approval of the Dean of Instruction. A grade of WX will be assigned as a mark for withdrawal during the first six weeks. A W-letter grade will be assigned as a mark for a withdrawal during the seventh, eighth, and ninth weeks. An F grade will be assigned for any withdrawal without cause subject to the approval of the Dean of Instruction after the first nine-weeks of the semester.
10. Quality point average for the semester is determined by the number of hours taken divided into the total number of quality points.

CLASSIFICATION

Students are classified as freshmen when they have earned 32 or fewer credits; as sophomores when they have earned 33 to 64 credits inclusive; as juniors when they have earned 65 to 96 credits inclusive; and as seniors when they have earned 97 or more credits.

The credits used to determine the classification of students include those earned at this college and those accepted by the college from other accredited institutions on the basis of official transcripts.

GRADING SYSTEM

- A indicates superior attainment.
- B indicates attainment above the average.
- C indicates average attainment.
- D is the lowest passing grade.
- F indicates failure.
- P indicates passing. (used for required preparatory courses, orientation, and student teaching courses.)

Inc indicates incomplete work.

W indicates withdrawal from a course.

For the purpose of interpreting percentage grades into letter grades, the following local standards have been approved by the faculty.

95% to 100%—A
88% to 94%—B
76% to 87%—C
70% to 75%—D
Below 70%—Failing

The symbol, INC., is not used unless the student has been in attendance throughout the semester or session and because of personal illness, covering two or more consecutive weeks, the student is not able to meet the requirements of the course at the end of the session. It indicates that as the work is incomplete the final grade is being withheld until the student fulfills all the requirements of the course. It is only used when conditions and circumstances warrant and when evidence is presented to justify its being given. An incomplete is always accompanied by a supplementary symbol indicating the character of the work already done: IncB, IncC. The following conditions govern an incomplete:

1. It must be removed by arrangement between the student and the instructor in the session, either semester or summer, immediately following.
2. After the lapse of one term, semester or summer, the grade may be changed only upon approval of the Dean of Instruction.
3. After the lapse of one year, the incomplete grade automatically becomes a grade of F and cannot be removed without the student's repeating the course.

GRADE REPORTS

Grade reports for students doing failing or low quality work are handed to the Dean of Instruction at the end of each nine-week period. Students reported are notified of their low grades and where deemed necessary, information is sent to the parents. The final semester grades are mailed to the parents.

EXCESS CREDITS

Students who wish to carry more than a normal schedule of 16 or 17 semester hours must obtain permission from the Scholarship Committee or the Dean of Instruction at the time of registration. Under no circumstances will excess credits be honored, whether taken in the college or in another institution without the approval of the Committee or the Dean. In reviewing applications to carry excess credits, the Committee or the Dean will give consideration not only to the academic standing of the applicants but also to their health records and extra-curricular activities.

Students will be given approval to carry excess credits according to the following quality point average based on the grades of the previous semester:

Quality Point Average	Total Credits Scheduled
1.50 to 2.49 -----	18 credits
2.50 to 2.74 -----	19 credits
2.75 to 3.00 -----	20 credits

College rules, in keeping with regulations of the State Department of Public Instruction, sanction only one credit a week during a summer session; that is, six credits during a six weeks' and three credits during a three weeks' and twelve credits during the summer semester.

Students are advised not to take more than one credit a week during summer terms at other colleges if they expect to use credits thus earned toward degrees from this college. Students planning a summer session at another college should consult the Dean of Instruction before registering.

EXTENSION CREDITS

The college will accept for graduation a limited number of extension credits from other accredited institutions only when those credits have been earned in courses taught by persons who were then giving their full time to extension instruction in such institutions or to a combination of extension and campus instruction. Usually not more than the equivalent of one year's work of 32 semester hours in extension courses will be accepted toward a degree.

CORRESPONDENCE COURSES

Credits for correspondence courses are not accepted except for members of the armed forces submitting records through the United States Armed Forces Institute, Madison, Wisconsin.

WITHDRAWALS

Students who find it necessary to leave the college during a semester should, before discontinuing attendance at classes, confer with the Dean of Instruction. If after such conference it is found that the student should not continue, official withdrawal forms must be filed in the Registrar's Office. Students who leave the college without following this routine, especially the filling in of withdrawal cards, jeopardize their status.

Withdrawal forms must be properly filled in by students who desire to discontinue part of their schedules. When students merely stop attending classes without officially withdrawing, F grades are recorded on the permanent records.

QUALITY POINT SYSTEM

As there is a quality standard for passing each course, so there is a standard for completing a curriculum. This is made possible by the establishment of a quality point system which states that students cannot be graduated by getting merely passing grades in each course.

The quality point system requires that a student, before he can be graduated, must complete all required and elective courses in the curriculum which he is pursuing, have the minimum number of credits required by his curriculum, and earn a quality point average of at least 1.0 (C) for all courses in which grades other than P are given. Only courses completed at this college are included in the quality point computation.

Each credit of work completed is awarded quality points which are computed according to the following scale: each credit of A grade is multiplied by 3, B grade by 2, C grade by 1, D grade by 0, and F grade by 0. Courses dropped without the consent of the Dean of Instruction shall constitute an F. Courses in which P grades are given do not count in quality point computation.

ADVANCED STANDING PROGRAM

Formal admission to Advanced Standing is a requisite for continuing the program in teacher education. This marks the time when the professional work is intensified. Fourth semester students will make application for admission to Advanced Standing, for which they are required to meet the following qualifications:

1. The scholastic record must be a "1.0" average or better for the first two years of work taken by the student. This is to be certified by the student on the application form.
2. A "1.0" average must be attained in Communication I and Communication II (Composition I, II and Speech I, II,) or the student must make a score equivalent at least to the 21st percentile on the STEP Test. The student is to fill in the Communication I and II grades or the equivalent on the application form.
3. Adequate background as measured by the STEP series of the Sophomore Tests in selected areas must be shown. A student whose average score in all areas is below the 21st percentile or who has any single test score below the 10th percentile will be required to pass selected course in his area of deficiency.
4. A satisfactory recommendation of the Counseling Service Committee is required of each applicant.
5. Satisfactory evidence of physical stamina, good posture, and freedom from physical defects that may interfere with the duties of a teacher must be presented.
6. The voice must be pleasing and free from objectionable qualities. A student who has failed to pass the speech test because of either voice or speech defects is required to take correction work in the College Speech Clinic until his deficiencies, if remediable, have been overcome. Evidence of his having reached a satisfactory speech standard must be included in his record at the time application is made for Advanced Standing.
7. Evidence of participation in at least two co-curricular activities must be presented; a community activity may be substituted for one of the two required. This is filled in on the application form by the student.

Credentials will be examined by the Committee on Advanced Standing, and the decisions will be reached on the basis of all evidence available.

Students who fail to meet the requirements for Advanced Standing may be given one semester plus a summer session of twelve weeks to remove the deficiency.

RESIDENCE REQUIREMENTS

Students in all curriculums must complete a minimum of thirty credits, in courses given by the College, if they expect to receive degrees from this institution. These credits may be gained on the campus in regular day, evening, or Saturday classes; 25 percent of the number of credits required may be in extension courses given by the College.

CITIZENSHIP

In keeping with legislative provisions, a student, to be eligible for a teacher's certificate, is required to present evidence of citizenship of the United States. If he is not a citizen of the United States at the time of his admission, he is required to become naturalized before he may be granted a Teachers' Certificate. A non-citizen, however, can be awarded the Bachelor of Science in Education degree.

STUDENT TEACHING

Student teaching is conducted under the supervision of the Director of Student Teaching, whose office is located in the Guidance, Curriculum and Student Teaching Center. Students who are candidates for degrees are required to earn twelve semester hours of credit in student teaching. For regular students this assignment covers the entire semester of eighteen weeks. The work is carried on in the campus Laboratory School and in selected public schools located in the service area of the college.

Students must make application for student teaching by filling out a form obtainable through the office of the Director of Student Teaching. A registration day is held for such students before the close of the semester preceding the term during which the student teaching is scheduled.

Before a student may be assigned to this vital part of the teacher-education curriculum, he must (a) hold a certificate of advanced standing; (b) have a quality point average of at least 1.0 for all courses in which grades other than P are given; (c) demonstrate an acceptable standard of competency in his area of specialization; (d) be approved as having satisfactorily completed the required preparatory work.

Students will not be assigned to student teaching until they have had at least one semester's work in the college. Graduates of other colleges must meet the residence requirement before being assigned to student teaching.

STUDENT TEACHING FOR EXPERIENCED TEACHERS

Teachers with three or more years' experience in teaching who become candidates for degrees and who hold certificates below the level of the Provisional College Certificate may, at the discretion of the college, complete the unfulfilled student teaching requirements for degrees in any of the following ways:

1. Earn in actual teaching the number of hours required.
2. Perform under the direction of this institution an assignment associated with their professional work which carries not less than one or more than six semester hours of credit in a single semester. The number of credits will be determined by the quality and amount of work done in the special assignment. In such cases the candidates must be regularly registered in the institution and may not earn more than a total of six hours of credit in a single semester for all courses pursued.
3. In individual cases, pursue, to the limit of three semester hours, courses approved by the college. The rest of the credit shall be earned in one of the ways designated above, or by a combination of them.

No credit toward graduation is granted for teaching experience.

Teachers-in-service who have not fulfilled the student teaching requirement of twelve credits and who are interested in completing it, must consult the Dean of Instruction.

SUMMARY OF GRADUATION REQUIREMENTS

1. A minimum of 128 semester hours, including the satisfactory completion of all required courses, is necessary for graduation, together with a general quality point average of 1.0 for all courses in which grades other than P are given. Quality points are not computed for work done at other colleges or universities and only for courses taken at the college after 1931. Special curriculum requirements may exceed the 128 credit minimum.
2. The student must be pronounced physically fit by a physician legally qualified to practice medicine in Pennsylvania.
3. The teaching ability of the student must be satisfactory to the Director of Student Teaching regardless of other credits.
4. No student will be graduated with less than two years of bona fide residence. The last 32 credits needed to complete a curriculum must be taken while the student is in actual attendance at the college.
5. Students who have not paid all bills previously incurred shall not be permitted to re-enroll, to be graduated, or to have credits sent to other institutions or to the Department of Public Instruction until such accounts have been paid. The records of such students are "sealed" and no information will be given until cleared.
6. All credentials for graduation, including certificate application and transcripts of credits from other institutions, must be filed on or before the first day of the semester or summer session in which a student expects to be graduated. If this requirement has not been met, graduation and certification will be postponed to the following graduation date.
7. Students must register with the Placement Service by filling out in every detail the registration form supplied by the Placement Service, which is located in the Noss Laboratory School.
8. Attendance at the commencement exercises is necessary, unless unusual circumstances warrant graduation in absentia. This permission is granted only by the President of the College.

GRADUATION

Commencement exercises are held annually at the close of the second semester, usually the last week in May. At these exercises, degrees are conferred. All students who in the full calendar year preceding have completed the requirements for degrees constitute the graduating class. All members of the class are required to participate in all the Commencement activities.

CERTIFICATION OF TEACHERS

PROVISIONAL COLLEGE CERTIFICATION

Students who receive a degree after completing a four-year curriculum at this college will be granted a Provisional College Certificate, which is issued by the Department of Public Instruction. The certificate, for which application must be made, must be issued before graduates may teach in the public schools of Pennsylvania.

This certificate, not to be confused with the diploma issued at graduation, is valid for three years of teaching. It indicates the subject or subjects and the field in which the holder is permitted to teach.

A certificate valid for secondary school teaching may be extended to the elementary field by the presentation of thirty semester hours of work in professional education applicable to the elementary grades; at least six of the thirty credits must be in elementary student teaching. This regulation became effective October 1, 1936.

Twelve credits of professional work applicable to the secondary school, six of which must be in student teaching, are required to extend a College Certificate valid in the elementary field to secondary school teaching. In addition, eighteen credits must be presented for each subject or field in which certification is desired.

The Dean of Instruction will confer with persons who wish to have a Provisional College Certificate extended to include industrial arts, speech correction, or the teaching of mentally retarded classes.

PERMANENT COLLEGE CERTIFICATE

A Provisional College Certificate may be made permanent after three years of successful teaching experience, rated at "middle" or better, in the appropriate field in the public schools of the Commonwealth and the satisfactory completion of at least twelve semester

hours of additional preparation of collegiate grade, completed subsequent to the conferring of the baccalaureate degree.

Holders of Provisional College Certificates issued after September 1, 1935, will be required to present evidence of having completed an approved course in visual and sensory techniques before the certificates may be converted into permanent form. The regulation is not retroactive. Persons who received Provisional College Certificates prior to September 1, 1935, will have them made permanent on the basis of the requirements in effect when they were issued.

TRANSCRIPTS OF CREDITS

Official transcripts, obtainable through the Registrar upon the written request of the student, will be sent to the State Department of Public Instruction for use in obtaining certification or to institutions to which credits are to be transferred.

Only the work completed at the California State College will be included in the transcript. Work taken at another institution should be certified directly from that institution.

One copy of a transcript of credits earned at California State College will be issued free of charge. A charge of one dollar is made for a second and for each subsequent transcript. This fee of one dollar will be waived for transcripts that are "to be used in connection with induction, enlistment, or advancement in the armed forces."

Transcripts cannot be prepared during the last week of the semester or during the registration period. Persons planning admission to graduate school or to transfer to another collegiate institution should file the request for transcript with the Registrar at least a month before the end of the semester. Women who have married since leaving college should give their maiden name as well as their married names.

PLACEMENT SERVICE

As part of its public service, the college maintains a placement office. Its purpose is to aid students and graduates in obtaining desirable positions as teachers and to assist school officials in locating well-qualified teachers who fit the requirements of vacancies in the schools of the service area of the college.

All students are required to enroll with the placement office when they complete their student teaching. Although this service does not guarantee positions, records filed by the registrants open opportunities that might not otherwise be available. Inquiry concerning charges for credentials should be made to the placement office.

DEGREE

All curricula in the college lead to the degree of Bachelor of Science in Education.

CANDIDACY FOR DEGREE

At the time of registration for the semester in which he expects to complete the requirements for graduation, the student must file with the Registrar an application for admission to candidacy for the degree.

Any student desiring to pursue any part of his program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

HONORS

DISTINGUISHED SERVICE AWARDS

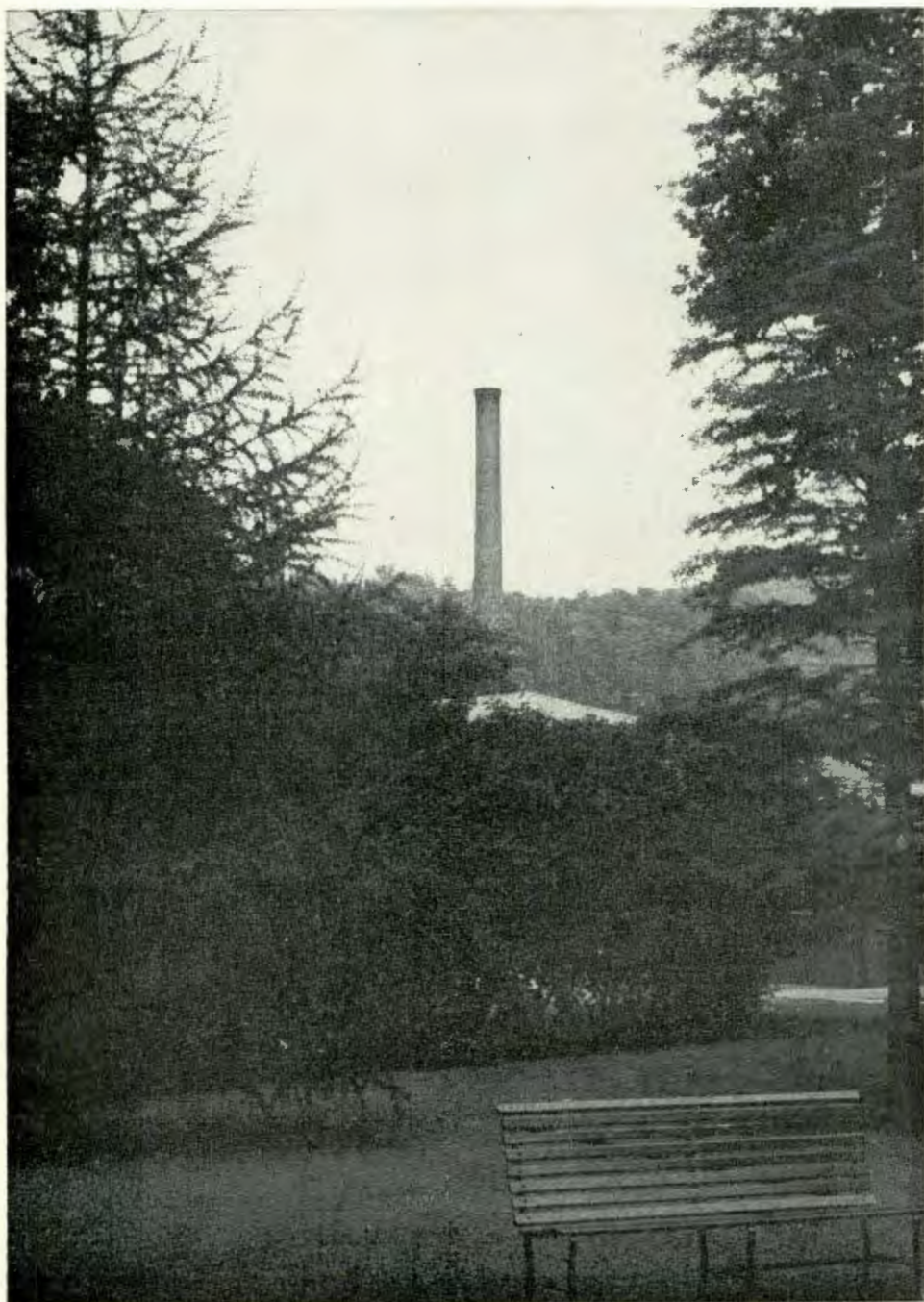
The Distinguished Service Awards are granted to the most outstanding woman and the most outstanding man of each graduating class. The awards are made on the basis of activities, character, citizenship, leadership, and personality. The election of persons to receive the awards is through a committee composed of members of the faculty.

SCHOLARSHIP AWARD

The Scholarship Award is given to the person making the highest academic average in each of the curricula of the College.

COMMENCEMENT HONORS

Commencement Honors are awarded to a limited number of the graduating class. Not more than one-eighth of the class may have honors and a minimum of two (2) years residence is required.



HEATING PLANT FROM MAIN CAMPUS

Highest Honors—Quality Point Average 2.75 to 3.00—No D or F grades.

High Honors—Quality Point Average 2.50 to 2.74—No D or F grades.

Honors—Quality Point Average 2.25 or better—No F grades.

This recognition can be bestowed only upon evidence of unusual ability as shown by scholastic records and in keeping with standards established and approved by the faculty.

SEMESTER HONORS

Semester Honors (The Dean's Honors List) are awarded on the basis of quality point averages at the end of the semester as follows:

Highest Honors	-----	3.00
High Honors	-----	2.50 to 2.99
Honor	-----	2.00 to 2.49

Fees, Expenses and Financial Aid

COLLEGE EXPENSES

Fees, Deposits, and Repayments

The uniform schedule of fees, deposits and repayments established for the State Colleges is subject to change when authorized by the Boards of Trustees of the State Colleges and approved by the Superintendent of Public Instruction.

ENROLLMENT FEE

This fee covers registration, keeping of the student records and the library, student welfare, health services (other than extra nurse and quarantine) and laboratory fees.

The Enrollment Fee must be paid in full on registration day.

ROOM AND BOARD FEES

Full-time Students\$288.00 per semester (Room \$126.00—Board \$162.00)
Summer Sessions\$ 17.00 per week (Room \$ 8.00—Board \$ 9.00)

This fee covers room and board and limited laundry. No reduction in the rates will be made for laundry done at home or for the absence of a student who goes home for several days at one time.

Transient lodging fee is \$1.00 per night per person.

Transient meals can be purchased from the College Catering system.

Fees for Room and Board or Board only, may be paid quarterly. The first payment of \$144.00 for Room and Board or \$81.00 for Board only must be paid on registration day. The balance will be due on or before the end of the first nine weeks of the semester.

ACTIVITY FEE

Full-time Students—\$20.00 per Semester

Summer Sessions—.50 per Week

This fee, under the control of the Student Activities Association as approved by the Board of Trustees, covers membership in

the Association, admission to lectures, entertainments and athletic contests, subscription to the college newspaper and certain other activities as defined by the Student Congress. Part-time students, including those taking extension courses, may secure the benefits of the activity program by paying the activity fee. Check should be made payable to the Student Activities Fund. This fee is due on the date of registration.

Checks or money-orders must be written in the exact amount of your payment.

Make checks or money-orders payable as follows:

Enrollment Fee	}	Commonwealth of Pennsylvania
Room and Board		
Board only		

Activity Fee Student Activities Fund

LATE REGISTRATION FEE

Each student who enrolls after the date officially set for registration, will be charged an additional enrollment fee of \$1.00 per day until he is in regular attendance, provided that the total amount of the late fee shall not exceed \$5.00.

FEES FOR OUT-OF-STATE STUDENTS

Full-time students whose legal residence is outside of the Commonwealth of Pennsylvania shall be charged enrollment fee of \$263.00 per semester.

If an out-of-state student is enrolled in a special curriculum, he shall pay the special curriculum fee in addition to the fee of \$263.00 per semester.

The basic fee for Part-time or Summer Session Out-of-State students, is \$15.00 per semester hour with a minimum basic fee of \$45.00.

DAMAGE FEE

Students shall be responsible for damage, breakage or loss, and the return of college property.

TRANSCRIPT FEE

The first official transcript of record is issued without cost. A fee of \$1.00 is charged for each subsequent transcript.

INFIRMARY FEE

A boarding student who is ill is entitled to three days of infirmary service without charge. After that time the charge is \$1.00 per day.

Commuting students admitted to the Infirmary are charged \$3.00 per day from the time of admission. This covers board and nursing service.

In no case does the infirmary fee include special nursing care or medical service.

DEGREE FEE

A fee of \$5.00 must be paid by each candidate for a degree. No student is considered to have met the requirements for graduation until this fee has been paid. This fee is payable upon notification from the Registrar, that the student is cleared for graduation.

DELINQUENT ACCOUNTS

All fees are payable in advance. No student may be enrolled or graduated, or receive semester grade reports or a transcript of his record until all previous charges have been paid.

A late fee of \$1.00 per day will be charged provided that the total amount of the late fee shall not exceed \$5.00.

REFUNDS

Refunds will not be made to a student who has been dismissed temporarily or indefinitely suspended, or who has voluntarily withdrawn from the College. Repayment of any part of the advance registration deposit will not be made for any cause whatsoever.

Refund will be made for personal illness when this is certified by an attending physician or for other reasons approved by the Board of Trustees, to the amount of the housing and enrollment fees paid by the student for the part of the semester which he does not spend in the college.

Letters requesting refunds should be addressed to the President of the college.

To withdraw from classes, Dormitory or the Dining Room, the student **MUST** first contact the proper officials of the college.

The officials to be contacted are as follows:

- (A) Classes—Director of Admissions
- (B) Dormitory or Dining Room—Dean of Women
Dean of Men

Any other method of withdrawal can not be approved and charges for Room and Board will remain intact.

PAYMENT OF BILLS

Enrollment fees, room and board and special fees must be paid at the Business Office. Upon payment, an official Revenue Receipt will be given to the student. Payment by check, bank draft, Express or Post-Office money-order made payable to the Commonwealth of Pennsylvania in the *exact amount* you are to pay, is preferred.

The Student Activity Fee must be paid on registration day at the Office of the Accountant for The Student Activities Fund. Upon payment, an official Activities Receipt will be given to the student. Payment by check, bank draft, Express or Post-Office money-order made payable to the Student Activities Fund in the exact amount of the fee you are to pay, is preferred.

Book Store business is conducted on a cash basis. Payment by check, bank draft, Express or Post-Office money-order made payable to the College Book Store, is preferred.

MATRICULATION CARDS

Upon completing registration, students are given matriculation cards which entitle them to admission to the classes for which they have registered. These cards must be carried at all times and presented when requested.

COST OF BOOKS

The estimated cost of textbooks is \$50.00 to \$65.00 a semester for students in the Elementary and Secondary curriculums. Students in the Industrial Arts curriculum may expect to spend \$90.00 for the semester in which they take Introductory Mechanical Drawing, and \$65.00 each succeeding semester. Students may purchase books, materials and other supplies through the College Book Store on a cash basis.

SUMMARY OF FULL TIME SEMESTER FEES

Commuting Students

Elementary or Secondary	Special Education	Industrial Arts
Enrollment Fee\$100.00	Enrollment Fee\$110.00	Enrollment Fee\$118.00
Activity Fee 20.00	Activity Fee 20.00	Activity Fee 20.00

Dormitory Students

Elementary or Secondary	Special Education	Industrial Arts
Enrollment Fee\$100.00	Enrollment Fee\$110.00	Enrollment Fee\$118.00
Room and Board ... 288.00	Room and Board ... 288.00	Room and Board ... 288.00
Activity Fee 20.00	Activity Fee 20.00	Activity Fee 20.00

Dining Room Only

Elementary or Secondary	Special Education	Industrial Arts
Enrollment Fee\$100.00	Enrollment Fee\$110.00	Enrollment Fee\$118.00
Board only 162.00	Board only 162.00	Board only 162.00
Activity Fee 20.00	Activity Fee 20.00	Activity Fee 20.00

After June 1, 1961 room charges will increase an additional \$1.00 per week.

SUMMARY OF PART TIME AND SUMMER SESSION FEES

Elementary and Secondary—\$11.00 per semester hour
 Special Education—\$11.00 per semester hour plus \$5.00 per session
 Industrial Arts—\$11.00 per semester hour plus \$1.00 per week
 Activity Fee—.50 per week

Minimum charge for Part Time or Summer Sessions is \$33.00 plus special fees.

Loans and Employment

STUDENT LOANS AND FINANCIAL ASSISTANCE

Some financial assistance is available to students who demonstrate a capacity for college work and a need for aid. Recent legislation by the Congress of the United States has made funds available for students who qualify.

The *National Defense Student Loan Program* was authorized by the National Defense Education Act of 1958. This program makes loans available to students under liberal terms, with specific scholarship provisions for student borrowers who later enter public elementary and secondary teaching.

The college has the major responsibility for administering the provisions of the Act. Applications to participate in the program must be submitted to the President's Office. Eligibility to participate in the program is based on the following qualifications:

1. A student must be in full time attendance at the college (full time attendance is construed as a minimum of 12 semester hours of credit.)
2. Academic proficiency of a 2.0 quality point average or superior capacity in one of the areas of mathematics, science or modern foreign language.
3. Needy students as evidenced by the certification by responsible persons.

The low cost of an education at California State College is made possible by the Commonwealth of Pennsylvania. In many instances even this cost is too great for worthy students. As a result many persons interested in teacher education have contributed to a student loan program which makes possible either short term or long term loans to students. The directors of the fund have established a number of regulations concerning student loans.

Information on these regulations and the procedures whereby loans may be obtained is available from the Secretary to the Student Loan Fund Board of Directors, Mr. A. J. Hoover, Assistant Professor of Industrial Arts.

Financial aid is not given for more than one semester at a time and a note is required for each loan. Liberal provisions for

repayment are made at the time the loan is obtained. Payments are made after graduation and over a period of time.

Other opportunities for financial assistance are available through the National Defense Education Act. Information on this loan may be obtained from the office of the College President, Dr. Michael Duda.

All loans are made to cover college expenses only.

STATE SCHOLARSHIPS

Holders of State Scholarships may attend California State College and use the Scholarship award toward meeting their expenses. The Senatorial Scholarships do not apply to state colleges.

STUDENT LOAN FUND

A small loan fund was established by the Class of 1927 for the purpose of giving financial assistance to worthy students. From time to time various groups of individuals have contributed money until the fund amounts at present to approximately \$12,500. Donors of amounts of \$100 or more are as follows:

Class	of 1926	Class	of 1935
Class	of 1927	Class	of 1936
Fayette Co. S. S.	1927	Class	of 1938
Class	of 1928	Mary Graham Noss Fund	
Class	of 1929	J. B. Smith Alumni Chapter	
Monocal	1930	California Coterie Club	
Class	of 1932	Class	of 1941
Monocal	1934	Class	of 1944
Class	of 1934	Dauna Lyn Bowlen	
		George Kunkleman	

These funds are held in trust by a Board of Directors made up of two alumni and three faculty members. The following officers are: William Grimes, Chairman, Mrs. Irene Stevens Edwards, Dr. Michael Duda, Mr. Paul N. Walker, Dr. George Roadman, and Aaron J. Hoover, secretary-treasurer. All contributions should be sent to one of these persons. Arrangements for a loan should be made with the secretary-treasurer.

The committee, in granting loans, takes into consideration scholarship, personal worthiness, and professional attitude.

Student Welfare

LIVING ACCOMMODATIONS

FOR MEN

Johnson Hall provides living accommodations for 123 upper-classmen. An additional 300 men are housed in approved homes in the community or in fraternity houses. Beginning in September 1960, a college approved and supervised dormitory for entering freshmen men will be operated in the Lewis Hotel in Brownsville. Comfortable rooms, spacious lounging and recreation areas, and dining service will be provided in the hotel. Students will be transported to and from campus on busses scheduled to meet the college programs of classes and co-curricular activities. Charges for transportation will be low and based on a weekly pay system. Rates in any dormitory or home will average between \$108—\$126 per semester, per student for double room accommodations. All housing assignments must be made by the Office of the Dean of Men.

FOR WOMEN

North Hall, built in 1874, was completely remodeled and made fire resistant in 1951, and serves as a Women's Dormitory. The first floor is occupied by the Colonial Room—a living room—and the infirmary. The second and third floors have spacious living accommodations for 96 women students and an apartment for the Dean of Women.

South Hall has been reconverted to use as a dormitory for women. This building was recently remodeled and made attractive and fire resistant.

Dixon Hall, a dormitory for women, houses 95 students. The beautiful Georgian Dining Room, with a seating capacity of 425 persons, is situated on the first floor of Dixon Hall.

FOR THOSE LIVING IN TOWN

Arrangements must be made with the proper dean before rooms are engaged. Students will not be permitted to room in houses which have not been approved by the Housing Committee.

All women living away from home in off-campus housing will be directly under the jurisdiction of the Dean of Women. Permission to eat in the College Dining Room while living in town must be approved by the President. Any change of address must be approved by the proper Dean before becoming effective.

FOR COMMUTING STUDENTS

Students who commute are assigned to locker space in one of two rooms reserved for such purposes. The men are located in the basement of Dixon Hall and the women in the basement of North Hall. Lounge and study space is provided.

PROFESSIONAL LABORATORY EXPERIENCES

To supplement the classroom preparation of teachers a program of experiences in teacher-related activities is provided and becomes a part of the college record of each student. With the cooperation of the faculty members who teach Professional Education courses, each student maintains a record of all campus or off-campus activities in church or community, business or industry or recreation or camp work. Each record is then examined from time to time as a basis for the evaluation of student growth. Laboratory experiences records are filed with the Director of Guidance and are available to prospective employers through the Placement Office.

Many organizations provide co-curricular opportunities in the general area of athletics, dramatics, forensics, journalism, student government, music and recreation. A complete list of such organizations is available in the student handbook (Vulcan) and a student is guided to his area of special interest through the orientation program. Student activities are considered an adjunct to the academic program and not a substitute for it.

STUDENT ACTIVITIES

Student activities develop initiative, co-operative effort, and leadership. The college encourages a varied program and works with the students through the Office of the Dean of Men and the Dean of Women in achieving the desired results. All students are required to take active part in co-curricular activities as a requirement for advanced standing.

The realization of individual potentialities often requires activity beyond the classroom. As a result California maintains a

variety of co-curricular activities to provide the entire student body with an opportunity for the development of those social, cultural, intellectual and physical qualities essential for good citizenship, the good life, and good teaching. Opportunities for real self government are provided through the Student Congress, Student Cabinet, The Day Womens Council, The Day Mens Council, the Dormitory Councils and other agencies for student control.

ADVISORY SYSTEM

The College gives particular attention to the new student. By means of tests and interviews, efforts are made to determine the interests and abilities of each student. The results of these tests and interviews are available to every faculty member concerned.

While faculty members are called upon to assist with the guidance program, certain members have been assigned the following definite responsibilities:

1. The Dean of Instruction and Directors of Curriculum assumes responsibility for educational guidance: selection of curriculums, course requirements, certification requirements, student load.
2. The Director of Guidance administers the testing program and works with students who have academic difficulties.
3. The Deans of Personnel are responsible for social adjustments: housing, organization of commuting students, religious activities, social activities and development of study programs.
4. A Veterans' Clerk has been designated as Veterans' Adviser to deal with special problems relating to veterans.
5. Each department meets regularly with its majors and provides advisement of these students. The schedule of office hours of all faculty members is posted in the Office of the Dean of Instruction. Students are encouraged to consult their professors at frequent intervals during the semester.
6. Health guidance is the primary responsibility of the resident nurse and college physician.

RELIGIOUS ADVANTAGES

Though affiliations with particular sects are avoided by the authorities of the college, every endeavor is made to interest students in religious work and to develop a clean, wholesome, moral atmosphere. On Wednesday evenings the "Student Fellowship" meets. Students may attend the churches of their choice on Sunday mornings. Other organizations with religious affiliation are listed in the Student Handbook.

CHURCHES

There are churches of the following denominations in California: Baptist, Christian, Methodist, Nazarene, Presbyterian, and Roman Catholic. A Jewish Synagogue is also located in the borough.

SOCIAL LIFE

Through receptions, parties, teas, dances, and other social events held frequently during the college year, every possible effort is made to bring about a wholesome and homelike atmosphere among the students. The Colonial Room and the Vulcan Lounge aid considerably in developing a stimulating social life. The whole program is designed to stress the importance of a teacher's being prepared to meet the social amenities.

Complete information about the rules and regulations that govern dormitory students may be obtained from the Dean of Men or the Dean of Women. The Vulcan, the student handbook which is issued annually and given to each student upon registration in September, contains detailed information concerning activities and organizations.

Curricula

CURRICULA AND COURSE DESCRIPTIONS

BACHELOR OF SCIENCE IN EDUCATION

California offers men and women the following curricula leading to the degree of Bachelor of Science in Education.

Elementary Education—

A four year course* which offers the opportunity for further specialization in Early Childhood Education or Intermediate Education.

Secondary Education—

A four year course which requires the election of a single area of specialization. California regularly offers specialization in English, Geography, Earth and Space Science, Mathematics, Comprehensive Science, Field of Science, Biological Science, Physical Science, Chemistry, Physics, Physics and Mathematics, Social Studies, History, History and Government, General Speech.

Industrial Arts Education—

A four year course in wood, metal, printing, machine, ceramics, plastics, electricity, and crafts designed to prepare teachers who are qualified to teach industrial arts in the junior high and high schools.

Atypical Education—

A four year curriculum which trains teachers for work with the mentally retarded or with the speech and hearing handicapped.

Public School Nurses and Dental Hygienists—

A program which permits the student to complete the requirements for a four year degree by the completion of additional credits designed to prepare the graduate for work with the public schools.

Highway Safety and Driver Education

Effective September 1, 1951, a student who holds or will hold a valid certificate to teach will be issued an additional temporary standard certificate to teach Highway Safety Education if the student has completed twelve semester hours in a course in Driver Education and Training. The temporary standard certificate so issued will become permanent after two years of successful experience in the field and the completion of three semester hours in General Safety Education.

The American Automobile Association has approved the Highway Safety Education courses offered at this college.

*Approximately 65% of all California students take advantage of a complete summer school program to accelerate. By careful planning and with the assistance of the curriculum directors, students may complete the four year program in three or three and one-half years.

THE ELEMENTARY CURRICULUM

Provisional College Certificates issued on the basis of the four-year elementary curriculum are valid for kindergarten and grades one to six inclusive and for grades seven and eight if not in an approved junior high school or a junior-senior high school.

REQUIRED PROGRAM FOR THE ELEMENTARY CURRICULUM

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

FIRST SEMESTER				FIFTH SEMESTER	
Communication I	5	5	History of U.S. and Pa. I	3	3
Introduction to Art	3	2	Art for Elementary Grades	2	2
Man and His Biological World	5	5	Teaching of Language Arts	3	3
Developmental Reading	2	2	Children's Literature	3	3
Health	2	2	Educational Psychology	3	3
Freshman Orientation	1	0	Teaching Music in Elem. Gr.	4	3
SECOND SEMESTER				SIXTH SEMESTER	
Communication II	5	5	History of U.S. and Pa. II	3	3
Man and His Physical World	5	5	Arithmetic Content & Method	3	3
Introduction to Music	2	2	Science for Elementary Grades	3	3
Mathematics	3	3	Teaching of Reading	3	3
Physical Education I	2	1	Teaching of Art in Elem. Gr.	4	3
				Elective	3
THIRD SEMESTER				SEVENTH SEMESTER	
World Culture I	5	5	American Government	3	3
World Geography	3	3	Philosophy	3	3
Professional Orientation	3	3	Teaching of the Content Subject	3	3
Physical Education II	2	1	Elective	9	9
General Psychology	3	3			
Health & Physical Ed. in E. Gr.	2	2			
FOURTH SEMESTER				EIGHTH SEMESTER	
World Culture II	5	5	Student Teaching	30	12
Music for Elementary Grades	2	2	Prof. Prac. and Sch. Law	2	2
Geography of U.S. and Pa.	3	3			
Audio-Visual Education	2	2			
Child Development	3	3			
Physical Education III	2	1			

TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION _____ 128

REQUIRED:

Courses listed in the elementary curriculum outline.

ELECTIVES:

	Hours	
	Clock	S.H.
Creative Art Activities	3	3
Audio Visual Workshop	3	2
Introduction to General Semantics	3	3
Educational Tests and Measurements	3	3
Philosophy of Education	3	3
Recent Trends in Elementary Education	3	3
School and Community	3	3
New Methods in Elementary Education	3	3
Diagnostic and Remedial Teaching	3	3
Diagnostic and Remedial Reading	3	3
Integrated Music Programs in Elem Ed	3	3
Principles of Guidance	3	3
Psychology of Exceptional Children	3	3
Mental Tests	3	3
Psychology of Adolescence	3	3
Mental Health	3	3
Field Work in Elementary Science	3	3
Workshop in Elementary Science	3	3
Curriculum and Materials in Elem Science	3	3

Students in the Elementary Curriculum may choose as electives from any field any courses for which they have the necessary prerequisites.

THE INDUSTRIAL ARTS CURRICULUM

This special four-year curriculum provides shop courses in wood, metal, graphic arts, ceramics, machine and electricity, together with preparation in basic arts and science subjects and the professional field. Persons who complete this curriculum are qualified to teach industrial arts in the junior or senior high school.

The College has been designated by the Department of Public Instruction as the Western Pennsylvania center for the education of industrial arts teachers.

REQUIRED PROGRAM FOR THE INDUSTRIAL ARTS CURRICULUM

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

FIRST SEMESTER

Fundamentals of Woodworking ..	8	4
Introductory Mechanical Dwg. ...	4	2
Communication I	5	5
Developmental Reading	2	2
Mathematics	3	3
Physical Education I	2	1
Freshman Orientation	1	0

FIFTH SEMESTER

Fundamentals of Electricity	8	4
Electric Drafting and Theory	4	2
Professional Orientation	3	3
Educational Psychology	3	3
Introduction to Philosophy	3	3
Art (Ind. Arts Design)	3	2

SECOND SEMESTER

Fundamentals of Graphic Arts ..	8	4
Graphic Arts Design	4	2
Communication II	5	5
Physical Science (Physics I) ..	6	4
Health	2	2

SIXTH SEMESTER

Advanced Woodworking	8	4
World Geography	3	3
History of U.S. and Pa.	3	3
Prin. and Practices of I.A.	3	3
Audio-Visual Education	3	2
Dwg. and Design (Elective)	4	2

THIRD SEMESTER

Fundamentals of Sheetmetal	8	4
Sheetmetal Drafting	4	2
World Culture I	5	5
Man and His Biol. World	5	5
Physical Education II	2	1

SEVENTH SEMESTER

Shop (Elective)	8	4
Shop (Elective)	8	4
Curriculum Making	4	2
American Government	3	3
Psychology of Adolescence	3	3

FOURTH SEMESTER

Fundamentals of Machine Shop ..	8	4
Machine Dwg. and Design	4	2
World Culture II	5	5
Introduction to Music	3	2
General Psychology	3	3

EIGHTH SEMESTER

Student Teaching	30	12
Prof. Prac. and Sch. Law	2	2

TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION 131

THE SECONDARY CURRICULUM

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

PROGRAM OF COURSES FOR THE SECONDARY CURRICULUM

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

FIRST SEMESTER

Communication I	5	5
Man & his Biol. World	5	5
Developmental Reading	2	2
Health	2	2
Elective	3	3
Freshman Orientation	1	0

FIFTH SEMESTER

Survey of U.S. and Pa. Hist.	3	3
Educational Psychology	3	3
World Geography	3	3
Elective	9	9

SECOND SEMESTER

Communication II	5	5
Man & his Physical World	5	5
Physical Education I	2	1
Professional Orientation	3	3
Elective	3	3

SIXTH SEMESTER

Introduction to Music	3	2
Problems of Secondary Ed.	3	3
Psychology of Adolescence	3	3
Audio-Visual Education	3	2
Elective	6	6

THIRD SEMESTER

World Culture I	5	5
Introduction to Art	3	2
Fund. of Math.	3	3
Physical Education II	2	1
Elective	6	6

SEVENTH SEMESTER

American Government	3	3
Intro. to Philosophy	3	3
Teaching of Major Subject	3	3
Elective	9	9

FOURTH SEMESTER

World Culture II	5	5
General Psychology	3	3
Physical Education III	2	1
Elective	6	6

EIGHTH SEMESTER

Student Teaching	30	12
Prof. Prac. and Sch. Law	2	2

TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION 128



SITE FOR THE LIBRARY

SPECIAL DEGREE PROGRAMS THE TWO-YEAR DEGREE PROGRAMS

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

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

The degree of Bachelor of Science in Education will be conferred upon dental hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction.
"The Professional education requirements for dental hygiene is the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks and not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Dental Council and Examining Board."
2. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

A. Education	Semester Hours
(1) Professional Orientation	3
(2) General Psychology	3
(3) Educational Psychology	3
(4) Audio-Visual Education	2
Total	—
11	
B. General Education	
(1) Communication I	5
or English Comp I	(3)
and Speech I	(2)
Communication II	5
or English Comp II	(3)
and Speech II	(2)
(2) Fine Arts	4
a. Intro to Art	(2)
b. Intro to Music	(2)
(3) Geography	6
a. World Geography	(3)
b. Geography of U. S. and Pa.	(3)
(4) World Culture I	5
or Hist of Civ I	(3)
and Lit I	(2)
World Culture II	5
or Hist of Civ II	(3)
and Lit II	(2)
(5) Social Studies	11
a. American Government	3
b. Economics	3
c. History of U.S. and Pa.	3
d. Sociology	2
Total	—
41	
C. Electives	12
Grand Total	—
64	

In each category above, credit will be given for equivalent courses pursued in the two year dental hygiene curriculum. In such cases students must increase their electives by the number of semester hours so credited.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

The curriculum will be effective as of January 23, 1951.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses in Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses related to public school nursing	Semester Hours
Public School Nursing	2
Public School Organization	2
Public Health Nursing	6
Nutrition & Community Health	2
Family Case Work	3
	—
Total	15
B. General and Professional Education	
History of U.S. and Pa.	3
Communication	5
World Culture	5
Professional Orientation	3
American Government	3
Educational Psychology	3
Audio-Visual Education	2
	—
Total	24
C. Electives	6
	—
Grand Total	45

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

This curriculum will be effective as of June 1, 1951.

ATYPICAL CURRICULUM

(Revised April 16, 1959)

GENERAL EDUCATION 62 credits

Teacher of the Mentally Retarded.

Professional Education 16 credits

Professional Orientation	3
Audio - Visual Education	2
Educational Psychology	3
Student Teaching in Elementary Grades	6
Practicum and School Law	2

Specialization Courses 50 credits

Basic Courses for Elementary Teaching	21 Credits
Music for Elementary Grades	2
Health & Physical Ed. for Elem. Grades	2
Teaching of Reading	3
Arithmetic Content and Method	3
Teaching the Language Arts	3
Geography of U.S. & Pa.	3
Teaching the Content Subjects	3
Art for Elementary Grades	2

Teaching Retarded Children 29 Credits

Curriculum Planning, Material, and Equipment for Retarded Children	3
Psychology of Exceptional Children	3
Mental Hygiene	3
Arts and Crafts for Atypical Child	3
Advanced Arts and Crafts	3
Special Class Methods	3
Diagnostic Testing & Remedial Teaching	

OR

Diagnostic and Remedial Reading	3
Student Teaching Retarded Children	6
Guidance with emphasis on Interviewing and Parent Education	3

Total Credits Required for Graduation 129

ATYPICAL CURRICULUM

Teacher of Speech and Hearing

Professional Education	25 credits
Professional Orientation	3
Audio-Visual Education	2
Educational Psychology	3
Psychology of Exceptional Children	3
Student Teaching	12
Professional Practicum	2
Specialization Courses	43 credits
Phonetics	3
Speech Pathology	3
Basic Public Speaking	3
Mental Hygiene	3
Advanced Public Speaking	3
OR	
Speech Fundamentals	3
Speech Education and Re-Education in Elementary and Secondary Schools	3
Hearing Problems	3
Auditory Training and Speech Reading	3
Elementary Clinical Practice	3
Advanced Clinical Practice	3
Psychology of Speech and Hearing	3
Speech Problems	3
Physiology and Anatomy of Speech and Hearing	2
Practice in Measurement and Adjustment for Hearing Prosthesis	2
Development and Significance of Speech Education in America	3
Total Credits Required for Graduation	130

SECONDARY CURRICULUM

AREAS OF SPECIALIZATION

English	36 credits
Geography	24 credits
Earth Science	26 credits
Mathematics	30 credits
Comprehensive Science	41+ credits
Field of Science	38 credits
Biological Science	36 credits
Physical Science	36 credits
Chemistry	38 credits
Physics	38 credits
Physics and Mathematics	38 credits
Social Studies	36 credits
History	30 credits
History and Government	36 credits
Modern Languages	36 credits

EARTH SCIENCE

Total credits required for field	26 credits
Required Courses	23 credits
Astronomy (Descriptive)	3 credits
Geology (Physical)	3 credits
Meteorology	3 credits
Physical Geography	3 credits
Conservation of Natural Resources	3 credits
Physics I and II	8 credits
Elective Courses	3 credits
(At least 3 credits from this group)	
Climatology	3 credits
Geology (Historical)	3 credits
Physiography	3 credits
Oceanography	3 credits
Seminar in Earth Science	3 credits
Field Course	3 credits
Special Problems in Earth Science	1, 2, or 3 credits

MATHEMATICS

Total credits required for field	30 credits
Required Courses	21 credits
College Algebra	3 credits
College Trigonometry	3 credits
Analytical Geometry	3 credits
Calculus I	3 credits
Calculus II	3 credits
Geometry I	3 credits
Geometry II	3 credits
Elective Courses	9 credits
Calculus III	3 credits
Differential Equations	3 credits
Theory of Equations	3 credits
Advanced Algebra	3 credits
Statistics	3 credits
Field Work in Mathematics	3 credits

FIELD OF SCIENCE

Total credits required for field	38 credits
Required Courses	38 credits
Botany I	4 credits
Botany II	4 credits
Zoology I	4 credits
Zoology II	4 credits
General Chemistry I	4 credits
General Chemistry II	4 credits
Physics I	4 credits
Physics II	4 credits
Astronomy (Descriptive)	3 credits
Geology (Physical)	3 credits

BIOLOGICAL SCIENCE

Total credits required for field	36 credits
Required Courses	24 credits
Botany I	4 credits
Botany II	4 credits
Zoology I	4 credits
Zoology II	4 credits
General Chemistry I	4 credits
General Chemistry II	4 credits
Elective Courses	12 credits
(At least one course must be selected from each group)	
GROUP I	
Vertebrate Anatomy	3 credits
Physiology	3 credits
Genetics	3 credits
Microbiology	3 credits
Organic Evolution	3 credits
GROUP II	
Ecology	3 credits
Ornithology	3 credits
Entomology	3 credits
Field Zoology	3 credits
Field Botany	3 credits
Conservation of Biological Resources	3 credits

PHYSICAL SCIENCE

Total credits required for field	36 credits
Required Courses	22 credits
Inorganic Chemistry I	4 credits
Inorganic Chemistry II	4 credits
Physics I	4 credits
Physics II	4 credits
Astronomy (Descriptive)	3 credits
Climatology	3 credits
Elective Courses	14 credits
GROUP I (Not less than 6 credits from this group)	
Organic Chemistry I	4 credits
Organic Chemistry II	4 credits
Qualitative Chemistry	3 credits
Quantitative Chemistry	3 credits

GROUP II (Not less than 8 credits from this group)

Modern Physics	4 credits
Mechanics	4 credits
Magnetism and Electricity	4 credits
Heat and Sound	4 credits
Optics	4 credits
Physical Measurements I	2 credits
Physical Measurements II	2 credits
Special Problems in Physics I	2 credits
Special Problems in Physics II	2 credits

GEOGRAPHY

Total credits required for field 24 credits

Required Courses 15 credits

Economic Geography	3 credits
Geography of U.S. and Pennsylvania	3 credits
Meteorology	3 credits
Field Course	3 credits
Seminar	3 credits

Elective Courses 9 credits

GROUP I — Regional Courses (3 credits to be selected from this group)

Geography of Pennsylvania	3 credits
Geography of United States and Canada	3 credits
Geography of Latin America	3 credits
Geography of Europe	3 credits
Geography of Asia	3 credits
Geography of the Far East	3 credits
Geography of Africa and Australia	3 credits
Geography of the Soviet Union	3 credits
Summer Field Trip	3 credits

GROUP II — Cultural Courses (3 credits to be selected from this group)

World Problems in Geography	3 credits
Conservation of Natural Resources	3 credits
Geographic Influences in American History	3 credits
Trade and Transportation	3 credits
Commercial and Industrial Geography	3 credits
Commercial Air Transportation	3 credits
Urban Geography	3 credits
Special Problems	1, 2, or 3 credits

GROUP III — Physical Courses (3 credits to be selected from this group)

Astronomy (Descriptive)	3 credits
Geology (Physical)	3 credits
Geology (Historical)	3 credits
Physiography	3 credits
Climatology	3 credits
Oceanography	3 credits
Cartography	3 credits
Physical Geography	3 credits

ENGLISH

Total credits required for field 36 credits

Required 24 credits

American Literature	3 credits
English Literature	3 credits
Shakespeare	3 credits
Advanced Composition or Creative Writing	3 credits

English Philology and Grammar	3 credits
Pre-Shakespeare	3 credits
Literary Criticism	3 credits
Romantic Movement	3 credits
Electives	12 credits
American Poetry	3 credits
American Prose	3 credits
Eighteenth Century Literature	3 credits
Victorian Literature	3 credits
Modern Drama	3 credits
The Novel to 1870	3 credits
Contemporary Novel	3 credits
Essay	3 credits
Contemporary Poetry	3 credits
Short Story	3 credits
Literature of Biography	3 credits
Journalism	3 credits

COMPREHENSIVE SCIENCE

Total credits required for field 41+ credits

Required Courses	41+ credits
Botany I	4 credits
Botany II	4 credits
Zoology I	4 credits
Zoology II	4 credits
General Chemistry I	4 credits
General Chemistry II	4 credits
Physics I	4 credits
Physics II	4 credits
Astronomy (Descriptive)	3 credits
Geology (Physical)	3 credits
Mathematics	3 credits

and Electives in Chemistry and Physics to satisfy the Comprehensive Science Certification requirement.

MODERN LANGUAGE

To include German, French, or Spanish

Total credits 36 credits

FIRST LANGUAGE	24 credits
Conversation and Reading I	3 credits
Conversation and Reading II	3 credits
Grammar and Literature I	3 credits
Grammar and Literature II	3 credits
Studies in Culture I	3 credits
Studies in Culture II	3 credits
Electives	6 credits

SECOND LANGUAGE 12 credits

Conversation and Reading I	3 credits
Conversation and Reading II	3 credits
Grammar and Literature I	3 credits
Grammar and Literature II	3 credits

CHEMISTRY

Total credits required for field 38 credits

Required Courses 25 credits

Inorganic Chemistry I	4 credits
Inorganic Chemistry II	4 credits
Qualitative Chemistry	3 credits
Quantitative Chemistry	5 credits
Chemistry Seminar	1 credit
Physics I	4 credits
Physics II	4 credits

Elective Courses 13 credits

General Chemistry I	4 credits
General Chemistry II	4 credits
Laboratory Techniques in Chemistry	3 credits
Industrial Chemistry	3 credits
Colloid Chemistry	3 credits
Organic Chemistry I	4 credits
Organic Chemistry II	4 credits
Organic Preparations	3 credits
Agricultural Chemistry	3 credits
Biological Chemistry I	3 credits
Biological Chemistry II	3 credits
Physical Chemistry I	4 credits
Physical Chemistry II	4 credits
Radiochemistry	3 credits
Nuclear Chemistry	3 credits
Literature of Chemistry	1 credit
Special Topics in Chemistry	Variable credit
Chemistry for High School Teachers	3 credits
Instrumental Analysis I	3 credits
Instrumental Analysis II	3 credits
Food Analysis	3 credits

PHYSICS

Total credits required for field 38 credits

Required Courses 23 credits

PHYSICS

Physics I	4 credits
Physics II	4 credits

MATHEMATICS

College Algebra	3 credits
College Trigonometry	3 credits
Analytical Geometry	3 credits
Differential Calculus	3 credits
Integral Calculus	3 credits

Elective Courses 15 credits

These courses may follow Physics I

Mechanics	4 credits
Electricity and Magnetism	4 credits
Physical Measurements I	2 credits
Special Problems in Physics I	2 credits

These courses may follow Physics II

Heat and Sound	4 credits
Optics	4 credits
Modern Physics	4 credits
Physical Measurements II	2 credits
Special Problems in Physics II	2 credits

PHYSICS AND MATHEMATICS

Total credits required for field _____ **36 credits**

Required Courses _____ **26 credits**

PHYSICS

Physics I _____ **4 credits**

Physics II _____ **4 credits**

MATHEMATICS

College Algebra _____ **3 credits**

College Trigonometry _____ **3 credits**

Analytical Geometry _____ **3 credits**

Calculus I _____ **3 credits**

Calculus II _____ **3 credits**

Geometry I _____ **3 credits**

Elective Courses _____ **10 credits**

Astronomy _____ **3 credits**

Modern Physics _____ **4 credits**

Mechanics _____ **4 credits**

Electricity and Magnetism _____ **4 credits**

Heat and Sound _____ **4 credits**

Optics _____ **4 credits**

Physical Measurements I _____ **2 credits**

Physical Measurements II _____ **2 credits**

Special Problems in Physics I _____ **2 credits**

Special Problems in Physics II _____ **2 credits**

Advanced Mechanics _____ **4 credits**

Electronics _____ **4 credits**

Advanced Electricity and Mechanics _____ **4 credits**

SOCIAL STUDIES

Total credits required for field _____ **36 credits**

Required Courses _____ **30 credits**

GROUP I — (9 credits to be selected from this group)

Ancient World _____ **3 credits**

Medieval Europe _____ **3 credits**

History of Europe to 1815 _____ **3 credits**

History of Europe since 1815 _____ **3 credits**

Renaissance and Reformation _____ **3 credits**

Contemporary Europe _____ **3 credits**

History of England _____ **3 credits**

GROUP II (6 credits to be selected from this group)

United States and Pennsylvania _____ **3 credits**

Contemporary United States History _____ **3 credits**

Diplomatic History of the United States _____ **3 credits**

American Constitutional History _____ **3 credits**

History of Pennsylvania _____ **3 credits**

Social and Industrial History of U.S. _____ **3 credits**

GROUP III (6 credits to be selected from this group)

History of Latin America _____ **3 credits**

History of the Far East _____ **3 credits**

History of the Middle East _____ **3 credits**

Twentieth Century World _____ **3 credits**

GROUP IV (6 credits to be selected from this group)

State and Local Government _____ **3 credits**

Comparative Government _____ **3 credits**

International Relations _____ **3 credits**

United Nations	3 credits
Political Parties	3 credits
World Politics	3 credits
GROUP V (6 credits to be selected from this group)	
Sociology	3 credits
Contemporary Social Problems	3 credits
Economics	3 credits
Contemporary Economic Problems	3 credits
Industrial Relations	3 credits
Home and Family Living	3 credits
Elective Courses (Electives from any group)	3 credits

HISTORY

Total credits required for field 30 credits
 Required Courses 24 credits

GROUP I (12 credits to be selected from this group)

Ancient World	3 credits
Medieval Europe	3 credits
History of Europe to 1815	3 credits
History of Europe since 1815	3 credits
Renaissance and Reformation	3 credits
Contemporary Europe	3 credits
History of England	3 credits

GROUP II (6 credits to be selected from this group)

United States and Pennsylvania I	3 credits
United States and Pennsylvania II	3 credits
Contemporary United States	3 credits
Diplomatic History of the United States	3 credits
American Constitutional History	3 credits
History of Pennsylvania	3 credits
Social and Industrial History of United States	3 credits

GROUP III (6 credits to be selected from this group)

History of Latin America	3 credits
History of the Far East	3 credits
History of the Middle East	3 credits
Twentieth Century World History	3 credits

Elective Courses 6 credits

HISTORY AND GOVERNMENT

Total Credits required far field 36 credits
 Required Courses 36 credits

HISTORY

History of Europe 1815 to Present	3 credits
Contemporary American History	3 credits
History of United States and Pennsylvania	3 credits
Twentieth Century World History	3 credits
Diplomatic History of United States	3 credits
Constitutional History of United States	3 credits

GOVERNMENT

Comparative Government	3 credits
State and Local Government	3 credits
American Political Parties	3 credits
The United Nations: Org. and Function	3 credits
International Relations 1919 to Present	3 credits
World Politics	3 credits

Course Descriptions

The required and elective courses available at California are listed under the several divisional headings. Each course, when offered during the regular session, is taught for 18 weeks. The number of clock hours of instruction each week for the semester hours of credit is indicated. The clock hours listed are minimum; individual courses, because of special needs or exceptional facilities, occasionally exceed these established standards in the interests of better teacher-education.

When courses cover two semesters, they usually carry the same titles and are numbered consecutively; thus Chemistry I and II. Programs of course offerings for future semesters are available in the offices of the Curriculum Directors. Students are encouraged to plan their programs several years ahead so that they may graduate as planned.

Not all of the courses listed in this section are given in any one semester or even in any one year. Courses may be withdrawn without notice. The hours and location of classes offered in any semester will be published or posted in a schedule prior to registration.

GENERAL EDUCATION

The purpose of a program of general education is to provide the student with a background of liberal studies. These courses are offered on an interdepartmental basis and are not used for graduation requirements in any area of specialization. All of the following courses are required.

Communication I five credits

Communication provides both vicarious and direct development of abilities for personal expression. It includes extensive practice in reading, speaking, and writing in language and form, appropriate to social and professional situations; and instruction in the use of formal and informal discussion techniques. A special unit orients the student to the resources and use of the college library.

Five class hours each week.

Communication II five credits

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

Five class hours each week.

Developmental Reading two credits

This course is designed to improve the reading skills of the college student. Emphasis is placed upon comprehension and speed.

Two class hours each week.

Introduction to Art two credits

Art as a vital part of contemporary living. Art of other ages will be surveyed as a basis for interpreting the present. Some opportunity will be given to the student to experiment with materials in order to understand the creative process. The lectures will be supplemented by a variety of slides and film.

Three class hours each week.

Introduction to Music two credits

Provides an orientation in music experience which aims to equip the student to appreciate and understand music as it relates to the art of daily living. Lectures are supplemented by listening experiences provided by recordings and other audio-visual aids. No prerequisites for this course.

Three class hours each week.

Introduction to Philosophy three credits

A course designed to lead the student in a critical examination of his ideas concerning the tests of truth, the validity of knowledge, the nature of reality and the character of values. This is done by an examination of the thought of some leading philosophers from Thales to Bertrand Russell.

Three class hours each week.

World Culture I and II

five credits each

A survey of the evolution of man's culture—his governmental, economic, social, religious, intellectual, and aesthetic activities from the beginnings of the race to the present time.

Five class hours each week.

History of United States and Pennsylvania

three credits

A course for secondary curriculum students who are not majoring in history or social studies; Industrial Arts students and Speech Correction students. This course will survey the major issues of United States growth and development from 1607 to the present. Problems in American, political, social and economic history will be discussed.

Three class hours each week.

American Government

three credits

The general principles of the American system of constitutional government; special emphasis is placed upon the organization and functions of the national government—legislative, executive and judicial; careful treatment is given to the rights and duties of citizenship, the electorate, political parties, civil rights and the growing regulatory function of government.

Three class hours each week.

Fundamentals of Mathematics

three credits

Development of the number system; nature and application of fundamental processes; extension of the number system to include common and decimal fractions and negative numbers; approximate nature of measurements; per cents; language of algebra including formulas, graphs, tables, and equations; meaning of proof; elementary concepts of statistics; art of indirect measurement.

Three class hours each week.

World Geography

three credits

A basic course organized to develop a knowledge and appreciation of the physical factors of the environment and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are emphasized in relation to their influence on the economic and cultural activities of man.

Three class hours each week.

General Psychology

three credits

A study of the psychological factors which determine human behavior.

Three class hours each week.

Psychology of Adolescence

three credits

A study of (1) developmental needs and adjustment problems experienced by pre-adolescents, adolescents, and young adults, (2) problems that confront parents, teachers, counselors, and other adults in their relations with individuals in these age-groups, and (3) case reports of secondary school pupils in need of various kinds of assistance. Prerequisite: General Psychology.

Three class hours each week.

Child Development

three credits

Understanding and appreciation of the patterns of physical, mental, social, and emotional growth in the period of early childhood. Consideration of local, state, and national agencies concerned with the welfare and education of early childhood. Observation of learning situations in the family, school, and community environments.

Three class hours each week. (Elementary only)

Health

two credits

Consideration is given to physical and mental equipment of the individual with the hope that practical application will be made in personal and community living.

Two class hours each week.

Physical Education I

one credit

The purpose is to help students attain a high degree of physical fitness and to grow in mental and emotional fitness through a program which includes seasonal sports. The development of those skills which may be carried on in college and after college life.

Two class hours each week.

Physical Education II

one credit

To further develop skills and physical aptitudes and to grow in mental and emotional fitness. Emphasis being placed on individual sports. Prerequisite: Physical Education I.

Two class hours each week.

Physical Education III

one credit

Specialization in selected activities aimed to bring personal performance ability to advanced levels. Prerequisite: Physical Education I and II.
Two class hours each week.

Man and His Biological World ✓

five credits

This course deals with the functional principles of Biology. Concepts treated include dependence upon physical surroundings; food getting; assimilation; growth; maintenance of kind; classification; reaction; adaptation, and constant adjustment to environment, and the use, improvement, and conservation of living things.
Five class hours each week.

Man and His Physical World

five credits

A broad, survey-type, non-laboratory course devoted to the fields of physics, chemistry and astronomy and their related branches. Besides lecture-recitation methods, —motion pictures, demonstration experiments, oral reports and other activities of a research or audio-visual project type are used.
Five class hours each week.

FINE ARTS DEPARTMENT

Angus H. Double

Leonard M. Colelli

William L. Dovenspike

ART

Introduction to Art ✓

two credits

A course dealing with art as a vital part of contemporary living. Art of other ages will be given some consideration as a basis for interpreting the present. Students will be encouraged to experiment with materials in order to understand the creative process. Through a variety of experiences an attempt will be made to help students develop an awareness of and a sensitiveness to all forms of art.
Three class hours each week.

Art for the Elementary Grades

two credits

Practice in freehand drawing and composition in various mediums; a study of the principles of design and color, with application to creative problems.
Two class hours each week.

Teaching Art in the Elementary Grades

three credits

Development of problems suitable for the elementary grades; illustration, creative design, bookbinding, clay modeling and soap carving, posters, lettering, potato and linoleum block printing, and construction in paper, cardboard, cloth, scrap and other materials. Emphasis is placed upon the integration of art education with other school subjects.
Four hours each week.

Creative Art Activities

three credits

MUSIC

Introduction to Music

two credits

This course provides an orientation in music experience which aims to equip the prospective teacher with a knowledge and understanding of music as it relates to general education and the art of daily living. Through the use of recordings, radio, concerts, and other media, every possible contact is made with music. The possibility of correlation with other subjects is explored. This course is required of all sophomores in general education. No prerequisite courses or special abilities are required. (One class hour may be integrated with World Culture II.)
Three class hours each week.

Music for the Elementary Grades

two credits

Designed to prepare the teacher in grades one to three to teach her own music under supervision. It includes the study of suitable rote songs, acquaintance with reading material, and oral and written ear training. The best practical methods are discussed and used in presenting the material.
Two class hours each week.

Teaching Music in the Elementary Grades

three credits

An advanced course stressing more than ordinarily difficult and interesting work especially the singing of two and three-part music, designed to prepare and assist the teacher in grades four to six in teaching her own music under supervision. Teaching techniques and procedures are developed by the students through teaching the college class in typical school room situations. Prerequisite: Music 21.
Four class hours each week.

Integrated Music Programs in Elementary Grades

three credits

EDUCATION

EDUCATION DEPARTMENT _____ Jack F. Hoyes

Nellie R. Baliker	Mary DeCarlo	Isabella R. King	James Russell
O. Ray Bontrager	Lela T. Hamilton	Frank M. Naylor	K. Fife Sterrett
Merle O. Covell	Arthur G. Henry	Stephen E. Pavlak	Mary E. Tempero
Leslie E. Crowley	Rose G. Hughes	James S. Porter	Allen Welsh

Professional Orientation three credits

An orientation and guidance course acquainting prospective teachers with the opportunities and requirements of the profession; the relationship of the school to society; the organization and administration of the American school system. Extensive directed observation of various schools and learning situations will be required. Acceptable as credit for Introduction to Teaching.

Three class hours each week.

Audio-Visual Education two credits

The need for sensory techniques and materials in the learning process with attention to the psychological principles involved are given major consideration in this basic course. Activities include the production of inexpensive audio-visual aids, the limited use of selected aids, and an understanding of the best sources of teaching materials.

Three class hours each week.

Audio-Visual Workshop two credits

An opportunity for more intensive study in the Audio, Visual and Audio-Visual field with greater possibilities for the application of techniques involving sensory aids. Direct laboratory experiences involving machine competency and problem-solving situations are a major consideration. Motion picture film library experience is required. Special skills and abilities correlating this field provide areas for individual study. Prerequisite: Audio-Visual Education or consent of the instructor.

Four laboratory hours each week.

Introduction to General Semantics three credits

A new science closely related to anthropology, biology, mathematics, and psychology. It is based on the concept that man, contrary to old theories of evolution, is not an animal. Man excels animals since he inherits not only biologically, but passes on knowledge. His knowledge inheritance becomes progressively greater and can be changed, thereby greatly affecting human development. The course is concerned with two questions basic to all teaching: (1) How to facilitate the accumulation of knowledge and (2) How to avoid interfering with the accumulation of knowledge. This course is a free elective in any curriculum.

Three class hours each week.

**Educational Tests and Measurements in the Elementary
(or Secondary) Schools** two credits

A consideration of the simpler statistical measures, with particular stress on their application to classroom work, and of the principles underlying the construction of valid, reliable objective tests, with practice in the making of classroom tests in the various fields of subject matter.

Two class hours each week.

Diagnostic and Remedial Reading three credits

An examination of the techniques of diagnosing reading difficulties and of determining appropriate remedial treatment. Opportunity is given for observing and participating in procedures in the reading clinic. Prerequisite: The Teaching of Reading.

Three class hours each week.

Workshop in Student Teaching six credits

For teachers with three or more years' experience who are candidates for degrees and who have not completed the required number of semester hours in student teaching. After consultation with the Dean of Instruction and the Director of Student Teaching, the student will be assigned to a course suitable to his needs without duplicating courses already accredited. A student who has changed curricula may not use the course to satisfy the student teaching requirement; he must earn at least six semester hours in accredited student teaching at the appropriate level.

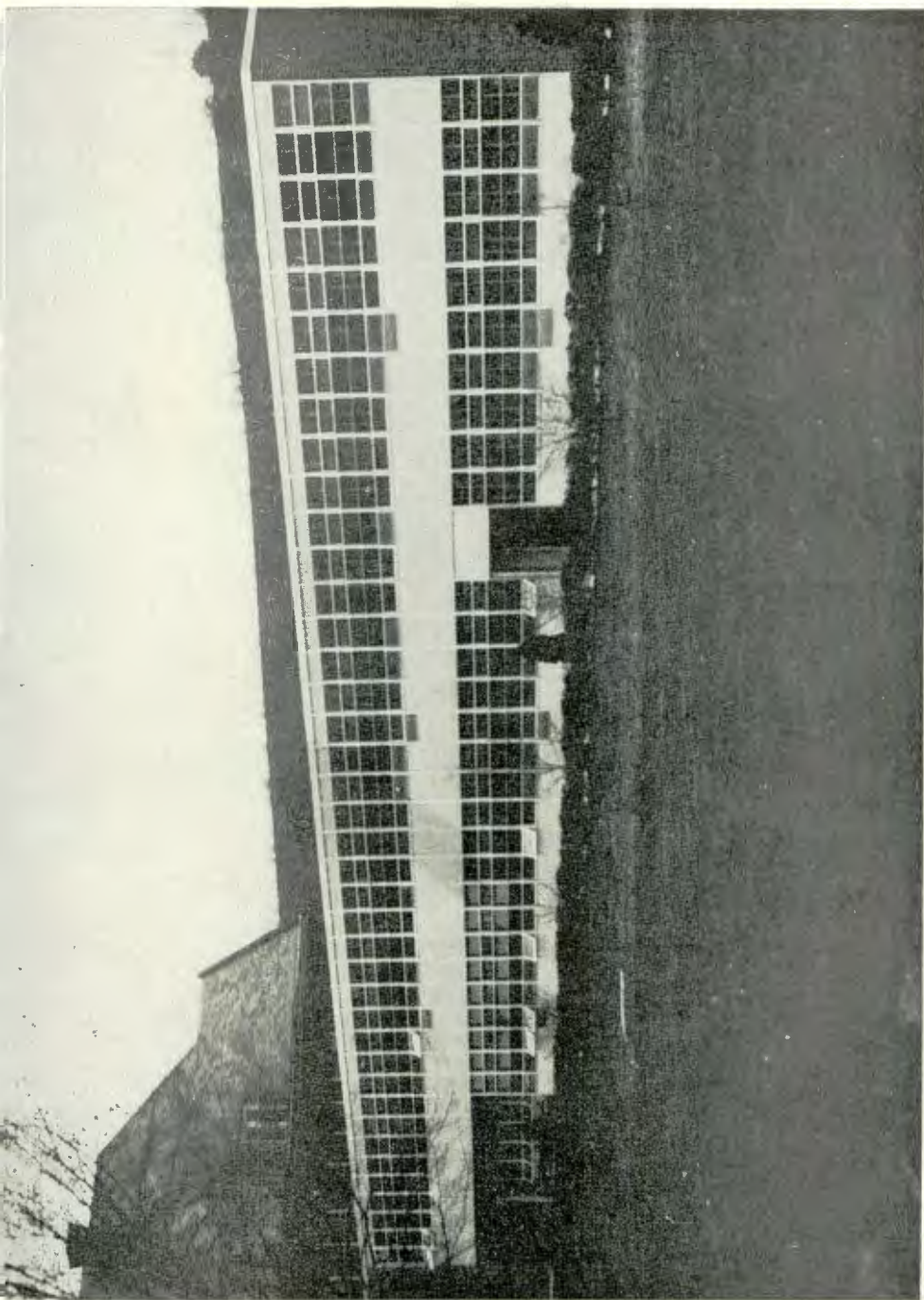
ELEMENTARY EDUCATION

Children's Literature three credits

A survey of those poems and stories known as children's literature, with the selection of appropriate material for use in the elementary grades. To assist teachers in evaluating the reading which the child enjoys, criteria for every type of reading are presented.

Three class hours each week.

- Music for Elementary Grades** two credits
 To prepare the teacher in grades one to three to teach her own music under supervision. It includes the study of suitable rote songs, acquaintance with reading material, and oral and written ear training. The best practical methods are discussed and used in presenting the materials.
 Two class hours each week.
- Teaching Music in Elementary Grades** three credits
 An advanced course stressing more difficult work in music, especially the singing of two and three-part music. To prepare and assist the teacher in grades four to six in teaching her own music under supervision. Teaching techniques and procedures are developed by the students through teaching the college class in atypical school room situation.
 Prerequisite: Music 21.
 Four class hours each week.
- Art for the Elementary Grades** two credits
 Practice in freehand drawing and composition in various mediums; a study of the principles of design and color, with application to creative problems.
 Two class hours each week.
- Teaching Art in Elementary Grades** three credits
 Development of problems suitable for the elementary grades: illustration, creative design, bookbinding, clay modeling and soap carving, posters, lettering, potato and linoleum block printing, and construction in paper, cardboard, cloth, scrap and other material. Emphasis is placed upon the integration of art education with other school subject.
 Four hours each week.
- Health and Physical Education for Elementary Grades** three credits
 Elementary school teachers are constantly called upon to supervise and plan programs for recreation or curriculum purposes. This course is planned to give the necessary background and experience in health and physical education on the elementary school level.
 Three class hours each week.
- Science for the Elementary Grades** three credits
 Provides the elementary teacher with a more adequate background for teaching science in the elementary school. The emphasis is placed upon those science units or science problems that are commonly studied in the elementary classroom. Included are units on the earth and its surface, the earth and its neighbors in space, the air and the weather, machines and how they work, magnetism and electricity, fire and heat, sound, light, and living things.
 Three class hours each week.
- Teaching Language Arts** three credits
 Survey of the content of the curriculum in English in the elementary grades. Methods of teaching oral and written composition, principles of grammar, poetry and literature. The teaching of handwriting is part of this course.
 Three class hours each week.
- Teaching of the Content Subjects** three credits
 Provides the elementary teacher with a comprehensive course in methods common to such areas of instruction as geography, social studies, and science. The student will be afforded an opportunity to investigate a variety of topics related to good teaching procedures, hear them discussed, and observe them in practice.
 Three class hours each week.
- Arithmetic—Content and Method** three credits
 The Arithmetic abilities of the student are diagnosed. He must possess or acquire during the semester the knowledge of the number system and the proficiency in arithmetic needed for successful elementary school teaching. The various processes and operations in the arithmetic of the elementary school are carefully analyzed to determine which should be taught at each grade or developmental level and how they may be taught most effectively. Opportunities for observation and participation in actual teaching situations are provided. Prerequisite: Fundamentals of Mathematics.
 Three class hours each week.
- Teaching of Reading** three credits
 The several aspects of problems in the teaching of reading in all elementary grades. Presentation in theory and practice, from careful examination of research and from observation, opportunity for the student to acquaint himself with a variety of modern reading materials and with approved techniques in their use. Problems of disability and their treatment.
 Three class hours each week.



NEW SCIENCE BUILDING

Student Teaching

twelve credits

Observation and participation in all teaching and activities related to the performance of a teacher's work in the elementary grades. Prerequisite: A general quality point average of 1.0.

The student spends full time in actual classroom teaching for a semester of 18 weeks.

Professional Practicum and School Law

two credits

Methods and practices of teaching; general techniques of teaching in each curriculum; Pennsylvania school laws relevant to the work of the classroom teacher; problems encountered by the students in their student teaching.

Two class hours each week.

SECONDARY EDUCATION**Problems of Secondary Education: Including Guidance**

three credits

Consideration of the practical problems of secondary teaching and organization. Survey of the basic structure and nature of American secondary education emphasizing guidance principles. Prerequisite: Professional Orientation.

Three class hours each week.

Modern Methods in Secondary Education

three credits

An analysis of the functions of secondary education and of classroom problems, followed up by the presentation of techniques for the solution of such problems advocated by the more recent literature in the field.

Three class hours each week.

Special Problems in Secondary Education

two credits

Professional Practicum Including School Law

two credits

Methods and practices of teaching. General techniques of teaching and techniques for the students' special fields. Pennsylvania school laws relevant to the work of the classroom teacher. Problems encountered by the students in their student teaching.

Two class hours each week.

Student Teaching and Direction of Student Activities

twelve credits

Observation and participation in all teaching and activities related to the performance of a teacher's work, in the area of the student's specialization. Prerequisite: A general quality point average of C or 1.0.

The student spends full time in actual classroom teaching for a semester of 18 weeks.

INDUSTRIAL ARTS EDUCATION**Principles and Practices of Industrial Arts**

three credits

A requirement for the prospective industrial arts teacher in order that they may master of few of the fundamental principles, procedures and techniques of industrial arts teaching.

Three class hours each week.

Student Teaching

twelve credits

Observation and participation in all teaching and activities related to the performance of a teacher's work in the industrial arts curriculum. Prerequisite: A general quality point average of C or 1.0.

The student spends full time in actual classroom teaching for a semester of 18 weeks.

Professional Practicum and School Law

two credits

Methods and practices of teaching. General techniques of teaching in the industrial arts curriculum. Pennsylvania school laws relevant to the work of the classroom teacher. Problems encountered by the students in their student teaching.

Two class hours each week.

Curriculum Making in Industrial Arts

two credits

Analysis of Industrial Arts objectives for curriculum content; emphasis by grade levels; criterion basis of content selection and appraisal; curriculum construction in selected areas.

Two class hours each week.

ORIENTATION

Freshman Orientation

no credit

Opportunity for help in problems of personal adjustment, as well as for discussions of the history, traditions, and regulations of the College. Required for all entering freshmen.

One hour each week.

PSYCHOLOGY

General Psychology

three credits

A study of the psychological factors which determine human behavior. Three class hours each week.

Educational Psychology

three credits

The nature of the learning process with emphasis on the application of the principles of psychology to the problems of learning and teaching. An important aspect of the course is the study of actual classroom problems and procedures by observation of regular work and by special illustrative demonstrations in the laboratory school. Prerequisite: General Psychology.

Three class hours each week.

Child Development

three credits

Understanding and appreciation of the patterns of physical, mental, social, and emotional growth in the period of early childhood. Consideration of local, state, and national agencies concerned with the welfare and education of early childhood. Observation of learning situations in the family, school, and community environments.

Three class hours each week.

Adolescent Psychology

three credits

A study of (1) developmental needs and adjustment problems experienced by pre-adolescents, adolescents, and young adults, (2) problems that confront parents, teachers, counselors, and other adults in their relations with individuals in these age-groups, and (3) case reports of secondary school pupils in need of various kinds of assistance. Prerequisite: General Psychology.

Three class hours each week.

Mental Hygiene

three credits

Problems of personality and mechanisms of adjustment, including a study of the origin and resolution of conflicts, and the role of emotion in the pattern of behavior are studied. Prerequisite: General Psychology.

Three class hours each week.

Psychology of Exceptional Children

three credits

The problems of exceptional or atypical children. The major purpose is to gain a functional understanding of the various types of psychological and physical deviates, both as to the genesis of their behavior processes, their treatment, and the guiding principles involved in their training. Prerequisite: General Psychology.

Three class hours each week.

Mental Tests

three credits

A study of intelligence, its nature and measurement, and the history and analysis of intelligence testing; practice in giving individual and group mental tests; the application of test results.

Three class hours each week.

Clinical Psychology

three credits

Use of the case method of studying children; observation of and experience with the individual testing of mentality, vision, hearing, motor speed, coordination, and other capacities. Enrollment is limited to small groups.

Three class hours each week.

Practicum in Psychological Clinic

varying credits

Case studies, practice in the giving, scoring, and interpretation of mental tests, the making of personal inventories, and the use of clinical instruments. One semester of credit is allowed for each fifty hours of work satisfactorily completed. Maximum credit: six semester hours. Open only to students who have the proper prerequisites and to graduate students specializing in psychological work. Admission by consent of the Director of the Clinic and the Dean of Instruction.

The College is approved to offer the following courses which are not regularly scheduled:

Abnormal Psychology

three credits

ATYPICAL EDUCATION

Art Crafts for Atypical Classes three credits

Studies in the sources, design, and manipulation of various materials suited to hand-work, including projects in wood, leather, metal, cardboard, hand-loom weaving, rake and spool knitting, and chair caning. Prerequisite: Art I.

Six laboratory hours each week.

Advanced Art Crafts three credits

Practice in two—and four—horness loom weaving and in selection of equipment, patterns, drafts, warp, tabby, and yarns. Prerequisite: Atypical Education 21 or consent of the instructor.

Six laboratory hours each week.

Diagnostic Testing and Remedial Teaching three credits

Study of achievement tests useful for diagnostic purposes. Teaching procedures adjusted to particular needs or weaknesses. To include all school curriculum, elementary and secondary.

Three class hours each week.

Special Class Methods two credits

Consideration of methods of handling Atypical-class children, classroom organization, articulation with the regular school program, and purposes of Atypical classes. At least one period of classroom observation a day, followed by conferences, is required.

Three class hours each week.

Curriculum Planning for Retarded Children three credits

Problems in the selection and placement of children in Atypical class programs. Type and costs of equipment needed. Meeting parents and community problems. Education of teachers, parents, school board and community of values in Atypical programs. Selecting Atypical class teachers and planning for improvement in service.

Two class hours each week.

Student Teaching in Classes for Mentally Retarded Children one credit

Student teaching in the Laboratory School atypical class under the supervision of the directing teacher. One-half day a week of actual classroom teaching is required for minimum credit.

Three class hours each week.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT Eugene J. Hester

Louise A. Hildreth

Theodore J. Nemeth

Paul E. Ross

HIGHWAY SAFETY AND DRIVER EDUCATION

Introduction to Safety Education three credits

The development of habits and attitudes that will make for safe living by both teachers and students. Acquaintance with 1. Rules, regulations and laws concerning the operation of motor vehicles; 2. Rules and regulations of pedestrian travel; 3. Other hazards to which we are commonly subjected such as fire, electricity, etc., especially in the home and school.

Three class hours each week.

Driver Education and Traffic Safety in Secondary Schools three credits

Classroom instruction combined with road training and the teaching of driving to beginners using dual control cars. Emphasis is placed upon the essential facts, principles, skills and attitudes necessary for good driving and the teaching of same to beginning drivers. Ability to use and interpret the results of psycho-physical testing is required.

Three class and three practicum hours each week.

Organization and Administration in Safety Education three credits

Curriculum content and experiences for all school grades in safety education, its organization and graduation for teaching purposes. Ways and means of administering a safety education program.

Three class hours each week.

Visual and Other Aids in Safety Education three credits

Discussion of practical values in visual and other sensory aids; guiding principles and technique in the teaching of safety education.

Two class and two practicum hours each week.

Materials and Methods in Safety Education

three credits

The development of habits and attitudes that will better enable the elementary and secondary school teacher in the teaching of safety at home and in the school. Evaluation of curricular materials, teacher as safety counselor, basic facts relating to accidents and hazards.

Three class hours each week.

The Psychology of Accident Prevention

three credits

The psychology of safe behavior is no more and no less than the psychology of human behavior in general. Ways and means are discussed in safety as it is applied in other activities in our society. Attitudes cannot be considered apart from personality patterns, and the latter are likely to be rooted in the earlier years of life.

Three class hours each week.

PUBLIC SCHOOL NURSING

Public School Nursing

two credits

A study of the development, planning and procedures of carrying out a school health program.

Two class hours each week.

Public School Organization

two credits

A study of the general characteristics of the American School System especially in the public schools. Emphasis on structural organization and administration and essential functions.

Two class hours each week.

Family Case Work

three credits

An introduction to social work with a brief survey of community resources. How social worker and nurse can work together for more effective service of the individual.

Three class hours each week.

Public Health Nursing I

three credits

A study of the fundamental principles of public health nursing.

Three class hours each week.

Public Health Nursing II

three credits

Applies the principles of public health nursing and gives function of nurse in various services of public health nursing such as child hygiene, communicable diseases, industrial nursing, tuberculosis, venereal diseases, cancer and polio.

Three class hours each week.

Nutrition and Community Health

A study of the role of nutrition in attaining and maintaining good health throughout life, includes teaching family nutritional health and planning food budgets for various income groups.

Two class hours each week.

INDUSTRIAL ARTS DEPARTMENT

Shriver L. Coover

Richard M. Birch

Merrill G. Campbell

Ralph F. Charney

Donald E. Hepler

Aaron J. Hoover

Gaston Lebois

John C. McCrory

Irvin J. Shutsy

Edward J. Sikora

Alexander R. Smoyer

Anthony T. Stavaski

John R. Swearingen

INDUSTRIAL ARTS DRAWING AND DESIGN

Introductory Mechanical Drawing

two credits

Mechanical drawing with the major emphasis upon the theory of projection, blue-print reading, sketching, graphs, and charts, and basic forms of representation such as multi-view projection, auxiliary projection, sectioning, revolutions, dimensioning, isometric drawings and oblique drawings.

Four laboratory hours each week.

Graphic Arts Design

two credits

Consideration of the principles of design and color as applied to printing.

Four laboratory hours each week.

Sheetmetal Drafting two credits

A course in practical workshop problems which arise in everyday practice.
Four laboratory hours each week.

Machine Drawing and Design two credits

Special emphasis upon American Standard drawing room practice in the development of mechanical engineering drawings, conventional representation, standardization of machine parts and fasteners, preparation of tracings, and the reproduction of industrial working drawings.

Four laboratory hours each week.

Electrical Drafting and Theory two credits

Fundamental theory of electricity with emphasis on practical application. Includes basic practice in dealing with electrical measuring units and their circuit application. Making and reading electrical drawings and diagrams is a part of the work. Prerequisite: D & D 1, knowledge of Algebraic equations, the enrollment in Shop 31.

Four laboratory hours each week.

Industrial Arts Design two credits

Design is studied as a process made up of three major components: the creative, the aesthetic, and the technical. Students experience design creatively and aesthetically by actively participating in a series of design problems which stress the sensitive use of the elements, principles and concepts of design. Creative thinking and aesthetic sensitivity are encouraged and developed.

Four laboratory hours each week.

Advanced Mechanical Drawing two credits

Special emphasis is placed upon the basic principles involved in machine design. The possibilities and limitations of the common metals, mechanical movements, and the use of fasteners, and the application of machine fits are stressed.

Four laboratory hours each week.

Architectural Drafting two credits

Design experience is provided in basic residence planning. The fundamental sequences in designing and drawing a residence are stressed and the student completes all architectural drawings necessary for construction. Elements of the course include: architectural styles, area planning, structural detailing, pictorial rendering, building specifications and cost analysis.

Four laboratory hours each week.

Shop Planning two credits

Experience is provided in all phases of modern industrial arts laboratory planning. The student proceeds through the entire sequence of shop planning—from the original design to the completion of all drawings necessary for the construction of industrial arts facilities. The major units of the course include: types of industrial arts programs, principles of laboratory planning, equipment selection, architectural and engineering practices, and evaluation of industrial arts facilities.

Four laboratory hours each week.

Advanced Industrial Arts Design two credits

The creative and aesthetic design theory expounded in Industrial Arts Design is put into actual use in this course. Students carry through a number of design problems which include the complete planning and developing of functional products. The problematic approach to design is stressed. The history of design is surveyed, and experiences in free hand sketching is provided.

Four laboratory hours each week.

Advanced Architectural Drafting two credits

Provides broad experiences in general architectural design and drafting techniques. The functional approach to the design of residences and commercial buildings is stressed. New trends in architectural design and new drafting techniques are introduced. Prerequisite: Architectural Drafting.

Four laboratory hours each week.

Representative Drawing two credits

Free hand perspective drawing in a variety of graphic media forms is the nucleus of this course. Ability to quickly capture the essential appearance of an actual or imaginary product is stressed. Students work in soft pencil, graphite stick, charcoal, pastels, pen and ink, wash drawing and air brush.

Four laboratory hours each week.

INDUSTRIAL ARTS SHOPS

Fundamentals of Woodworking

four credits

Woodworking with the major emphasis upon hand tool operations, wood turning, jig-saw work and wood finishing. A variety of projects are constructed which may be used in a later teaching situation in the public schools. The planning process is demonstrated and used by the students in addition to a pupil personnel system both of which have a place in the Industrial Arts work.

Two demonstration and six laboratory hours each week.

Fundamentals of Graphic Arts

four credits

The fundamental principles of letterpress printing; hand composition; proofreading; imposition; press make-ready operation and care; paper estimation and cutting; elementary binding.

Two demonstration and six laboratory hours each week.

Fundamentals of Sheetmetal

four credits

An introductory course giving instruction in seaming, riveting, forming, and soldering. Projects suitable for junior and senior high school boys are designed and constructed.

Two demonstration and six laboratory hours each week.

Fundamentals of Machine Shop

four credits

Instruction in the operation of hand and machine tools, including the engine lathe, and in foundry and forge practice, including the heat treatment of steel.

Two demonstration and six laboratory hours each week.

Fundamentals of Electricity

four credits

Shop experiences designed to acquaint the student with the basic tools, materials and processes fundamental to living in an industrial society. Includes work in source of power, measuring instruments, basic circuits, home-wiring, and electrical maintenance.

Two demonstration and six laboratory hours each week.

Advanced Electricity

four credits

Advanced practice with electrical circuits and appliances. Special attention is given to preparation of teaching materials for electricity including project design and visual aids.

Two demonstration and six laboratory hours each week.

Electronics (Radio)

four credits

The fundamentals of electronic theory in its application to radio and television, with practice in radio repair and maintenance and in the construction of radio receivers.

Two demonstration and six laboratory hours each week.

Advanced Woodworking

four credits

Principally a course in machine woodworking. Safe operation of all basic woodworking machines is demonstrated. Students make projects involving operations in all basic machines.

Spray finish method and techniques are demonstrated. Maintenance of equipment is discussed. Prerequisite: Fundamentals of Woodworking and Introductory Mechanical Drawing.

Two demonstration and six laboratory hours each week.

Wood Patternmaking

four credits

For students who wish to major in woodworking in preparation for teaching a unit shop. Basic principles involved in the making of wood patterns and core boxes are stressed. Techniques are demonstrated. Patterns and core boxes made by students are used in the school foundry.

Two demonstration and six laboratory hours each week.

Advanced Machine Shop

four credits

Experience in the operation of the milling machine, shaper, the drill press, and the engine lathe; in indexing, and in the heat treatments of metals. Special emphasis is placed upon assembly and mass production. Prerequisite: Shop 22.

Two demonstration and six laboratory hours each week.

Special Machine Shop

four credits

Project work in machine shop practice. Admission only by consent of the instructor.

Two demonstration and six laboratory hours each week.

- Fundamentals of Art Metal** **four credits**
 The application of the principles of design to copper, brass, and pewter. Representative projects include letter openers, book ends, and lanterns.
 Two demonstration and six laboratory hours each week.
- Cold Metal (wrought iron)** **four credits**
 Development and construction of ornamental iron projects, including lamps, candle holders, wood baskets, and other projects suitable for high school shops. The work includes both cold and hot forming.
 Two demonstration and six laboratory hours each week.
- Advanced Graphic Arts** **four credits**
 A continuation of Shop 23, covering the organization of suitable shop equipment and teaching material, and providing experience in the study, selection and development of binding projects suitable for secondary schools.
 Two demonstration and six laboratory hours each week.
- Introduction to Crafts** **four credits**
 An introduction to the Crafts is provided in this course. Creative craftwork is done in a variety of media such as clay, metal, wood, leather, and mosaic. Creative and aesthetic design is stressed as well as attainment of technical proficiency. The student is made aware of the vital and significant role of crafts in life and education.
 Two demonstration and six laboratory hours each week.
- Fundamentals of Ceramics** **four credits**
 An introduction to Ceramics as an art, a craft, an industrial pursuit, and an educational vehicle. Students are taught the major forming, decorating, and firing processes in clay. Originality in ceramic design, sensitivity to tools and materials and technical proficiency are stressed.
 Two demonstration and six laboratory hours each week.
- Jewelry Making** **four credits**
 The creative and aesthetic application of the fundamental processes of jewelry making are presented. Hand-wrought brooches, necklaces, bracelets, rings, and other types of jewelry are designed by the student. In addition, the student is introduced to the supplementary crafts of lapidary and enameling usually associated with jewelry making. Originality in design, aesthetic sensitivity, and craftsmanship are stressed.
 Two demonstration and six laboratory hours each week.
- Plastics** **four credits**
 A general introduction to the history and development of plastics, with laboratory work in the designing and construction of plastic products.
 Two demonstration and six laboratory hours each week.
- Fundamentals of Leatherwork** **four credits**
 Such fundamental leathercraft techniques as cutting, skiving, tooling, finishing, sewing, and lacing of leather are taught. A problematic approach to designing in leather is stressed, thus assuring originality of design and self-expression. Through creative and aesthetic experiences, leathercraft becomes an art expression.
 Two demonstration and six laboratory hours each week.
- Foundry** **four credits**
 For students who wish to major in the field of metal working. The course is concerned with techniques in metal casting. Foundry procedures and processes that permit an increase in scope of the school metal working program are covered.
 Two demonstration and six laboratory hours each week.
- Advanced Sheetmetal Shop** **four credits**
 To provide practice in development and construction of advanced projects, e.g., equipment and projects for school shop use. Study of sheetmetal trade and industrial practices. Organization of teaching materials and curriculum development. Prerequisite: Shop 21.
 Two demonstration and six laboratory hours each week.
- Advanced Typography and Book Design** **four credits**
- Graphic Presentation and Bookbinding** **four credits**
- Photography** **four credits**

Advanced Art Metal four credits

To provide experience in planning and development of jigs and fixtures; forging of stamping and chasing tools; making tools for die cutting and cutting dies. Practice with new techniques in metalworking. Organization of teaching materials and curriculum development. Prerequisite: Shop 50.

Two demonstration and six laboratory hours each week.

Fundamentals of Welding four credits

The course gives practical experience in the standard practices of electric arc and acetylene welding. The American Welding Society working drawing symbols, conventions and welding techniques are followed. Welding practices as concerned with public school instruction is included.

Two demonstration and six laboratory hours each week.

Wood Cabinet Making four credits

For students specializing in woodworking. Emphasis is placed on the selection and construction of suitable projects for use in public school teaching. Teaching aids are constructed. Special emphasis on purchasing lumber, equipment and supplies is made. Organization of the woodworking area is discussed. Prerequisite: Fundamentals of Woodworking and Advanced Woodworking.

Two demonstration and six laboratory hours each week.

Fundamentals of Auto Mechanics four credits

Credit is given for work taken at General Motors Institute.

Advanced Auto Mechanics four credits

Credit is given for work taken at General Motors Institute.

Special Auto Mechanics (Body and Fender) four credits

Credit is given for work taken at General Motors Institute.

ENGLISH AND SPEECH ARTS DEPARTMENT C. Mart Hughey

William Boram
J. Herschel Bowlen
Cora B. Coover
Herbert R. Gillis

Norma Langham
Lawrence M. Maddock
Minor W. Major
Alex Newell

Louise Rakestraw
John P. Watkins
Marian H. Weaver
Malcolm Wilder

ENGLISH

Literature I and II two credits each

A course in the literature of the western world: (1) to give the general student the knowledge of literary art that he should have; and (2) the English major experience with the great masterpieces which will provide him with standards for comparison.

Two class hours each week.

American Literature three credits

On the premise that literature and culture are interrelated, American Literature will survey the best American writings as they reflect American culture in its various stages of growth from colonial times to the present. Though the courses will utilize chronological continuity as an organizational device, the consideration of material will be exclusively historical.

Three class hours each week.

English Literature three credits

English Literature is surveyed from Anglo-Saxon times to the present with emphasis on recognized masterpieces. The course has two basic aims: (1) broader knowledge of the growth of English letters and their relation to historical movements, (2) wide reading and more intelligent appreciation.

Three class hours each week.

Shakespeare three credits

Selected comedies, tragedies, and historical plays by Shakespeare, together with the social, historical, and literary background necessary for their full appreciation. Particular reference is made to those plays most frequently included in secondary school curriculums.

Three class hours each week.

Advanced Composition three credits

Advanced experience in writing is afforded through the preparation of reviews, digests, and critical reports, employing expository, descriptive and argumentative techniques.

Three class hours each week.

Creative Writing three credits

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

Three class hours each week.

English Philology and Grammar three credits

Introduces students to the study of the development of modern English and the discernible trends of language today through the use of the exercises in phonetics, etymology, and dictionary usage.

Three class hours each week.

American Poetry three credits

Offers a chance for the individual to develop standards of judgment as he acquires knowledge of the history of the American art. The knowledge must be personal as it applies to the lives of the poets and social as it applies to the trends in sensibility of American thought and art.

Three class hours each week.

American Prose three credits

The history of American prose; but since the subject matter defies chronology and rests upon personality, efforts to tie it into American intellectual and social history will be largely defeated, so that in the end it will seem to have been a study of artistic individualities.

Three class hours each week.

Pre-Shakespearean Literature three credits

The course has two central divisions. 1. Chaucer: an intensive study of the *Canterbury Tales*. 2. The beginnings of the theatre in England. The miracle plays; the morality plays; the mystery plays; England's first professional playhouse; Kyd, Lyly, others of Shakespeare's immediate predecessors.

Three class hours each week.

Eighteenth Century Literature three credits

A critical consideration of significant eighteenth-century writers with emphasis upon the struggle between tradition and revolt as reflected in the works of Pope, Johnson, Addison, Swift, Goldsmith, Burns, and other representative writers of the period.

Three class hours each week.

The Romantic Movement three credits

A study of Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries, in the light of social background and biographical and critical doctrine.

Three class hours each week.

Victorian Literature three credits

Victorian culture is studied through its interpretations by poets and essayists of the period, with particular reference to the writing of Carlyle, Ruskin, Newman, Browning, Tennyson.

Three class hours each week.

Literary Criticism three credits

Critical theory, both ancient and modern, will be put to the test of practice in our society: (1) novels that have been tested in court action; (2) novels that offend — and should please — no one. The severer critical test in the sense of good art will be applied to poetry. Both will be given expression in critical papers.

Three class hours each week.

Modern Drama three credits

Study of the new dramatic literature of Europe and America and of its techniques, aims, and problems. Representative plays for reading and study from Ibsen and Shaw to T. S. Eliot and Arthur Miller. 12 to 15 plays.

Three class hours each week.

The Novel to 1870 three credits

The rise and development of the novel in English from its predecessors of the eighteenth century to Hardy and Mark Twain. A selected list of novels is assigned for analysis with a view to cultivating an appreciation of this dominant literary form.

Three class hours each week.

Contemporary Novel three credits
A study of modern and contemporary movements in fiction based on the critical reading and analysis of English and American novels published since 1870.
Three class hours each week.

The Essay three credits
The history and development of the essay as a distinctive literary form, together with readings in current periodical non-fiction and provision for opportunities for self-expression through writing.
Three class hours each week.

Contemporary Poetry three credits
First of all a course in reading poetry, reading for pleasure and for understanding; finally a study of the origins of twentieth century poetry and its present day trends.
Three class hours each week.

Short Story three credits
The development of the short story as a distinct and popular current literary form is traced through its history and technique. Recent tendencies are investigated and wide reading in current periodicals is encouraged.
Three class hours each week.

Literature of Biography three credits
Since biographical writings occupy a solid place among the monuments of literature and scholarship, the course will focus on biography as a literary form and as a discipline of literary and historical scholarship. Readings will be from the works of major biographers: Plutarch, Boswell, Carlyle, Macaulay, Josephson, Edel, and others.
Three class hours each week.

Journalism three credits
Since theory divorced from practice in a single three-hour course would be useless, this course is a combination of textbook theory and journalistic practice on the weekly newspaper. It offers one credit hour per semester. Its professional objective is to prepare the prospective teacher for the sponsorship of a school newspaper.
One class hour each week. Laboratory hours by assignment.

MODERN LANGUAGES

MARISA

HALLEY

German I and II (Conversation and Reading) three credits each
This elementary sequence is designed to develop basic skills in pronunciation, oral comprehension, speaking and reading. Constant oral drill serves to encourage automatic response. Reading material is chosen in part on a basis of social and cultural content.

German III and IV (Intermediate Grammar and Literature I and II) three credits each
This sequence seeks to further develop basic skills and move progressively toward making German the language of the classroom.

Studies in German Culture I and II

These courses will be offered to advanced students on an irregular basis.

Electives

Six credits are required in addition to the above if a student is to be certified. The courses will be provided in appropriate sequence.

French I and II (Conversation and Reading) three credits each
This elementary sequence is designed to develop basic skills in pronunciation, oral comprehension, speaking and reading. Constant oral drill serves to encourage automatic response. Reading material is chosen in part on a basis of social and cultural content.

French III and IV (Intermediate Grammar and Literature I and II) three credits each
This sequence seeks to further develop basic skills and move progressively toward making French the language of the classroom.

Studies in French Culture I and II

These courses will be offered to advanced students on an irregular basis.

Electives

Six credits are required in addition to the above if a student is to be certified. The courses will be provided in appropriate sequence.

Spanish I and II (Conversation and Reading) three credits each

This elementary sequence is designed to develop basic skills in pronunciation, oral comprehension, speaking and reading. Constant oral drill serves to encourage automatic response. Reading material is chosen in part on a basis of social and cultural content.

Spanish III and IV (Intermediate Grammar and Literature I and II) three credits each

This sequence seeks to further develop basic skills and move progressively toward making Spanish the language of the classroom.

Studies in Spanish Culture I and II

These courses will be offered to advanced students on an irregular basis.

Electives

Six credits are required in addition to the above if a student is to be certified. The courses will be provided in appropriate sequence.

SPEECH CORRECTION

Phonetics three credits

The application to articulatory speech disorders of a sound-by-sound analysis of speech. Palatography, through lectures and research, is used to give a composite picture of each sound.

Three class hours each week.

Speech Pathology three credits

A foundation course for speech correction, including a study of the anatomy and physiology of the speech mechanism and some consideration of the causes, symptoms, nature, and management of speech disorders.

Three class hours each week.

Basic Public Speaking three credits

Special emphasis on group discussion and parliamentary procedure; expository, narrative and descriptive material; speeches for special occasions; interpretative or choral reading.

Three class hours each week.

Speech Fundamentals three credits

Study and application of fundamental principles of effective speaking; training in selection, organization, and development of material suitable for speeches; recordings and analysis of voice, emphasis on personality adjustment as related to speaking-listening situations; diacritical marking and vocabulary building.

Three class hours each week.

Speech Education and Re-Education in Elementary and Secondary Schools three credits

A study designed to correlate the speech activities with the school work and teacher-planned speech activities. Each college student will teach a speech improvement lesson in a Kindergarten or a First Grade classroom.

Three class hours each week.

Hearing Problems three credits

The appreciation of the many problems of children and adults with hearing losses in order to acquaint interested persons as to how to improve and to better adjust the child or adult to his hearing problem.

Three class hours each week.

Auditory Training and Speech Reading three credits

Students study and compose the different systems of teaching Speech Reading. Lessons in Auditory Training are planned for the different age and hearing difficulty groups.

Three class hours each week.

Elementary Clinical Practice three credits

Practice in clinical procedure; a review of speech disorders and methods of diagnosis and remedial treatment; opportunity for the accumulation of corrective materials and observation of the work of the speech clinician.

Six laboratory hours each week.

- Advanced Clinical Practice** three credits
 Correctionist practice. Each student is responsible for his own cases, including diagnosis, analysis, therapy, reports, follow-up, and other problems, with planned supervision. Practice is carried on in the College Speech Clinic, Noss Laboratory School, and an out-patient clinic for children of school age.
 Minimum: Six laboratory hours each week.
- Psychology of Speech and Hearing** three credits
 An explanation of the psychological factors involved in the study of speech and hearing. Special emphasis is given to listening.
 Three class hours each week.
- Speech Problems** three credits
 Emphasis is placed upon techniques and procedures of Speech Correctionists and their programs within the school districts. Students should have completed at least thirty-four major field credits as prerequisites.
 Three class hours each week.
- Physiology and Anatomy of Speech and Hearing** two credits
 A study of the anatomy and the physiology of the ear and the speech mechanism dealing with their functions and capabilities in their performance necessary for speech and hearing.
 Two class hours each week.
- Practice in Measurement and Adjustment for Hearing Prosthesis** two credits
 A study is made of the many types of tests involved in measurement. Practice is required in the use of the audiometer.
 Two class hours per week; one laboratory.
- Development and Significance of Speech Education in America** three credits
- Advanced Public Speaking** three credits

GEOGRAPHY DEPARTMENT Gabriel P. Betz

Paul Prince

Jarl Roine

GEOGRAPHY (and Earth and Space Science)

- Economic Geography** three credits
 The geographical bases for the production, manufacture and distribution of the earth's resources and the relationships arising as man engages in making a living. Prerequisite: World Geography.
 Three class hours each week.
- Geography of United States and Pennsylvania** three credits
 The physiography, climate, vegetation, population, land utilization, production and trade of the various regions of the United States and the Commonwealth of Pennsylvania. The first part of the course deals with Pennsylvania, and through its economic position within the States, proceeds logically to an analysis of the nation as a whole. Prerequisite: World Geography.
 Three class hours each week.
- Meteorology** three credits
 Principles of dynamic and synoptic meteorology. Preparation and analysis of weather maps and forecasting techniques. Prerequisite: World Geography or permission of instructor.
 Three hours lecture and a three-hour laboratory each week.
- Field Course** three credits
 An intensive micro-geographic-geology study through actual field work. An advanced course; permission of staff required for registration.
 One hour lecture and four to eight hours field work each week.
- Seminar in Geography or Earth Science** three credits
 An introduction to the literature, philosophy, techniques, and research methods of geography and/or earth science. Prerequisite: At least 18 hours in geography and/or earth science.
 Hours to be arranged.

Geography of Pennsylvania three credits

A regional analysis of Pennsylvania, emphasizing man's cultural and economic response to environmental factors. Field trips are an integral part of the course. Prerequisite: World Geography.

Three class hours each week.

Geography of the United States and Canada three credits

A regional study of the United States and Canada, considering man's adjustment to the physical factors of relief, climate, soil, vegetation and mineral resources. Political structure, and the relations between the two countries and the rest of the world are analyzed from a geographic point of view. Prerequisite: World Geography.

Three class hours each week.

Geography of Latin America three credits

The effects of the physical environment of Latin America upon the activities of man. Effects of the historical background, types of governments, and ethnic backgrounds of the peoples upon the development of the natural resources of Latin America. The study is regional by nations. Prerequisite: World Geography.

Three class hours each week.

Geography of Europe three credits

Europe's natural and political regions, emphasizing the complexity of the continent's natural and cultural landscapes and the effect they have had on the occupants past and present. Prerequisite: World Geography.

Three class hours each week.

Geography of Asia three credits

A regional study of the continent of Asia. An analysis of the political subdivisions will be made from the standpoint of cultural and political changes, as influenced by the physical nature of each province. The significance of these changes in world relations is stressed. Prerequisite: World Geography.

Three class hours each week.

Geography of the Far East three credits

The natural environment of China, Japan, Southeastern Asia, Korea, the Philippines and the South Indies, and man's adjustments economically, politically, and socially. Prerequisite: World Geography.

Three class hours each week.

Geography of Africa and Australia three credits

A regional study of Africa, Australia and the neighboring islands of the Pacific, showing the social and economic development of these lands in relation to their physical environment. The importance of Australia and Africa to the world, and the effect thereon of emergent nationalism in an Africa torn by strife are studied. Prerequisite: World Geography.

Three class hours each week.

Geography of the Soviet Union three credits

The distribution of physical, economic, and social features of the Soviet Union. National and regional groupings are analyzed in terms of their physical settings and their internal and external economic and political relations. Prerequisite: World Geography.

Three class hours each week.

Summer Field Trip varying credits

Planned trips in summer sessions, during which lectures and discussions are conducted.

Urban Geography three credits

An analysis of cities in selected regions: classification, location, distribution, function and growth; types and patterns of land use. Geography in city planning will culminate the study. Prerequisite: World Geography, Economic Geography, and Cartography or a regional course.

Three class hours each week.

Special Problems in Geography or Earth Science one, two or three credits

Individual research problems by majors. Does not replace any course regularly given. Prerequisite: Seminar and permission of staff.

Hours to be arranged.

Descriptive Astronomy three credits

Recognition of the various elements of the solar system, their physical characteristics and motions, the phenomena of the galactic system and the extra-galactic space and the constellations, with a consideration of the mathematical phases generally omitted from studies of this kind.

Three class hours each week.

- Physical Geology** three credits
 The materials, structures, surface features of the earth and processes which have produced them. Course work includes; study of rocks and minerals, topographic maps and models. Field trips are an integral part of the course.
 Three hours lecture and a three-hour laboratory each week.
- Historical Geology** three credits
 The geologic history of the earth and the succession of the major groups of plants and animals as based on the geologic interpretation of rock formations and fossils. Prerequisite: Physical Geology or permission of the instructor.
 Three hours lecture and a three-hour laboratory each week.
- Physiography** three credits
 The history, origin, and characteristics of land forms produced by weathering, fluvial, glacial, wind, and wave erosion, or by a combination of these acting upon the major kinds of geologic materials and structures. Prerequisite: Physical Geology or permission of instructor.
 Three hours lecture and a three-hour laboratory each week.
- Climatology** three credits
 A systematic study of the climatic regions of the world and the advantages and limitations of each for man's occupation. The physical aspects of the atmosphere and the regional characteristics of climate are examined. Prerequisite: Meteorology or permission of instructor.
 Three class hours each week.
- Oceanography** three credits
 An introduction to the physical nature of the ocean, its topography and circulation. Chemical and physical nature of ocean water. Marine sedimentation. Biotic environments. Relation to biological, geographical, geologic and economic problems, including fisheries. Prerequisite: Permission of instructor.
 Three hours lecture and a three-hour laboratory each week.
- Cartography** three credits
 A non-technical laboratory course designed to develop competence in map use and evaluation. Compilation of maps from statistical, descriptive, and cartographic sources. Use and interpretation of globes, cartograms, and geographic/geologic diagrams, topographic maps and aerial photographs. History of maps. Prerequisite: Permission of instructor.
 One hour lecture and a four-hour laboratory each week.
- Physical Geography** three credits
 The physical elements in the geographic pattern of man's environment. Introductory phases of systematic geography. Field problems are an integral part of the course. Prerequisite: World Geography.
 Three hours lecture each week plus field trip.
- World Problems in Geography** three credits
 A political geography giving attention to the problems of State, internal and external, as influenced by the human and natural resources. Prerequisite: World Geography, Economic Geography, and at least one regional course.
 Three class hours each week.
- Conservation of Natural Resources** three credits
 Emphasizes the development of a working philosophy of conservation and use of the various types of natural resources. The relationship between loss and waste in the varied uses of the natural resources, as in processing, production, transportation, and/or maintenance, will be considered. Prerequisite: World Geography or permission of the instructor.
 Three class hours each week.
- Geographic Influences in American History** three credits
 The interplay between the natural environment and the historical development of the United States. The attraction of North America for colonization, the expansion from sea to sea, the absorption of millions of immigrants, the schism and refusal of the nation, the development of resources to a position of world power are considered. Prerequisite: World Geography, Geography of the United States and History of the United States.
 Three class hours each week.
- Trade and Transportation** three credits
 National and international trade, transportation routes, and transportation centers. Prerequisite: World Geography and Economic Geography.
 Three class hours each week.

Commercial and Industrial Geography three credits

A geographic analysis of the factors involved in the production and distribution of economic goods. Local and world patterns of commerce and industry and their effect on national and international affairs are studied. Prerequisite: World Geography. Three class hours each week.

Commercial Air Transportation three credits

The geographic factors which have determined commercial air centers and routes. The effects of national and international controls are considered. Prerequisites: World Geography and Economic Geography. Three class hours each week.

MATHEMATICS DEPARTMENT Harry L. Monroe

Frederick E. Atkins

Helen A. Godfrey

MATHEMATICS

College Algebra three credits

Fundamental operations; factoring; fractions; exponents; functions and their graphs, linear, quadratic, and systems of equations; proportions and variation; progressions; mathematical induction; logarithms; determinants; permutations; and combinations. Prerequisite: 1 year high school algebra and 1 year high school geometry. Three class hours each week.

College Trigonometry three credits

Functions of an angle; logarithms; use of tables; radians; identities; trigonometric and exponential equations; solution of triangles by natural functions and logarithms; inverse functions; complex numbers; application in practical problems. Three class hours each week.

Analytical Geometry three credits

Correlation of algebra and geometry in finding equations of loci and loci corresponding to certain equations; properties of the straight line, the circle and conic sections; rectangular and polar coordinates; transformation of coordinates; parametric equations; a brief introduction to three dimensions. Prerequisite: College Algebra and Trigonometry. Three class hours each week.

Calculus I (Differential) three credits

Elementary concepts of limits; the derivative; applications of the derivative to maxima and minima, rates, velocity, acceleration; introduction of integration as the inverse of differentiation. Prerequisite: Analytical Geometry. Three class hours each week.

Calculus II (Integral) three credits

Integration as the inverse of differentiation; formulas of integration; the definite integral; methods of integration; integration as the limit of a sum applied to areas, volumes, lengths of curves and other practical problems. Prerequisite: Differential Calculus. Differential and Integral Calculus may be taught as a unified course. Three class hours each week.

Geometry I three credits

Professionalized subject matter background for teachers of secondary school plane geometry; complete re-study of elementary Euclidean Geometry; postulational basis of Geometry, nature of Geometric proof; and logical procedure employed; extension of the system to more advanced topics through the medium of a fairly rigorous postulational unit; selected studies from a number of references. Three class hours each week.

Geometry II three credits

Professionalized subject matter background for teachers of solid geometry; three-dimensional Euclidean Geometry as presented in any standard text; coordinate systems in space; spherical geometry and spherical Trigonometry; elements of navigation. Three class hours each week.

Calculus III three credits

Continuation of studies begun in Calculus I, and Calculus II; extension of concepts of differentials and integration; problems taken from the physical sciences; theorem of the mean and applications; curvature; series and expansion of functions; hyperbolic functions; partial derivatives and applications; multiple integrations and problems involving them. Prerequisite: Calculus I and II. Three class hours each week.

Differential Equations three credits
 Elementary ordinary differential equations and their use in a wide variety of applications in geometry, engineering and physical sciences; methods employing symbolic operators; approximations, techniques and series solutions; introductory work in partial equations and applied fields. Prerequisite: Calculus I and II.
 Three class hours each week.

Theory of Equations three credits
 Complex numbers, theorems of polynomial equations, theory of determinants and matrices and symmetric functions. Prerequisite: Calculus II.
 Three class hours each week.

Advanced Algebra three credits
 Theory of equations; determinants; partial fractions; series; complex numbers; further development of permutations; combinations and probability. Prerequisite: College Algebra I.
 Three class hours each week.

Statistics three credits
 Basic principles and methods of statistics common to scientific research; understanding of and ability to use graphs, frequency distributions, measures of central tendency and dispersion; normal curve; correlation; regression and prediction; reliability of statistical measures; curve fitting; development of formulas.
 Three class hours each week.

Field Work in Mathematics three credits
 Use of the transit, plane table, sextant, slide rule and other measuring instruments. Simple map making exercises and elementary surveying. Prerequisite: College Trigonometry.
 Three class hours each week.

SCIENCE DEPARTMENT John F. Lewis

Asa H. Anderson
 J. Robert Craig
 James Ferry

J. Calvin Fleming
 Clyde M. Hartman
 Lambert McCloskey
 George Novak

Andrew Sepsi
 Hubert E. Snyder
 Paul N. Walker

BIOLOGICAL SCIENCE

Botany I four credits
 A study of the flowering plants. Topics include classification, anatomy, and life processes of cells, roots, stems, leaves, flowers, fruits, seeds, and seedlings of selected plants.
 Three class and three laboratory hours each week.

Botany II four credits
 The classification, life histories, distribution, and economic importance of selected thallophytes, bryophytes, and traceophytes. Prerequisites: Botany I or the consent of the instructor.
 Three class and three laboratory hours each week.

Zoology I four credits
 An elementary course in animal biology emphasizing the invertebrates. Included is morphology, physiology, life history, and inter-relationships of the various phyla. Emphasis is given to those forms of special economic importance and with health implications to man. The course is designed for freshmen and sophomores. May either precede or follow Zoology II.
 Three class and three laboratory hours each week.

Zoology II four credits
 An elementary course in animal biology with emphasis on the vertebrates. Topics include anatomy, physiology, origin, development, and life history of representative animals. Special attention is given to the systems of organs of selected animals, and their functioning. The course is designed for freshmen and sophomores. May either precede or follow Zoology I.
 Three class and three laboratory periods each week.



HERRON HALL



Vertebrate Anatomy

three credits

The fundamental organ system of vertebrates as they apply to the cat. Comparisons are made with the organ system of other chordates. Prerequisite: Zoology II or consent of the instructor.

Two class and three laboratory hours each week.

Physiology

three credits

The functions of the animal body. Basic physiological phenomena are studied with considerable emphasis upon practical applications to the student's own life and well being. Prerequisite: Zoology II. It is strongly recommended that Comparative Anatomy and Chemistry precede enrollment in Physiology.

Two class and three laboratory hours each week.

Genetics

three credits

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, Mendelian inheritance, Eugenics, linkage, probability, crossing over, and random assortment are all considered. Prerequisite: six hours Biology.

Two class and three laboratory hours each week.

Microbiology

three credits

An introduction to the study of microorganisms. Culture, morphology, identification and control of bacteria are emphasized. Some attention is given to the yeasts and the fungi. The role of microorganisms in nature and in industry is considered. Special attention is given to microorganisms of importance to health and sanitation. Prerequisite: Botany I and II, Zoology I and II, Chemistry I and II. Open to qualified juniors and seniors. Consent of instructor is required for any one lacking prerequisites.

Two class and three laboratory hours each week.

Organic Evolution

three credits

An intensive study of the history of the evolutionary theory and its impact upon the various disciplines of biology. The ideologies of the opposing schools of thought of modern evolutionists are considered. The significance of the evolutionary doctrine to the present concept of species and races is emphasized. This course is designed for mature students, preferably upperclassmen, and is especially recommended for biology majors, and social science majors with an interest in anthropology.

Three class periods each week.

Ecology

three credits

A study of plants and animals in relation to their physical and biological environments. Concepts include migration, invasion, competition, climax, and post-succession. Considerable attention is given to plant and animal communities of Pennsylvania. Individual problems may be assigned. Consent of the instructor is required before electing it.

Two class and three laboratory or field hours each week.

Ornithology

three credits

An introduction to the birds of Pennsylvania with special emphasis upon their identification in the field. Abundant field work gives practice in recognition by plumage, song, form, and behavior. Lectures deal with classification, migration, distribution, habitat preferences, song, courtship, nesting and rearing young, plumage changes, and economic importance. Open to any student.

Two class and three laboratory or field hours each week.

Entomology

three credits

An introductory course to the study of insects. Insect structure, life history, physiology, and economic importance are considered. An intensive study is made of the major orders and the most important minor orders found in our locality. Field work is required. Prerequisite: Zoology I.

Two class and three laboratory hours each week.

Field Zoology

three credits

Designed to acquaint students with the varied equipment and materials utilized in collecting, mounting, and preserving zoological specimens; to give them varied field experiences in the utilization of such equipment; to give them the opportunity to make a personal collection to the familiar forms of animal life of this region; and to give them practice in the identification and study of these familiar forms.

Two class and three laboratory hours each week.

Field Botany

three credits

A study of the classification and identification of the seed plants and ferns of Southwestern Pennsylvania. Prerequisite: Botany I or consent of the instructor.

Two class and three laboratory hours each week.

Conservation of Biological Resources **three credits**

The basic principles of conservation as they affect man. The concepts taught include the historical background of the conservation movement, and the problems of water, soils, food producing lands, forests, wildlife, minerals, areas of special use, and land-use planning. Special emphasis is placed upon conservation as it affects the individual in society.

Two class and three laboratory hours or field hours each week.

PHYSICS

Physics I **four credits**

An introductory course in mechanics and electricity. Some of the topics studied are the mechanics of solids, liquids, gases. The portion devoted to electricity and magnetism deals with the general concepts of magnetism, electrostatics, electrical circuits, generators, motors, and alternating currents.

Three class and three laboratory hours each week.

Physics II **four credits**

A continuation of Physics I. Some of the topics discussed are: production and nature of sound waves, including musical sounds; thermometry, calorimetry and heat transfer; reflection and refraction, optical instruments, spectra and interference; and selected topics of the newer developments in physics such as radioactivity and atomic energy.

Three class and three laboratory hours each week.

Mechanics **four credits**

An intermediate course in mechanics of solids, liquids, and gases. An opportunity is provided for a deeper insight into the principles in operation and their practical application. Studies are made of rectilinear and circular motion, work and energy, impulse and momentum, simple harmonic motion, and hydrostatics. Emphasis is placed on qualitative considerations. Prerequisite: Physics I and II.

Three class and three laboratory hours each week.

Magnetism and Electricity **four credits**

An intermediate course in general electricity and magnetism. Direct and alternating current circuits; instruments; thermal, chemical and electromagnetic effects; with an introduction to electronics. Calculus recommended. Prerequisites: Physics I.

Three class and three laboratory hours each week.

Physical Measurements I **two credits**

Experiments and problems in Mechanics and Electricity. Prerequisite: Physics I.

One class hour and three laboratory hours per week.

Special Problems in Physics I **two credits**

Problems in Mechanics and Electricity. Examples drawn from its field of engineering. Prerequisite: Physics I.

Two classroom hours per week.

Heat, Wave Motion, and Sound **four credits**

Temperature measurements, thermal expansion, calorimetry, heat transfer, properties of gases, thermodynamics, and wave motion as applied to sound with special attention to the new developments in ultrasonics. Intermediate level. Prerequisite: Physics I and II.

Three class and three laboratory hours each week.

Optics **four credits**

Geometrical and physical optics including reflection and refraction at surfaces, lenses, interference and diffraction, elementary spectroscopy and polarization of light are discussed. Applications are made in the study of optical instruments. Prerequisites: Physics I and II.

Three class hours and three laboratory hours each week.

Modern Physics **four credits**

This is a study of the twentieth century physics. The course includes the development in thermionics, X-rays, and radioactivity. Considerable attention is given to the modern concepts of atomic structure together with the mechanisms of release of atomic energy and its subsequent utilization.

Three class and three laboratory hours each week.

Physical Measurements II **two credits**

Experiments and problems in Sound, Heat and Light. Prerequisite: Physics II.

One class hour and three laboratory hours each week.

Special Problems in Physics II two credits

Problems in Heat, Sound and Light. Examples drawn from the field of engineering.
Prerequisite: Physics II.
Two class hours each week.

Advanced Mechanics four credits

This is an advanced course in mechanics. An opportunity is provided for the student to use calculus in the solution of problems. Specific topics to be developed are centers of mass and centers of gravity, moments of inertia, hydrostatics, kinetics of a particle, and dynamics of a rigid body. Prerequisite: Intermediate Mechanics and Integral Calculus.

Three hours lecture each week.

Electronics four credits

This is an advanced course in electronics. Special topics to be developed are electronic emission, operation of vacuum tubes and gas filled tubes, operation of amplifiers, rectifiers, basic control circuits, and transistor theory. Prerequisite: Intermediate Electricity and Magnetism and Integral Calculus.

Three hours lecture and three laboratory hours each week.

Advanced Electricity and Magnetism four credits

This is an advanced course in electricity and magnetism. Topics to be developed are properties of electrostatic and magnetostatic fields, electric circuit theory, Kirchoff's Law and circuit problems. Faraday's Law, electromagnetic induction, the properties of alternating-current circuits, capacitance, and electrical instruments. Prerequisite: Intermediate Electricity and Magnetism and Integral Calculus.

Three hours lecture and three hours laboratory each week.

Astronomy three credits

Non-mathematical presentation of methods and results of astronomical discovery. The planet Earth — its shape, motions, and atmosphere. The seasons, calendar, time of day. Telescopes and their uses. The Moon — effects on the earth, surface features, phases and eclipses. The planetary system — Law of Gravitation — satellites, comets, and meteors. The Sun — its atmosphere, sunspots, and eclipses. The stars in their seasons, constellations, stars. Cosmic dust and gas, the galactic system, the exterior galaxies.

Three hours lecture each week.

CHEMISTRY

Inorganic Chemistry I and II four credits each

Designed for chemistry majors, the course includes a chemical study of the structure and behavior of matter. Topics stressed the first semester include atomic structure and valence, equation and formula writing, the periodic table, the gas laws, oxidation and reduction, solutions, ionization stoichiometry. The second semester includes the fundamental ideas concerning the common metals and non-metals, as well as an introduction to radioactivity and nuclear reactions.

Three lecture hours and three laboratory hours each week.

Qualitative Chemistry three credits

A study of the theoretical principles and practices underlying analytical chemistry. It includes study and practice in separating and identifying the cations and anions of the more common elements and radicals. Prerequisite: Inorganic Chemistry.

Three class and four laboratory hours each week.

Quantitative Chemistry five credits

Introductory training in the theory and practice of gravimetric, volumetric, electrolytic, and potentiometric analysis. Quantitative calculations and relations are stressed. Prerequisite: Inorganic Chemistry.

Three class and eight laboratory hours each week.

Chemistry Seminar one credit

Discussion related to the teaching of chemistry in both high school and college and the consequent obligation for selective recruitment of those teachers. In addition individual problems will be discussed. Prerequisite: Major in chemistry. Required of all chemistry majors.

One class hour each week.

General Chemistry I and II four credits each

Designed for physical science, biology and physics majors, it includes an introduction to inorganic chemistry as well as work in qualitative analysis and organic chemistry. It is not designed for chemistry majors but is in no way to be considered less rigorous. The course is to be offered each time Inorganic I and II are offered.

Three class and four laboratory hours each week.

Laboratory Techniques in Chemistry **three credits**

Includes laboratory planning; selecting, care and storage of equipment, making of solutions and various reagents from stock supplies. Setting up classroom demonstrations for use in secondary schools is stressed. Prerequisite: the required courses.

Two class and three laboratory hours each week.

Industrial Chemistry **three credits**

The application of theories, laws and calculations of chemistry to industrial processes. An intensive study of at least one major industrial process is made by each student. The class work is supplemented by selected laboratory experiences and numerous trips to neighboring industries. Prerequisite: Inorganic Chemistry.

Two class and three laboratory hours each week.

Colloid Chemistry **three credits**

Discussion and laboratory work dealing with the theory of colloidal behavior. Stress is placed upon proteins and other materials encountered in the colloidal state which are important in nature and industry. Prerequisite: Inorganic I and II and Organic I and II.

Two class and three laboratory hours each week.

Organic Chemistry I **four credits**

An elective for those who plan to major or minor in Chemistry, it includes a study of the hydrogen compounds of carbon of the aliphatic series with emphasis on structural relationships and nomenclature as well as on uses and characteristic properties. Prerequisite: Inorganic Chemistry.

Three class and three laboratory hours each week.

Organic Chemistry II **four credits**

A continuation of Organic Chemistry I, dealing primarily with the amines and proteins and those compounds belonging to the aromatic series. Both micro and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Prerequisite: Inorganic Chemistry.

Three class and three laboratory hours each week.

Organic Preparations **three credits**

An advanced course in synthetic organic chemistry. Important reactions and special experimental techniques are applied to the preparation of more complex organic compounds. Prerequisites: Organic I and II.

Two class and four laboratory hours each week.

Agricultural Chemistry **three credits**

Includes discussion of plant fertilizers and their soil reactions, plant composition and chemistry, chemical control of weeds, etc., as well as laboratory work in the field. Prerequisites: Inorganic I and II or General I and II or special permission by the instructor.

Two class and four laboratory hours each week.

Biological Chemistry I and II **three credits each**

Includes the chemistry of the carbohydrates, fats and proteins; a survey of the chemistry and function of enzymes, vitamins and hormones. Prerequisites: Inorganic I and II or General I and II, and at least one semester of Organic.

Two class and four laboratory hours each week.

Physical Chemistry I and II **four credits each**

An introduction to the fundamental principles of theoretical chemistry with application in the solution of problems and training in the techniques of physical-chemical measurements. The following topics are included: Phase rule properties of solutions, liquids, solids, gases, surface tension, vapor pressures, osmotic pressures, chemical cells, buffers, indicators, oxidation-reduction potentials, and conditions affecting chemical equilibria. Prerequisite: Inorganic Chemistry and Physics I and II.

Two class and three laboratory hours each week.

Radiochemistry **three credits**

Includes properties of radioactive nuclei, nature of radioactivity, nuclear reactions, detection equipment, and tracer techniques. Prerequisite: Chemistry 1, 2, 21, 22, Physics I and II.

Three class hours each week.

Nuclear Chemistry **three credits**

A lecture and problem course presenting our modern knowledge of the nature and properties of electrons, light quanta, atoms, and molecules. Prerequisites: Chemistry 1, 2, 21, 22 and preferably 41, 42 in addition to math through calculus and Physics I and II.

Three class hours each week.

Literature of Chemistry one credit

Designed for chemistry majors and includes a survey of the literature in the field. Prerequisites: completion of 18 hours in chemistry and German I (2 semesters.) Every chemistry major should endeavor to take this course.
One class hour each week.

Special Topics in Chemistry Variable credits

Topics will be selected to suit the individual needs of the students.

Chemistry for High School Teachers three credits

Designed to strengthen the preparation of the teacher in service and will include recent ideas in chemical bonding, crystal structure, radio and nuclear chemistry. Prerequisite: certification in Physical Science or Chemistry.
Three class hours each week.

Instrumental Analysis I and II three credits each

Modern quantitative analysis employing instrumental methods. Lecture and laboratory work in photoelectric colorimetry, fluorimetry, spectrophotometry, potentiometric and conductimetric titrimetry, elementary electronics, refractometry, polarography, electroanalysis and polarized light microscopy. Prerequisite: Chemistry 21, 22, and Physics I and II.

Two class hours and four laboratory hours each week.

Food Analysis three credits

Includes studies of dietary problems, food requirements of persons of different ages, food metabolism, mineral requirements and utilization, basic chemical tests for food substance, food laws, and the effect of food on growth and well-being.
Two class hours and four laboratory hours each week.

SOCIAL STUDIES DEPARTMENT **George S. Hart**

William D. Hepner

Phil R. Jack

John W. Keller

Frank W. Lenox

Schuyler C. Marshall

George H. Roadman

Malverne R. Wolfe

George Zemo

SOCIAL STUDIES

History of Civilization I and II three credits each

A study of the origin and development of the political, social, economic and religious institutions which constitute modern civilization, with emphasis upon broad movements to make realistic the information necessary for a proper understanding of the great heritage that is ours in the present day.

Three class hours each week.

Ancient World History three credits

The origins of Western Civilization from Pre-historic man to the disintegration of the Roman Empire, embracing a thorough study of the cultural aspects of the Fertile Crescent and Greco-Roman Civilizations.

Three class hours each week.

Medieval Europe three credits

The political, social, economic, and cultural history of the Middle Ages with emphasis on institutional and cultural life from the fall of Rome to the Renaissance.

Three class hours each week.

History of Europe to 1815 three credits

The development of the social, economic, political, religious and cultural experiences of the European people. The decline of monarchical Europe and the major democratic movements in Europe.

Three class hours each week.

History of Europe since 1815 three credits

The growth of European national states as reflected in their political, social and economic activities. An understanding of the casual and intergroup relationships are essential to the analysis and interpretation of the difficulties facing the European world today.

Three class hours each week.

- Renaissance and Reformation** three credits
 Renaissance Culture in Europe from the 14th to the 16th century, with emphasis on Italy. It will include a treatment of late Medieval Civilization, the growth of Humanism, and the rise of the Middle Class. Also surveyed is disruption of the Universal Church, the rise of the principle branches of Protestantism, and the reform movement within the Roman Catholic Church.
 Three class hours each week.
- Contemporary Europe** three credits
 The development of political, social, and economic forces since World War I and a history of the several attempts to resolve these problems.
 Three class hours each week.
- History of England** three credits
 The growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of those factors that gave rise to the struggle for the establishment of democratic principles in our modern world.
 Three class hours each week.
- United States and Pennsylvania I and II** three credits each ✓
 The history of the United States and Pennsylvania from 1607 to the present. The course is divided into two parts with the first semester ending with the close of the Civil War and the second semester beginning with Reconstruction. Emphasis is placed upon political, economic, social, and intellectual forces which have shaped the American Tradition.
 Three class hours each week.
- Contemporary United States History** three credits
 The policies and problems of United States in the twentieth century, with emphasis upon the Second World War and the post-war period. Prerequisite: United States and Pennsylvania I and II.
 Three class hours each week.
- Diplomatic History of United States** three credits
 Special emphasis is placed on a study of our foreign relations from the beginning of our national history to the present. Included are separate topics such as the growth and influence of a policy of "isolation," the creation and development of the Monroe Doctrine, the changing position of the United States as a world power, and the problems incident to the assumption of the resulting responsibilities.
 Three class hours each week.
- American Constitutional History** three credits
 The growth of the American Constitutional system, with special emphasis on constitutionalism, federalism, national-state relations, judicial review, economic regulations and civil liberties.
 Three class hours each week.
- History of Pennsylvania** three credits
 The founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people and their institutions and to the growth of Pennsylvania as a leader in our modern industrial world.
 Three class hours each week.
- Social and Industrial History of United States** three credits
 Survey of the economic and social elements in the development of the United States from Colonial times to the present, emphasis is given to the interaction of these phases of American life.
 Three class hours each week.
- History of Latin America** three credits
 The development of the Latin American countries from the period of discovery to the present. The colonial period, the revolutionary period, and the national period are surveyed. European and American relations with Latin America are emphasized.
 Three class hours each week.
- History of the Far East** three credits
 The interaction of East and West with emphasis on developments since 1800. The impact of modern technology, imperialism, nationalism and communism on Oriental cultures is given special attention.
 Three class hours each week.

History of the Middle East

three credits

The rise of the modern national state in the Middle East is the focal point of international concern since World War I. A review of the history of the peoples of the region in addition to a consideration of major political, economic and cultural factors which color international affairs in the Middle East is the basis for this work. Three class hours each week.

Twentieth Century World History

three credits

Background and analysis of 20th century events and emerging issues is brought out by a study of the growth of capitalism, imperialism, totalitarianism, World Wars I and II and recent efforts toward collective security and international understanding. Three class hours each week.

State and Local Government

three credits

A treatment of the organization, powers, functions, and problems of state and local governmental units. Emphasis is placed on the growing complexity of relationship among the various levels of government as a result of technological developments and the growth of metropolitan areas. Three class hours each week.

Comparative Government

three credits

Major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian systems. Brief consideration is given to the governments of France and Germany. Frequent comparisons and contrasts are drawn between these governments and governments in the United States. Three class hours each week.

International Relations

three credits

Background of international politics since the First World War, emphasizing successes and failures of the League of Nations, the rise of totalitarianism and World War II; the patterns of international affairs, the balance of power system and various efforts at collective security. Three class hours each week.

United Nations: Organization and Function

three credits

The background, structural organization, functions and activities of the United Nations; emphasizing continued efforts towards collective security, together with the problem of strengthening the United Nations. Three class hours each week.

Political Parties

three credits

The nature, organization and functions of American political parties together with a description of the institutions and attitudes that shaped their development. Three class hours each week.

World Politics

three credits

An inter-disciplinary approach to the study of international politics, stressing the basic factors of national strength—economic and military, political and strategic—and theories of power patterns as applied to regional areas of the world in the struggle of the great powers to win the neutral nations. Three class hours each week.

Sociology

three credits

This is a basic course in sociology dealing with the interaction arising from the association of human beings. Emphasis is placed upon natural and social heritage, the meaning and functions of culture, the origin, functions, and characteristics of social institutions; with inquiry into the nature and genesis of social pathology. Three class hours each week.

Contemporary Social Problems

three credits

Selected contemporary social problems, including crime, divorce, delinquency, etc., in their relation to our traditional social institutions. Current data and remedial proposals will be carefully examined and evaluated in the light of basic sociological principles. Three class hours each week.

Economics

three credits

This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements and business management. Three class hours each week.

Contemporary Economic Problems

three credits

Certain vital economic problems are selected for intensive treatment. Among those considered for study are: labor, organization, business cycles, public utilities, public finance, credit control, trust regulation, international economic organization, economic insecurity, agricultural cooperatives, and profit sharing.

Three class hours each week.

Industrial Relations

three credits

The methods by which workers, employers and the public have been and are now attempting to solve their problems are examined in the light of underlying economic principles. Labor and management representatives from the area are invited to discussion sections when possible.

Three class hours each week.

Home and Family Living

three credits

This course deals with the development of the family and the home in its historical, economic and legal aspects. The various factors influencing the organization, disorganization, and reorganization of the family are considered, as well as the modern trends in this basic institution.

Three class hours each week.

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Isabella R. King	-----	Assistant Dean of Women

The Faculty

- Duda, Michael, (1956), President
A.B., St. Vincent College; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh
- Roadman, George, (1946), Dean of Instruction
B.S., California State Teachers; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

HEADS OF DEPARTMENTS

- Hoyes, Jack, (1946) Professor of Education, Head of Department of Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Hughey, C. Mart, (1928), Assistant Professor of English and Speech Arts, Head of Department of English and Speech Arts
A.B., Ohio University; M.A., Ohio State University
- Double, Angus, (1946), Associate Professor of Fine Arts, Head of Department of Fine Arts
B.S., Kutztown State Teachers; M.Ed., Penn State University
- Betz, Gabriel, (1955), Professor of Geography, Head of the Geography Department
B.S., University of Illinois; M.S., University of Illinois; D.S.S., Syracuse University
- Hester, Eugene, (1946), Associate Professor of Health and Physical Education, Head of Department of Health and Physical Education
B.S., West Virginia University; M.S., West Virginia University
- Coover, Shriver, (1930), Professor of Industrial Arts, Head of the Industrial Arts Department
B.S., Geneva College; M.A., University of Pittsburgh; Ed.D., University of Pittsburgh
- Luckhardt, Virginia, (1949), Associate Professor; Librarian
A.B., University of Pittsburgh; M.A., University of Pittsburgh; M.L.S., Carnegie Institute of Technology
- Monroe, Harry, (1946), Associate Professor of Mathematics, Head of the Mathematics Department
B.S., Grove City College; M.Ed., University of Pittsburgh
- Lewis, John, (1945), Associate Professor of Science, Head of the Science Department
B.S., Susquehanna University; M.Litt., University of Pittsburgh
- Hart, George, (1938), Professor of Social Studies, Head of the Social Studies Department
A.B., University of Pittsburgh; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

PROFESSORS

- Coover, Shriver, (1930), Professor of Industrial Arts Education, Head of the Industrial Arts Department
B.S., Geneva College; M.A., University of Pittsburgh; Ed.D., University of Pittsburgh

- Bontrager, O. Ray, (1936), Professor of Education
A.B., University of Iowa; M.A., University of Iowa; Ph.D., University of Iowa
- Hart, George, (1938), Professor of Social Studies, Head of the Social Studies Department
A.B., University of Pittsburgh; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Wolfe, Malverne, (1947), Professor of Social Studies, Director of Guidance,
B.S., Slippery Rock State Teachers; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh
- Campbell, Merrill, (1948), Professor of Industrial Arts, Director of Public Relations and Publicity
B.S., California State Teachers; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh
- Pavlak, Stephen, (1954), Professor of Education, Director of Placement and Noss Laboratory School
B.S., California State Teachers; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh
- Betz, Gabriel, (1955), Professor of Geography, Head of the Geography Department
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- Crowley, Leslie, (1955), Professor of Education
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- Jack, Phil, (1955), Professor of Social Studies
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- Sterrett, K. Fife, (1955), Professor of Education
B.S., Geneva College; M.A., Pennsylvania State University; Ph.D., University of Pittsburgh
- Anderson, Asa H., (1956), Professor of Science
B.S., Salem College; M.S., West Virginia University; Ph.D., West Virginia University
- Keller, John, (1956), Professor of Social Studies
A.B., Heidelberg College; M.A., Ohio State University; Ph.D., Ohio State University
- Major, Minor, (1956), Professor of English and Speech Arts
A.B., Washington University; M.A., University of Kansas; Ph.D., University of Colorado
- Naylor, Frank, (1956), Professor of Education
B.S., California State Teachers; M.Ed., University of Pittsburgh; Ed.D., University of Pittsburgh
- Gillis, Herbert, (1958), Professor of English and Speech Arts
A.B., Kent State University; M.A., Kent State University; Ph.D., Western Reserve University

- Henry, Arthur, (1958), Professor of Education
B.S., University of Pittsburgh; M.A., University of Pittsburgh; Ed.D.,
University of Pittsburgh
- Wilder, Malcolm, (1959), Professor of English and Speech Arts
A.B., Cornell University; M.A., Cornell University; Ph.D., Cornell Univer-
sity
- Ferry, James, (1960), Professor of Science
A.B., West Virginia Wesleyan; M.S., West Virginia University; Ph.D.,
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- Russell, James, (1960), Professor of Education
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Ph.D., Michigan State College
- Cunliffe, Frederick, (1960), Professor of Science
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Michigan; Ph.D., University of Cincinnati
- Hoyes, Jack, (1946), Professor of Education, Head of the Education Depart-
ment
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A.B., Waynesburg College; Ph.D., University of Sorbonne, Sorbonne,
France
- Serene, Michael, (1960), Professor of Science
B.S., Kent State University; M.A., Kent State University; Ed.D., University
of Pittsburgh
- Shutsy, Irvin, (1960), Professor of Industrial Arts, Director of Student Teaching
B.S., California State Teachers; M.Ed., University of Pittsburgh; Ed.D.,
University of Pittsburgh

ASSOCIATE PROFESSORS

- Hildreth, Louise, (1926), Associate Professor of Health and Physical Education
B.S., Syracuse University; M.A., New York University
- Walker, Paul, (1930), Associate Professor of Science, Director of Secondary
Curriculum
B.S., Bucknell University; M.S., University of Pittsburgh
- Stavaski, Anthony, (1935), Associate Professor of Industrial Arts
B.S., Fitchburg State Teachers; M.Ed., University of Pittsburgh
- Lewis, John, (1945), Associate Professor of Science, Head of the Science De-
partment
B.S., Susquehanna University; M.Litt., University of Pittsburgh
- Marsh, Ada, (1945), Associate Professor of Elementary Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Atkins, Frederick, (1946), Associate Professor of Mathematics
B.S., Columbia University; M.A., Columbia University

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A.B., West Virginia University; M.A., Columbia University
- Douple, Angus, (1946), Associate Professor of Fine Arts, Head of the Fine Arts Department
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- Maddock, Lawrence, (1955), Associate Professor of English
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- Marshall, Schuyler, (1958), Associate Professor of Social Studies
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ASSISTANT PROFESSORS

- Hughey, C. Mart, (1928), Assistant Professor of English, Head of English and
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- Hoover, Aaron, (1936), Assistant Professor of Industrial Arts
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- Holman, Merrell, (1947), Assistant Professor of Elementary Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Snyder, Hubert, (1949), Assistant Professor of Science
B.S., Pennsylvania State University; M.S., Pennsylvania State University
- DeCarlo, Mary, (1954), Assistant Professor of Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Dovenspike, William, (1955), Assistant Professor of Fine Arts
B.S., Indiana State Teachers; M.Ed., Pennsylvania State University
- Lebois, Gaston, (1955), Assistant Professor of Industrial Arts
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- Sikora, Edward, (1955), Assistant Professor of Industrial Arts
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- Swearingen, John, (1955), Assistant Professor of Industrial Arts
B.S., California State Teachers; M.A., University of Maryland
- Baliker, Nellie, (1956), Assistant Professor of Education
A.B., Fairmont State College; M.A., West Virginia University
- Hepner, William, (1956), Assistant Professor of Social Studies
B.S., California State Teachers; M.A., University of West Virginia
- Alto, Lottie, (1957), Assistant Professor of Elementary Education, Elementary
Librarian
B.S., California State Teachers; M.L.S., Carnegie Institute of Technology
- Craig, J. Robert, (1957), Assistant Professor of Science
B.S., West Virginia Wesleyan; M.Litt., University of Pittsburgh
- Dalaidi, Rose, (1957), Assistant Professor of Elementary Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Ross, Paul, (1957), Assistant Professor of Health and Physical Education
B.S., California State Teachers; M.Ed., University of Pittsburgh

- Zemo, George, (1958), Assistant Professor of Social Studies
B.S., California State Teachers; M.Litt., University of Pittsburgh
- Birch, Richard, (1958), Assistant Professor of Industrial Arts
B.S., California State Teachers; M.Ed., Pennsylvania State University
- Colelli, Leonard, (1958), Assistant Professor of Fine Arts
B.S., Indiana State Teachers; M.Ed., Boston University
- Dorsey, Alberta, (1958), Assistant Professor of Elementary Education
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Godfrey, Helen, (1958), Assistant Professor of Mathematics
A.B., West Virginia University; M.S., West Virginia University
- McCorry, John, (1958), Assistant Professor of Industrial Arts
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Anderson, Roy, (1959), Assistant Professor of Industrial Arts
B.S., California State Teachers; M.Ed., University of Pittsburgh
- Boram, William, (1959), Assistant Professor of English
A.B., Glenville State College; M.A., West Virginia University
- Glod, Pauline, (1959), Assistant Professor of Elementary Education
B.S., Waynesburg College; M.Ed., West Virginia University
- Langham, Norma, (1959), Assistant Professor of English and Speech Arts
B.S., Ohio State University; M.A., Stanford University; B.T.A., College of Theater Arts
- McCloskey, Lambert, (1959), Assistant Professor of Science
B.S., University of Pittsburgh; M.S., University of Pittsburgh
- Novak, George, (1959), Assistant Professor of Science
B.S., California State Teachers; M.Litt., University of Pittsburgh
- Prince, Paul, (1959), Assistant Professor of Geography
B.S., East Stroudsburg State Teachers; M.A., Clark University; M.Ed., Harvard University
- Roine, Jarl, (1959), Assistant Professor of Geography
B.S., Northern Michigan College; M.A., Indiana University
- Rowe, G. Eleanor, (1959), Assistant Professor, Assistant Librarian
A.B., West Virginia Institute of Technology; M.A., George Peabody College
- Welsh, Allen, (1959), Assistant Professor of Education, Assistant Dean of Men
B.S., California State Teachers; M.A., West Virginia University
- Siegel, Leonard, (1960), Assistant Professor of Social Studies
A.B., Western Reserve University; M.A., Western Reserve University;
Ph.D., Western Reserve University
- Sofchalk, Donald, (1960), Assistant Professor of Social Studies
A.B., Ohio State University; M.A., Ohio State University

INSTRUCTORS

- Coover, Cora, (1951), Instructor of English and Speech Arts
B.Litt., Northwestern University.
- Weaver, Marian, (1953), Instructor of English and Speech Arts
B.S., California State Teachers.
- Emler, Ruth, (1957), Instructor of Elementary Education
B.S., California State Teachers.

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Mabel Wise ----- Secretary

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Dorothy Valla ----- Secretary

SCIENCE AND MATHEMATICS DEPARTMENT

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Ruth Underwood ----- Bookkeeper

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Dorothy Reichard ----- Library Assistant

Lillian Piribek ----- Secretary

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T. Leland Moore ----- Accountant for Student Activities Association

Peggy Harnack ----- Secretary to the Accountant for S.A.A.

FOOD SERVICES

Alonzo Farr, Manager ----- A. L. Mathias Company of Pennsylvania

HEALTH SERVICES

Joseph E. Downey ----- College Physician

Linnea V. Eckel ----- College Nurse



DIXON HALL



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Calendar

CALENDAR FOR 1960-1961

1960 Summer Session

Registration ----- Monday, June 6
Summer Term Closes ----- Friday, August 26

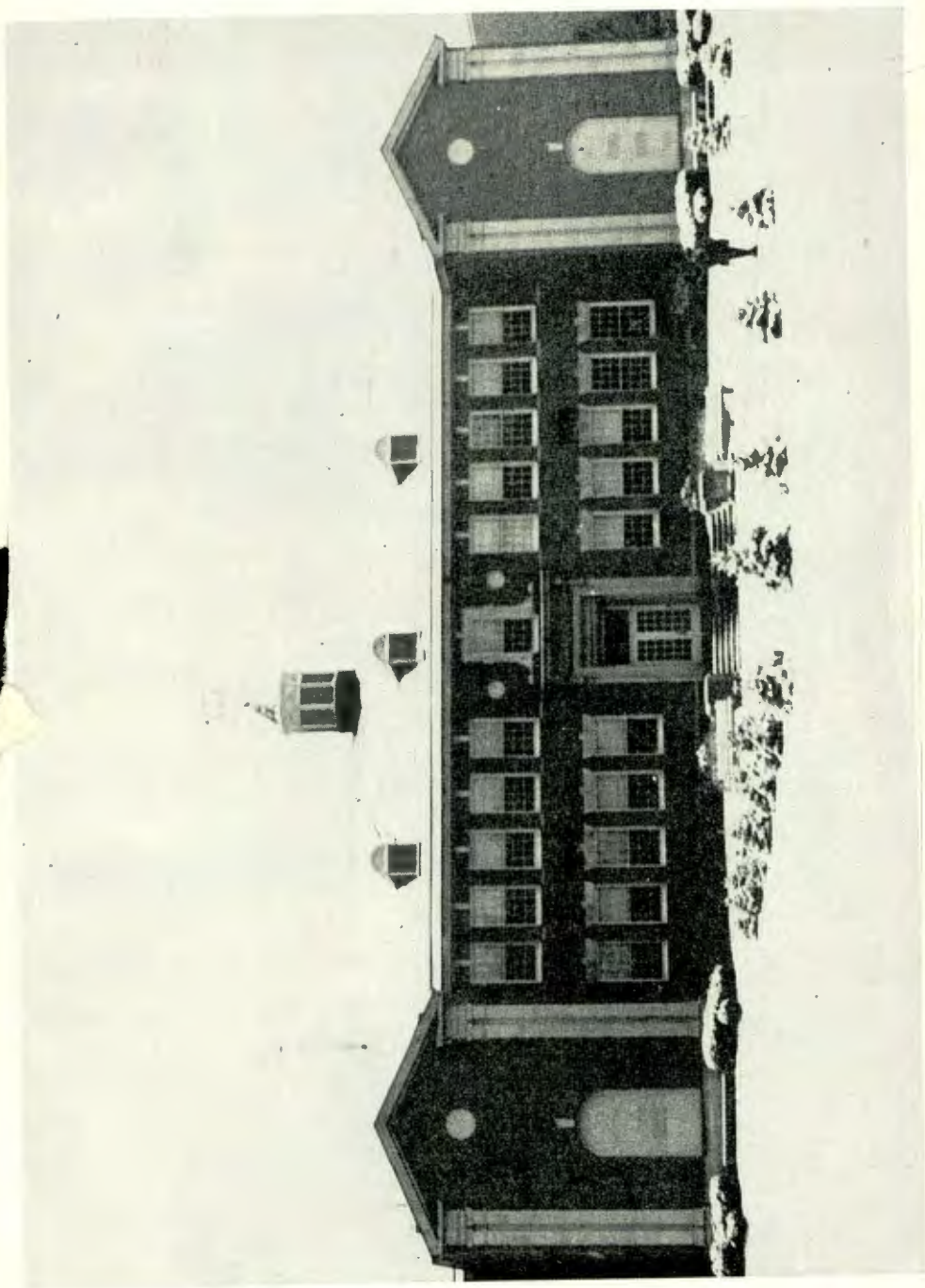
1960-1961 Academic Year

THE FIRST SEMESTER

Registration Upper Classmen ----- Wednesday, September 7
Registration Freshmen ----- Thursday, September 8
Classes Begin 8:00 a.m. ----- Friday, September 9
Thanksgiving Recess Begins 12:00 Noon ---- Wednesday, November 23
Thanksgiving Recess Ends 12:00 Noon ----- Monday, November 28
Christmas Vacation Begins 12:00 Noon ----- Tuesday, December 20
Christmas Vacation Ends 12:00 Noon ----- Tuesday, January 3
First Semester Ends at close of Exams ----- Tuesday, January 17

THE SECOND SEMESTER

Registration Upper Classmen ----- Wednesday, January 25
Registration Freshmen ----- Thursday, January 26
Classes Begin 8:00 a.m. ----- Friday, January 27
Easter-Spring Vacation Begins 12:00 Noon ----- Tuesday, March 28
Easter-Spring Vacation Ends 12:00 Noon ----- Tuesday, April 4
Commencement ----- Thursday, May 25



INDUSTRIAL ARTS BUILDING



CALIFORNIA STATE CAMPUS

- | | | | |
|---|---------------|----|-------------------|
| 1 | SCIENCE ANNEX | 9 | VULCAN LOUNGE |
| 2 | OLD SCIENCE | 10 | MAINTENANCE BLDG. |
| 3 | NEW SCIENCE | 11 | LAUNDRY |
| 4 | POWER PLANT | 12 | INDUSTRIAL ARTS |
| 5 | NORTH HALL | 13 | HERRON HALL |
| 6 | MAIN HALL | 14 | NOSS SCHOOL |
| 7 | SOUTH HALL | 15 | STEELE AUDITORIUM |
| 8 | DIXON HALL | 16 | JOHNSON L. |

FOR INFORMATION

Address:

OFFICIAL INFORMATION

The President

ACADEMIC INFORMATION

Dean of Instruction

**APPLICATION FOR ADMISSION OF FRESHMEN
AND TRANSFER STUDENTS**

Director of Admissions

ROOMS

Dean of Men—Dean of Women

FINANCIAL INFORMATION

Bursar

PLACEMENT

Director of Placement

TRANSCRIPTS—GRADES

Registrar

SUMMER SESSIONS

Director of Summer School

**THIS COLLEGE
IS A MEMBER
OF THE
AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION
AND IS FULLY ACCREDITED BY
THE MIDDLE STATES ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS**

**CALIFORNIA STATE COLLEGE
AT
CALIFORNIA, PENNSYLVANIA
PRELIMINARY ENROLLMENT FORM
FOR PROSPECTIVE STUDENTS**

1. Name Mr. Miss
Mrs. First Middle Last Name
2. Address
Number and Street
.....
Town Zone County State
3. Date of Birth Married or Single.....
4. Of what approved four year high school are you (or will you be)
a graduate? Year?
5. I expect to enroll 19.....
(June, September, January) Year
6. I am interested in:
- | | | | |
|---|--------------------------|---|--------------------------|
| Elementary Curriculum
(to teach in the
first six grades) | <input type="checkbox"/> | Atypical Education
(to teach the Speech
and hearing
Handicapped) | <input type="checkbox"/> |
| Secondary Curriculum
(to teach in Junior
or Senior High School) | <input type="checkbox"/> | (to teach the mentally
retarded) | <input type="checkbox"/> |
| Industrial Arts
(to teach shop
classes) | <input type="checkbox"/> | | |
7. Do you want a room reserved in the dormitory? or
will you live at home? Live in town?
8. Are you a veteran? Under Public Law 894? or 550?
9. Is this your first enrollment at California? Have you
attended any other College or University? Name
..... When
10. Shall we send the necessary forms for completing your appli-
cations for admission?
11. Date of application
12. Other information you desire to furnish.

1872

1873

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