

# THE CALIFORNIA BULLETIN



STATE TEACHERS COLLEGE

1940-1941

PUBLISHED BY THE COLLEGE

CALIFORNIA, PENNSYLVANIA



# THE CALIFORNIA BULLETIN

CATALOG NUMBER

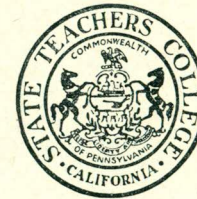
Volume 50

JANUARY 25, 1940

Number [5] 2

## STATE TEACHERS COLLEGE

1940-1941



This College is a member of the American Association of Teachers Colleges, and meets all standards established by the Association, one of the recognized accrediting agencies of educational institutions.

CALIFORNIA, PENNSYLVANIA

Published monthly, except during May, June, July and August, by the State Teachers College at California, and entered as second-class matter at the Post Office at California, Pennsylvania, under the Act of Congress of Aug. 24, 1912



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MAIN HALL—A CAMPUS LANDMARK

Since 1870, when it was first opened, Main Hall has been a familiar landmark. Its twin towers and clocks may be seen from every part of the campus. The building houses the administrative offices, library, auditorium, and a few class rooms, and serves as a focal point for students.



## CALENDAR

## SUMMER SESSIONS 1940

Registration for Six Weeks Summer Session .....	Monday, June 17
Six Weeks Summer Session Classes Begin .....	Tuesday, June 18
Entrance Examinations for September Freshmen .....	Monday, July 15
Six Weeks Summer Session Ends .....	Friday, July 26
Registration for Post-Three Weeks Summer Session .....	Friday, July 26
Post-Three Weeks Summer Session Begins .....	Monday, July 29
Post-Three Weeks Summer Session Ends .....	Friday, August 16

## FIRST SEMESTER 1940-1941

Final Date for Entrance Examinations .....	Tuesday, September 10
Registration of All Freshmen and Orientation Activities .....	Tuesday and Wednesday, September 10 and 11
Registration of All Other Classes .....	Thursday, September 12
First Semester Classes Begin .....	Friday, September 13
Thanksgiving Recess Begins .....	12 M., Wednesday, November 20
Thanksgiving Recess Ends .....	12 M., Monday, November 25
Christmas Recess Begins .....	After Last Class, Saturday, December 21
Christmas Recess Ends .....	12 M., Thursday, January 2
First Semester Ends .....	After Last Class, Saturday, January 18

## SECOND SEMESTER 1940-1941

Registration of All Freshmen .....	Tuesday, 8 A.M. to 12 M., January 21
Registration of All Other Classes .....	Tuesday, 1 P.M. to 4:30 P.M. and Wednesday, 8 A.M. to 12 M., January 21 and 22
Second Semester Classes Begin .....	12 M., Wednesday, January 22
Easter Recess Begins .....	After Last Class, Saturday, April 5
Easter Recess Ends .....	12 M., Tuesday, April 15
Second Semester Ends .....	After Last Class, Friday, May 23

## COMMENCEMENT 1941

Alumni Day .....	Saturday, May 24
Baccalaureate Sermon .....	Sunday, May 25
Commencement .....	Monday, May 26

## BOARDS OF CONTROL

## STATE COUNCIL OF EDUCATION

FRANCIS B. HAAS, *President and Chief Executive Officer*

GEORGE R. BAILEY	- - - - -	Harrisburg
CHARLES E. BEURY	- - - - -	Philadelphia
S. FORRY LAUCKS	- - - - -	York
MARION K. MCKAY	- - - - -	Pittsburgh
EMMA GUFFEY MILLER	- - - - -	Slippery Rock
JOHN J. SULLIVAN	- - - - -	Philadelphia
CLARENCE E. ACKLEY, <i>Secretary</i>	- - - - -	Harrisburg

## DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

CLARENCE E. ACKLEY, *Deputy Superintendent*

## COLLEGE BOARD OF TRUSTEES

DAVID M. MCCLOSKEY, <i>Chairman</i>	- - - - -	Charleroi
J. BUELL SNYDER, <i>Vice Chairman</i>	- - - - -	Perryopolis
WILLIAM H. SOISSON, JR., <i>Secretary</i>	- - - - -	Connellsville
DANIEL R. BLOWER	- - - - -	Dormont
A. B. LINHART	- - - - -	California
GEORGE B. FRANTZ	- - - - -	Coal Center
HARRY E. PRICE	- - - - -	Charleroi
DANIEL B. SWANEY	- - - - -	Uniontown
EPHRAIM S. TYLER	- - - - -	Point Marion



## ADMINISTRATIVE OFFICERS OF THE COLLEGE

ROBERT M. STEELE, Ph.D., LL.D.	- - - -	<i>President</i>
THEODORE A. SIEDLE, Ph.D.	- - -	<i>Dean of Instruction</i>
THOMAS M. GILLAND, Ph.D.	-	<i>Director of the Laboratory School</i>
ELLA E. BERNSTORF, M.A.	- - - -	<i>Dean of Women</i>
PAUL N. WALKER, M.S.	- - - -	<i>Dean of Men</i>
LILLIAN JONES CONLON	- - - -	<i>Bursar</i>
LOIS M. GILLIS, A.B.	- - - -	<i>Registrar</i>
ARTHUR POLLOCK	-	<i>Superintendent of Buildings and Grounds</i>
DOROTHY K. CLEAVELAND, M.A., B.L.S.	- - -	<i>Librarian</i>
RUTH DORSEY, A.B., B.S. in L.S.	- -	<i>Assistant Librarian</i>
ELIZABETH SMITH, B.S.	- - - -	<i>Dietitian</i>
HARRIET BALLENTINE, R.N.	- - -	<i>Resident Nurse</i>
MARY BROWN	- - - -	<i>Matron</i>
LOUISE M. WARD	- - - -	<i>Manager of the Book Store</i>

## SECRETARIAL STAFF

DOROTHY GRAY, B.S.	- - -	<i>Secretary to the President</i>
FRANCES PLAVA	- - -	<i>Secretary to Dean of Instruction</i>
SARA E. STEELE	-	<i>Secretary to Director of the Laboratory School</i>
MARY E. HORNBAKE	- - - -	<i>Secretary to the Bursar</i>
SALMA S. JOHNSON, B.S.	- - -	<i>Assistant in the Library</i>
RUTH UNDERWOOD	- - - -	<i>Clerical Assistant</i>
JEANNE P. SMITH	- - - -	<i>Clerical Assistant</i>

## ADMINISTRATIVE OFFICE HOURS

Daily, except Saturday, 8:00 A.M. to 12:00 M.,  
and 1:00 P.M. to 4:30 P.M.  
Saturday, 8:00 A.M. to 12:00 M.

Important business by appointment.

## THE FACULTY

- ROBERT M. STEELE, Ph.D., LL.D., *President of the College*  
Clarion State Normal School, 1902; Bucknell University, Ph.B., 1908;  
Teachers College, Columbia University, M.A., 1925; Ph.D., 1926;  
Bucknell University, LL.D., 1936.
- THEODORE A. SIEDLE, Ph.D., *Dean of Instruction*  
Allegheny College, B.S., 1924; University of Pittsburgh, M.A., 1930;  
Ph.D., 1938.
- ARTHUR W. BAUER, M.A., *Industrial Arts*  
Miami University, B.S., 1928; Columbia University, M.A., 1932.
- ELLA E. BERNSTORF, M.A., *Dean of Women; Mathematics*  
Southwestern College, A.B., 1909; University of Kansas, M.A., 1914;  
Teachers College, Columbia University, M.A., 1930.
- \*LEONARD F. BOLLINGER, M.A., *Industrial Arts*  
Northern Illinois State Teachers College, 1924; University of North  
Dakota, B.S., 1926; Ohio State University, M.A., 1938.
- O. RAY BONTRAGER, Ph.D., *Assistant Director of Student Teaching; Education*  
University of Iowa, B.A., 1927; M.A., 1930; Ph.D., 1933.
- HENRIETTA CARROLL, M.A., *English; Modern Languages*  
Allegheny College, A.B., 1907; University of Pittsburgh, M.A., 1926.
- †VIOLET VIRGINIA CLAYBOUR, M.A., *Laboratory School*  
Fairmont State College, Diploma, 1929; A.B., 1933; Columbia University, M.A., 1938.
- DOROTHY K. CLEAVELAND, M.A., B.L.S., *Librarian*  
St. Lawrence University, A.B., 1912; Cornell University, M.A., 1917;  
University of Illinois, B.L.S., 1925.
- SHRIVER L. COOVER, M.A., *Industrial Arts*  
Shippensburg State Normal School, 1918; Geneva College, B.S., 1926;  
University of Pittsburgh, M.A., 1930.
- SARA CORNELIUS, M.A., *Laboratory School*  
Indiana State Normal School, 1922; University of California, Ed.B.,  
1935; Teachers College, Columbia University, M.A., 1939.
- MARIE T. ESCHER, M.A., *Laboratory School*  
California State Normal School, 1909; University of Pittsburgh, B.S.,  
1926; M.A., 1928.

\*Substitute appointment during 1939-1940.

†Appointment effective on January 2, 1940.



- THOMAS M. GILLAND, Ph.D., *Director of the Laboratory School and of Student Teaching; Education*  
 Ursinus College, A.B., 1909; Teachers College, Columbia University, M.A., 1926; University of Chicago, Ph.D., 1935.
- \*ARTHUR S. GILMORE, M.A., *Social Studies*  
 Lehigh University, A.B., 1903; M.A., 1917.
- ALPHA GRAHAM, M.A., *Laboratory School*  
 Colorado State Teachers College, A.B., 1921; University of Pittsburgh, M.A., 1931.
- ROSE G. GRECO, B.S., *Laboratory School*  
 California State Teachers College, B.S., 1932.
- CLARENCE L. GROVE, M.A., *Health and Physical Education; Men's Athletic Coach*  
 Shippensburg State Normal School, 1920; University of Michigan, B.S., 1926; New York University, M.A., 1931.
- EDWIN E. HALSTEAD, M.A., *Music*  
 New York University, B.S., 1928; M.A., 1929.
- GEORGE E. HARDING, M.A., *Geography; Chemistry*  
 Fremont College, B.S., 1915; Nebraska Wesleyan University, A.B., 1923; University of Nebraska, M.A., 1926.
- GEORGE S. HART, Ph.D., *Social Studies*  
 University of Pittsburgh, A.B., 1926; M.A., 1929; Ph.D., 1937.
- BESS M. HAZEN, M.A., *Art*  
 Carnegie Institute of Technology, A.B., 1926; University of Pittsburgh, M.A., 1933.
- LOUISE A. HILDRETH, M.A., *Health and Physical Education*  
 Syracuse University, B.S., 1922; New York University, M.A., 1931.
- AARON J. HOOVER, Ed.M., *Industrial Arts*  
 Shippensburg State Normal School, 1923; California State Teachers College, B.S., 1934; University of Pittsburgh, Ed.M., 1939.
- CLAIR MARTEL HUGHEY, M.A., *English*  
 Ohio University, A.B., 1926; Ohio State University, M.A., 1932.
- JOSEPH H. HURST, M.A., *Biological Science*  
 Gettysburg College, A.B., 1912; M.A., 1929.
- ROBERT M. KECK, M.A., *Industrial Arts*  
 Toledo University, B.S., 1932; Ohio State University, M.A., 1938.
- ISAAC CLAYTON KELLER, Ph.D., *English*  
 Albright College, A.B., 1907; Harvard University, M.A., 1912; University of Pittsburgh, Ph.D., 1932.
- NEWTON KERSTETTER, M.A., *Education; Psychology*  
 Susquehanna University, A.B., 1913; M.A., 1917.

\*Died January 23, 1940.

- LETHAL G. KIESLING, M.A., *Education*  
 University of Iowa, B.S., 1931; M.A., 1935.
- MARY C. KING, Ed.M., *Laboratory School*  
 California State Normal School, 1910; California State Teachers College, B.S., 1932; University of Pittsburgh, Ed.M., 1939.
- ROSE A. LEACOCK, M.A., *Art*  
 Edinboro State Normal School, 1922; George Peabody College, B.S., 1927; M.A., 1932.
- \*WILBUR R. LECRON, Ed.D., *Social Studies*  
 Shippensburg State Normal School, 1919; Defiance College, A.B., 1923; University of Pittsburgh, M.A., 1928; Pennsylvania State College, Ed.D., 1938.
- †CATHARINE M. LEWIS, Ed.M., *Laboratory School*  
 Edinboro State Teachers College, B.S., 1932; University of Pittsburgh, Ed.M., 1936.
- DARREL J. MASE, M.A., *Speech*  
 Emporia State Teachers College, B.S., 1928; University of Michigan, M.A., 1932.
- E. CLAYTON MCCARTY, M.A., *English*  
 University of Colorado, A.B., 1924; Claremont Colleges, M.A., 1938.
- RALPH W. MCCOY, Ph.D., *Biological Science*  
 Indiana University, A.B., 1932; M.A., 1933; Ph.D., 1937.
- LOTTA JUNE MILLER, M.A., *Speech; Dramatics*  
 State College of Washington, A.B., 1932; Columbia University, M.A., 1939.
- HORACE MONTGOMERY, M.A., *Social Studies*  
 Ohio Northern University, A.B., 1927; University of Georgia, M.A., 1930.
- NEVA W. MONTGOMERY, M.A., *Laboratory School*  
 George Peabody College, B.S., 1928; M.A., 1929.
- ‡RUTH L. MYERS, Mus.B., *Music*  
 Ithaca Conservatory of Music, Mus.B., 1927.
- SAMUEL M. NEAGLEY, Ph.D., *Education*  
 Shippensburg State Normal School, 1906; Franklin and Marshall College, A.B., 1911; Columbia University, M.A., 1915; University of Pittsburgh, Ph.D., 1939.
- KARL F. OERLEIN, Ph.D., *Physical Science*  
 University of Pennsylvania, B.S., 1925; M.A., 1930; Ph.D., 1936.
- NELLIE E. PARDOE, M.A., *English; Handwriting*  
 Indiana State Normal School, 1912; University of Pittsburgh, A.B., 1926; M.A., 1931.

\*Substitute appointment during 1939-1940.

†Resigned on December 20, 1939.

‡Leave of absence during 1939-1940.



- EMMA SACCO, M.A., *Social Studies*  
California State Normal School, 1917; New York University, B.S.,  
1928; University of Chicago, M.A., 1932.
- ELON G. SALISBURY, Ph.D., *Mathematics*  
Union College, B.S., 1911; George Washington University, M.A., 1917;  
Ph.D., 1920.
- ELMER SCHREINER, M.E., *Health and Physical Education*  
Juniata College, B.E., 1901; M.E., 1905.
- J. RILEY STAATS, Ph.D., *Geography*  
Illinois State Normal University, B.Ed., 1929; University of Wisconsin,  
Ph.M., 1931; Ph.D., 1933.
- \*KARL H. STAHL, Ph.D., *Mathematics; Physical Science*  
Colorado State College of Agriculture and Mechanic Arts, B.S., 1925;  
University of Pittsburgh, M.A., 1933; Ph.D., 1939.
- ANTHONY T. STAVASKI, Ed.M., *Industrial Arts*  
Fitchburg State Normal School, 1922; Fitchburg State Teachers College,  
B.S., 1934; University of Pittsburgh, Ed.M., 1939.
- PAUL N. WALKER, M.S., *Dean of Men; Biological Science*  
Bucknell University, B.S., 1924; University of Pittsburgh, M.S., 1930.
- CLAIR B. WILSON, M.A., *Education*  
Lock Haven State Normal School, 1910; Grove City College, B.S.,  
1918; Ohio State University, M.A., 1926.

## CO-OPERATIVE TEACHERS

1939-1940

## ELEMENTARY

## BROWNSVILLE

Emma Tomblin Brown  
Olive Pfeiffer

## DONORA

Mae Ostrander Dietz

## CALIFORNIA

Bertha Gue  
Evelyn Keller  
Gladys Riggs

## UNIONTOWN

Hazel Baer  
Margaret Burrell  
Frances Cessna  
Mary Graham

## SECONDARY

## CALIFORNIA

Helen Carroll  
Georgia Gibson  
John McVickar  
Gladys Mills  
Harriet Powell  
W. Milton Sisson

## DONORA

Ruth Stephens  
Helen Carpi  
Katherine Hayes  
Ruth March  
Mary McCollum  
Thomas McDunn

\*Substitute appointment during Second Semester of 1939-1940.

## INDUSTRIAL ARTS

## CLAIRTON

Samuel Barone  
Wilbur K. Monks

## PITTSBURGH

Charles R. Bell  
Eldon M. Cady  
Paul A. Fritzsche  
A. L. Gautsch  
Elmer W. Gibson

James W. Heatley  
Frank A. Jamison  
Ercole A. Liberator  
James J. McKeon  
John L. Miller  
Walter F. Miller  
Everett Reiter  
Carl E. Vetter

## WASHINGTON

George C. Donson

## PRIVATE INSTRUCTION IN MUSIC

- CHARLES VEON, New York Conservatory of Music, Mus.D.; The  
Royal Schools of Music,  
London, L.A.B.----- *Director; Piano and Theory*
- EDWIN E. HALSTEAD, Oberlin Conservatory of Music; New York  
University, M.A.----- *Voice*
- GWEN TREASURE, Fountainsbleau Conservatory- *Voice and Orchestra*



## THE COLLEGE

The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to change any provision or requirement in keeping with changes of the State Department of Public Instruction or the Board of Teachers College Presidents at any time within a student's term of residence. The College further reserves the right to ask a student to withdraw *for cause* at any time.

### PURPOSE

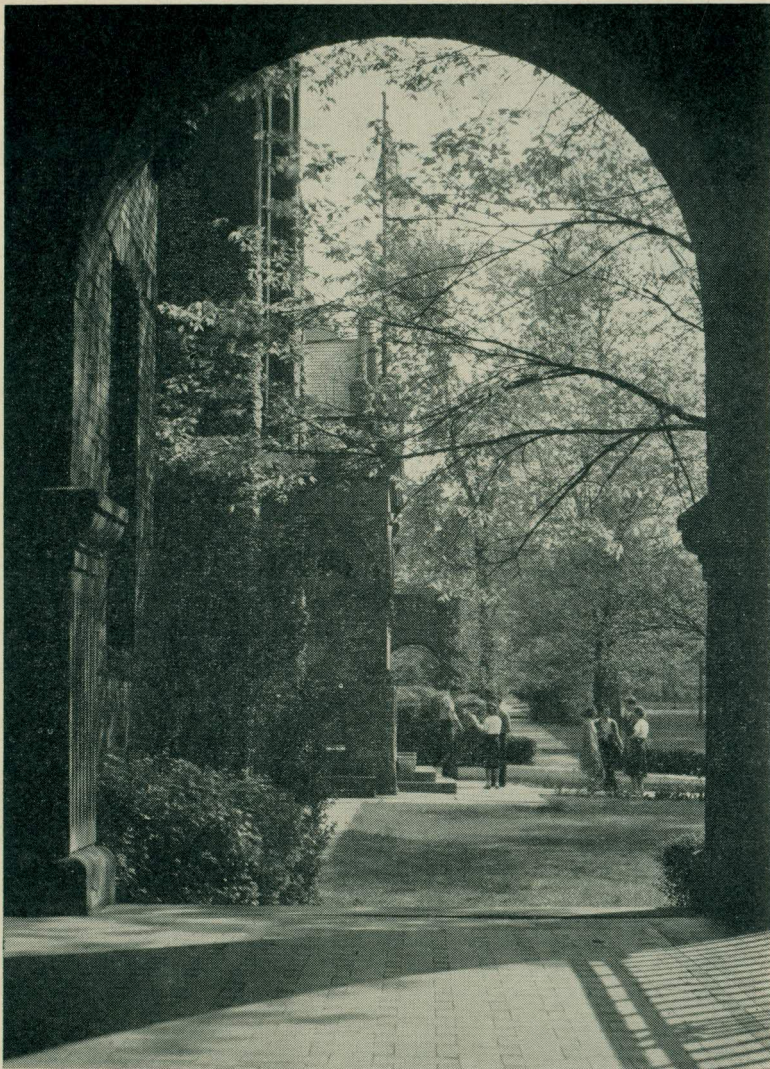
The purpose of the College is the preparation of teachers for the public schools of Pennsylvania. It is owned and controlled by the Commonwealth for this specific purpose. Students who have not definitely decided to teach or who lack the qualities required of a teacher should not seek admission to the College. Students who show that they are unfitted to the profession of teaching may be asked to withdraw at any time.

### HISTORY

The borough of California, founded in 1849, derived its name from the gold rush to the State of California during the same year. The settlers early felt a need for education, and in 1852 an Academy was established. Three years later that institution received a State Charter to become the Southwestern Normal College.

In 1913 the stockholders of the original institution voted to accept a proposal of the State Board of Education for the purchase of the school, and in 1914 an agreement was entered into, which was approved by the Governor, making the Southwestern State Normal School a State-owned institution.

Under State control the Normal School at California, together with others throughout the State, developed new programs and new services. Curriculum standards were constantly advanced until in 1928 the College was granted the right to offer a four-year curriculum in elementary education, leading to a Bachelor of Science Degree. A few months after this action was taken, near the close of 1928, the State Council of Education approved the addition of a four-year curriculum for the preparation of teachers for public secondary schools. When 14 students received degrees at the Commencement in May, 1929, the school became officially a Teachers College.



THROUGH THE NORTH HALL ARCHWAY

The portico of North Hall, the women's dormitory, affords a sweeping view of the beautifully landscaped front campus. Through this portico students enter the Colonial Room, an attractively furnished lounge, which is an integral part of the comfortable, home-like atmosphere of the women's quarters.



In the fall of 1930 an industrial arts curriculum was added, and since that time the services in the elementary field have been extended to include courses for the preparation of teachers interested in speech and in the teaching of special classes.

Today the College, with three four-year, degree curriculums and several specialized services, ranks among the outstanding institutions of its type in the State as well as in the Eastern United States. During 1939-1940, it served 695 full-time students and 270 part-time teachers in service. It has a faculty of 49 persons.

### LOCATION

The College at California, located in what is known as the Tenth Teachers College District, is 35 miles south of Pittsburgh, 16 from Uniontown, 25 from Washington, Pennsylvania, 25 from Waynesburg, and 66 from Somerset.

The service area of the College includes Washington, Fayette, Greene, and Somerset Counties for the preparation of elementary and secondary school teachers and all of Western Pennsylvania for the preparation of teachers of industrial arts.

The College is most easily reached over U. S. Route 40 which comes within four miles of California at Malden, only a short distance from West Brownsville, and over Pennsylvania Route 88.

Bus and railroad service add to its accessibility. One bus route, between California and Roscoe, makes hourly connections with an interurban trolley from Pittsburgh; another furnishes service from Brownsville.

The Pennsylvania Railroad maintains service for travel north or south, operating four trains daily each way, and the New York Central Line, on the opposite side of the river from California where trains stop regularly at Newell, provides accommodations through a ferry service to the California side.

### CAMPUS, BUILDINGS, AND EQUIPMENT

#### PRESENT BUILDINGS

Twelve buildings, all of which are of brick, are arranged in a quadrangle on a campus of 20 acres. The entire campus has been laid out by a landscape architect with hedges, shade trees, flower plots, and shrubbery. Many uncommon plants and trees are included which offer a valuable laboratory for students in the biological sciences and also provide a most attractive and beautiful campus.

*Main Hall*, the oldest building on the campus, was first used in 1870. The administrative offices, the library, an assembly hall, and a number of classrooms are located in this building.

*North Hall*, *South Hall*, and *Dixon Hall*, which also face College Avenue, are student dormitories. North Hall was built in 1874; South, in 1876; and Dixon, which in addition to serving as a dormitory includes the Georgian Dining Room, was completed in 1907.

*Science Hall*, which stands near the center of the northern boundary of the campus, was built in 1892, and was remodeled in 1938. The laboratories, equipped to accommodate 30 students at a time, are modern in every respect. Short-wave radio Station W8SUS is located on the third floor.

The *Noss Laboratory School*, in the southeast corner of the campus, is a center for student teaching, including observation and demonstration work. It was built in 1930.

The *Industrial Arts Building*, opened for use in 1939, is in the eastern part of the campus. This building is one of the most complete and best planned of its kind in the country. It provides laboratories, classrooms, offices, storage rooms, a reference library, and shop facilities for printing, woodwork, painting, machine shop, sheet metal, forging, welding, auto mechanics, electricity, ceramics, and graphic arts, and a junior high school general shop for laboratory experience. In the northeast corner of the campus is the new *Heating Plant*, a beautiful structure, architecturally. Near the center of the campus is the old *Industrial Arts Building*, which was originally a gymnasium, and will probably be converted temporarily into a classroom building; and the *Laundry*.

*Herron Hall*, facing Third Street, is the college gymnasium. The first floor includes a classroom, a play room, and locker rooms for men and women; on the second floor is a large gymnasium. Four classrooms are also on this floor. The central portion was built in 1930, and the classroom wings were added in 1932.

*Herron Hall, East Wing*, was opened in 1939. It includes one of the best swimming pools in Western Pennsylvania. The glazed tile pool is illuminated indirectly by disk-shaped chandeliers. The tank, with a tiled, sloped bottom and black permanent swimming lanes, is 75 feet long and 25 feet wide. Two corrective exercise rooms and a large playing floor complete this wing.

#### OTHER DEVELOPMENTS

The *Lilley Recreational Center* is a College controlled, student enterprise, located two miles south of the campus on Route 88. It is a farm of 82 acres with a stone house, built in 1810, and a large stone barn; the latter has been renovated and remodeled for student activities. The property was purchased by the student body, and is being gradually developed as an activity and recreational center.



The *Athletic Field*, known as the Rothwell property, was purchased in 1938. It is a seven-acre tract, located southeast of the main campus, and conveniently near the gymnasium. This provides facilities for football and baseball. Tennis courts and an archery range are to be constructed soon, and the whole field improved further.

#### PROPOSED BUILDINGS

A contemplated building program, which may develop under the General State Authority, includes a wing on the west side of Herron Hall and a new auditorium with a little theater to be constructed on the southwest corner of the campus at College Avenue and Third Street. The proposed wing to Herron Hall will make that building architecturally symmetrical and provide quarters for the psychology, speech, and reading clinics and for the art, geography, and social science departments. The proposed auditorium will fill a long felt need, and will also increase the facilities for speech and dramatics.

#### LIBRARY AND LABORATORIES

The library, at present housed in Main Hall, contains more than 17,500 volumes. From 800 to 1,000 volumes are added each year. The library also has an extensive list of current magazines and newspapers, including more than 180 titles.

The College maintains well-equipped laboratories in biology, chemistry, physics, reading, psychology, and speech, in addition to the facilities provided in the many shops for industrial arts students. The chemistry, physics, and biology laboratories with lecture rooms adjacent are located in Science Hall which was remodeled and re-decorated in 1938. Each of these laboratories accomodates a class of at least 30 students at a time. The psychology, reading, and speech laboratories are located in the Noss Laboratory School which is also the campus center for elementary student teaching. Excellent shop facilities are provided in the new Industrial Arts Building where the latest equipment and facilities are available.

#### SERVICES TO THE COMMUNITY

##### CLINICAL SERVICES

Although the main function of the College is teacher education, additional service to the community and to the area is furnished through speech, psycho-educational, and reading clinics in which both public school children and College students are examined. Many school districts and individuals are aided annually through the facilities of these clinics.

The speech clinic, organized in 1934, has diagnosed and made

recommendations for nearly 1,300 cases; the psycho-educational clinic, since receiving State recognition in the same year, has handled 2,000 cases; and the reading clinic, established in 1933, has served more than 750 persons. All clinics operate on the campus at regularly scheduled times, and also provide off-campus service to schools in the area.

#### ENTERTAINMENT SERVICES

The Artists' Bureau is the latest development in community service. It was organized in 1937, and since then has given programs of a varied nature at 119 different places in the district. Each year numerous schools and civic clubs enjoy the student talent furnished by this organization.

#### THE ALUMNI

Alumni of the College number more than five thousand. The great majority are engaged in the profession of teaching, and make their homes in Western Pennsylvania. Many of the members of the different classes return each year for meetings held during commencement week. The present officers of the Alumni Association are William A. Dannels, '12, President; Aaron J. Hoover, '34, Vice-President; Marie T. Escher, '09, Secretary; and John R. Gregg, '07, Treasurer. The Board of Directors is composed of William A. Dannels, '12; George P. Kunkelmann, '94; Mrs. J. H. Corwin, '99; Fred T. Gillogley, '17; and J. Leslie Roberts, '23. The *California Alumni Exchange*, issued several times each year, is the official publication of the Association. In all its activities the Alumni Association has the wholehearted co-operation and support of the faculty and officers of the administration.

#### STUDENT DEVELOPMENT

Because a college education is not preparation for life but is a part of life itself, students are required to assume as large a share of responsibility in self-direction as is practical. To accomplish this, various organizations have been established on the campus, including such groups as the Student Activities Association, the Student Cabinet, the Student Congress, the Traveling Women's Council, the Traveling Men's Council, the North Hall Council, and the South Hall Council.

The College undertakes to develop the individual student to his full intellectual and social stature. It candidly faces the responsibility for the development of those social-cultural-spiritual qualities in students that are deemed vital and necessary in teachers. Every means within the College's control in the classroom and on the campus is pointed to the fulfillment of this objective. It is the function of the offices of the Dean of Women and Dean of Men to



co-operate with the departments of instruction and with other College agencies in achieving this desired result.

The College assumes that young men and young women of college age who attain admission to the institution know what constitutes conduct becoming to future teachers. Students who fail to maintain a high standard of conduct, as judged by the student councils and College authorities, will not be permitted to remain at California. To carry out the spirit which prevails and the regulations which have been established, each dormitory group and the commuting men and women select their own councils and, co-operating with their respective deans, share in the government of the College. An efficient student government and a pleasant, congenial spirit have resulted.

#### RELIGIOUS ADVANTAGES

Everything of a sectarian nature is avoided by the authorities of the College, but every endeavor is made to interest students in Christian work and to develop a clean, wholesome, moral atmosphere. On Wednesday evening the Young Men's Christian Association and the Young Women's Christian Association hold interesting meetings. Students are expected to attend the church of their choice on Sunday mornings.

#### SOCIAL LIFE

Receptions, parties, teas, dances, and other social events are held frequently during the college year, and every possible effort is made to bring about a wholesome and homelike atmosphere among the students. The Colonial Room and the French Provincial Room aid considerably in developing the proper type of social life. The whole program has in mind at all times the importance of a teacher being prepared to meet the social amenities of life.

To control the situation that sometimes develops in social functions, persons not enrolled as students at the College are admitted to social functions only as guests of students or of faculty members. Guest cards must be obtained at the office of the Dean of Women or the Dean of Men by the student giving the invitation before four o'clock of the day of the event. Callers may be received in the Colonial Room until 7:15 o'clock every evening. Those who care to dance may do so in the French Provincial Room from 12:30 P. M. to 1:00 P. M. and from 6:30 P. M. to 7:15 P. M., and until 10:00 o'clock on Friday and Saturday nights.

Complete information about the rules and regulations that govern women dormitory students may be obtained from the Dean of Women; and *The Vulcan*, the student handbook, which is issued annually and given to each student upon registration at the College in September, contains more details about activities and organizations.

#### STUDENT AID FUND

A small loan fund was established by the Class of 1927. This fund has been enlarged by other College organizations, and is now available to aid worthy students. It is hoped that it will be further increased by other organizations and by alumni. The fund is held in trust by a Board of Directors made up of three alumni and three faculty members. Miss Elizabeth Morgan, of the alumni, is president and Mr. Aaron J. Hoover, of the faculty, is secretary. All contributions or gifts should be sent to either of these persons. Arrangements for a loan should be made with the secretary.

Students may obtain aid only during the last half of their College career. The committee, in granting loans, takes into consideration scholarship, worthiness, and professional attitude.

Students who cannot provide for themselves financially during their first two years at the College should not plan to enter as there are limited opportunities at California for students to earn their way.

#### STUDENT ACTIVITIES

Student activities offer splendid opportunities for the development of initiative, co-operative effort, and leadership. The College encourages a varied program, and works with the students through the offices of the Dean of Women and the Dean of Men in achieving the desired results. All students are required to take part, without credit, in one physical education activity each semester in which no required physical education work or student teaching is taken and to be active in another activity one semester each year.

The following are the significant student activities represented on the campus.

##### *Athletics*

Basketball  
Football  
Mushball  
Swimming  
Tennis  
Women's Athletic Association

##### *Clubs*

John A. Brashear Society  
Eleusium Club  
Geography Club  
Music Appreciation Club  
Nature Lore Club  
Photography Club  
Rifle Club  
Varsity Club

##### *Dramatics*

College Players  
Junior Players

##### *Forensics*

Debating Association

##### *Honor Societies*

Alpha Psi Omega  
Phi Sigma Pi  
Pi Gamma Mu

##### *Music*

Men's Glee Club  
Orchestra  
Women's Glee Club



*Publications*

*Hammer and Tongs*  
*Monocal*  
*The Vulcan*

*Social Groups*

Gamma Pi Chi  
 Monvalea

*Governing Groups*

Athletic Council  
 Student Activities Association  
 Student Congress  
 Men Day Students' Council  
 Women Day Students' Council  
 South Hall Council  
 North Hall Association

*Religious Groups*

Young Men's Christian Association  
 Young Women's Christian Association

## HEALTH EDUCATION AND ATHLETICS

## HEALTH EDUCATION

During the freshman year, each student is required to take the work in health education which includes instruction in gymnastic activities, swimming, and hygiene. Two semester hours of credit are given for this course. After the first year, students are required to elect one physical education activity each semester; no credit toward graduation, however, is allowed for this.

The health education program is not conducted with the idea of developing expert athletes, but in an attempt to familiarize students with the nature of a number of activities in some of which, it is hoped, they will find an interest which may be carried over into their work as teachers and into their later life.

The person who expects to be a leader of boys and girls should know many games because young folks enjoy variety. The knowledge of many games with expertness in a few is worth much to a teacher. With this idea in view, a varied sports program is conducted in the gymnasium part of the work. This includes instruction in apparatus, archery, baseball, basketball, boxing, eurythmics, folk dancing, fencing, hockey, marching, primary games, relays, speed ball, tennis, tumbling, touch football, track, volleyball, and wrestling.

Uniform gymnasium dress for men and women is required. The approved uniforms may be purchased from the campus Book Store. The cost of a woman's uniform, which consists of a one-piece suit and socks for the gymnasium and a regulation swimming suit for the pool, will not exceed \$4.00. In addition, each student must provide herself with rubber-soled sneakers. A short coat or heavy sweater will be necessary for the out-of-door work in the fall and spring, and a pair of stout low-heeled shoes for hiking will also prove useful. Men students may purchase the regulation athletic shorts, shirts, and swimming suits at the College Book Store for

\$2.00. They must provide themselves with rubber-soled sneakers for the gymnasium work.

In addition to the health education course for freshmen, an extensive intramural athletic program is sponsored for both men and women.

## HEALTH SERVICE

The Health Service at the College, attended by a registered nurse who resides in the dormitory, provides dispensary care and limited infirmary service. The dispensary is well-equipped to handle emergency situations, and students who are ill enough to be confined to bed may be cared for in the infirmary. Several local physicians are subject to call in case of necessity.

Students are advised that, after the initial consultation and first aid treatment by a College physician and the nurse, subsequent attention and care must be given by or under the advice of an outside physician of the student's choice. All expenses for medicine and treatment by a physician of the student's choice must be paid by the student.

A program of physical examinations for both men and women has been developed. These are conducted once each year by local physicians, with the assistance of the resident nurse and the members of the Department of Health Education. Periodically, tuberculin and other examinations are given through the co-operation of the State Department of Health.

## ATHLETICS

Although the College emphasizes intramural athletics, it also sponsors a rather complete program of intercollegiate sports. Students at California have the opportunity of being on varsity teams in football, basketball, and tennis. Varsity schedules usually include teachers colleges in Pennsylvania and West Virginia and often several liberal arts colleges. Frequently freshmen and junior varsity teams are provided with definite schedules for intercollegiate competition.

Football is played on a newly developed field on the Rothwell Tract, a College-owned plot of ground adjacent to the main campus. Splendid facilities for basketball are available on two regulation playing floors, one in the main part of Herron Hall, the College gymnasium, and the other in the East Wing. Tennis is played on five courts, located on the north side of the campus. Additional courts are being constructed on the main campus and on the Athletic Field.

Although the College believes in intercollegiate sports and encourages them, it does not permit them to come first in the life of any student. Studies are more important than athletics in any col-



lege, and especially in a teachers college; consequently, a strict eligibility code is enforced. Rigid administrative supervision is given to all varsity sports. To compete on a varsity team, a student must obtain passing grades in at least 12 semester hours of work during the quarter preceding the sport in which he wishes to participate, and no student who has completed the number of credits required for graduation or who has been in attendance more than four years is eligible to compete in any varsity sport.

A complete statement of the rules and regulations that govern athletic competition in Pennsylvania State Teachers Colleges is given in *The Vulcan*, the student handbook.

### HOUSING FACILITIES

Three dormitories, under the supervision and direction of the Dean of Women and the Dean of Men, are provided for the comfort and convenience of resident students. Each year some changes and improvements are made.

Rooms are furnished with beds, chairs, tables, dressers, and wardrobes. The beds are supplied with sheets, pillow cases, blanket, and bedspreads. Students must supply their own towels and such personal effects as they desire. Laundry should be marked with printed or woven name tabs.

A room may be reserved in advance by sending the registration deposit of \$10 with an indication of the type of room desired. A room will not be reserved without a deposit. Reservations will be held until three o'clock on the afternoon of the regular registration day. At that time, the reservation will be withdrawn unless students notify the College by letter, telegram, or telephone of their intention to arrive later. The deposit will not be returned unless application is made at least three weeks preceding the opening of the College. This fee is applied to a student's regular account upon registration.

### DORMITORY FOR WOMEN

North Hall, a dormitory for young women, comfortably houses 114 students. On the first floor is a beautifully furnished Colonial Room, a lounge for students. On each of the floors, centrally located, are pressing rooms and modern lavatory facilities.

### DORMITORIES FOR MEN

South Hall, located between Main Hall and Dixon, is a dormitory for young men, designed to accommodate 60 persons. The Y. M. C. A. lounge is located in this building. Dixon Hall, another dormitory, houses 80 students. On the lower floor of this building is the French Provincial Room which is designated for recreational purposes, providing facilities for dancing and other activities.

This hall also includes the Georgian Dining Room, a dispensary, an infirmary, and a nurse's apartment.

### ACCOMMODATIONS FOR COMMUTING STUDENTS

Students who commute either by train or automobile have modern and convenient quarters. Lockers, protected by combination locks, are provided for the safety of students' clothing and personal property.

The large ground floor rooms of North Hall are utilized as headquarters for women students who commute. The rooms there are very attractively furnished and equipped with study tables, chairs, wicker furniture, lockers, showers, and hairdryers. The entire floor was recently completely remodeled and redecorated in green and gold.

Comfortable and adequate facilities for men who commute are provided in Science Hall. Two large rooms are furnished with lockers and work tables, and there is adequate lounge space, together with modern lavatory accommodations.

### LIVING OUTSIDE DORMITORIES

Students will not be permitted to room or board outside of the dormitories except in the homes of parents, grandparents, brother or sister, uncle or aunt, unless special permission has been granted by the Dean of Women or the Dean of Men. *Arrangements must be made with the Dean of Women or the Dean of Men before the rooms are engaged.* No student will be permitted to room in houses not approved by the Housing Committee. Any change of address must be approved by the Dean of Women or the Dean of Men prior to the change.



## ADMISSION AND GRADUATION

### GENERAL REQUIREMENTS FOR ADMISSION

All students, whether freshmen or persons with advanced standing, who apply for admission to the College must meet the general requirements established by the Board of Presidents of the Teachers Colleges of Pennsylvania on April 12, 1932. These are: (1) general scholarship, (2) character and personality, (3) health and physical vigor, (4) English fundamentals and psychological tests, and (5) a personal interview.

### APPLICATION OF THE REQUIREMENTS

The admission requirements are interpreted uniformly and as objectively as possible as follows:

1. *General scholarship* as evidenced by the completion of the work of grades 10, 11, and 12 of an approved secondary school or institution of equivalent grade, or equivalent education as determined by the Credentials Division of the State Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who do not rank in the upper half of the class will be required to present further evidence of fitness.
  - a. Applicants ranking in the upper half of their graduating class in secondary school will be admitted on certificate without further evidence of general scholarship.
  - b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation under the following provisions.
    - (1) That they are recommended by their secondary school principals as being able to do creditable work in college.
    - (2) That the appraisal of the detailed secondary school record indicates to admission authorities of the College that the candidate can do creditable college work.
    - (3) That a rating satisfactory to the College authorities is made on a scholastic aptitude test administered at the College.
  - c. Applicants meeting the requirements (1), (2), (3) satisfactorily will be admitted for one semester on probation.



THE CAMPUS LABORATORY SCHOOL

The Theodore B. Noss School is the heart of the elementary curriculum. Here good teaching is observed and actual student teaching is done under the direction and supervision of the College staff. The building, erected in 1930, is modern in all respects. It houses grades one to six and a room for special education.



At the end of the period of probation the students will be required to withdraw from the College unless they have met the required standard of scholarship in at least nine semester hours of work.

2. *Character and appropriate personality* as shown by estimates made by the officials of the secondary schools from which the candidates for admission were graduated. As part of the secondary school record this estimate will include such traits as trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
3. *Health and physical vigor* as determined by a physical examination, together with emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and the absence of predisposition toward ill health as shown by a medical examination.
  - a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.
  - b. Applicants may be rejected for: (1) incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid; (2) defective vision of marked degree; (3) permanently impaired hearing; (4) marked speech defects; (5) unsightly deformities; and (6) marked obesity.
  - c. Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.
4. *Satisfactory command of English and normal intelligence* as shown by ratings on standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. *A personal interview* which gives particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.
  - a. The personal interview is to serve two purposes:
    - (1) It is to give the examining committee of the College

an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.

- (2) It is to take an inventory of the personal characteristics of the applicants who are admitted. This inventory will be made available to instructors and officers concerned with personnel work in the College.
- b. The interview will be conducted at the College or other places at times designated by the President of the College.

#### ADMISSION OF FRESHMEN IN SEPTEMBER, 1940

Applicants for admission to the freshman class in September, 1940, should read and observe carefully the following procedure:

1. Come or send to the General Office of the College for the forms necessary in making application for admission. There are three of these: (1) the application and personal record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Bring or send the application and personal record and the medical examination record to the College before the date of the examinations. The secondary school record will be sent directly to the College by the principal or other official of the secondary school.
3. Come to the College for a personal interview anytime between May 10 and July 15. The General Office of the College is open between the hours of 8:00 A.M. and 4:00 P.M. every day except Saturday, when the hours are from 8:00 A.M. to 12:00 M. Students who live at a distance of 75 miles or more from California may make special arrangements by writing to the President in advance for an interview on July 15. At the time of the interview, students who expect to live in the dormitories should make arrangements for rooms with the Dean of Women or the Dean of Men.
4. Take the examinations which will be given on July 15, 1940. The tests will be given in Herron Hall beginning at 8:00 A.M. Applicants should bring at least two sharpened pencils when appearing to take the tests, and come prepared to spend the entire day on the campus.
5. Make certain that all records are on file with the Registrar of the College. The records include: (1) the application and personal record blank, (2) the medical record, (3) the



secondary school record, (4) the record of the examinations, and (5) the record of the personal interview. No applicant will be considered for admission until and unless all the requirements have been met.

Applicants who complete secondary schools at mid-year and who wish to enter the College in January, 1941, should begin to make preparations for entering no later than December 10, 1940.

#### ADMISSION OF STUDENTS WITH ADVANCED STANDING

Students who have attended other institutions of collegiate rank and who wish to enter the State Teachers College at California will be expected to meet the following requirements:

1. Have an interview with an official of the College prior to the opening of the semester in which they wish to enter. At the time of the interview applicants must present official transcripts of the work done in all institutions which they have attended.
2. Present official transcripts of work from the institutions last attended, showing an honorable dismissal and a quality of work which averages above the median grade of the marking system in use in the institutions which issued the transcripts.
3. Indicate an interest in teaching as a profession.
4. Complete at least one semester's work of satisfactory quality at this College before being assigned to student teaching. This requirement will be enforced even though students, at entrance, have completed all of the work except student teaching.

Advanced standing credit is not allowed for work done by correspondence, and credit will not be given for courses which are not equivalent to those required or approved in the curriculums offered in 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 will not be accepted toward either certification or graduation.

#### CREDITS, GRADING SYSTEM, AND CLASSIFICATION

##### CREDITS

The College courses are recorded in terms of "credits." A credit-hour or semester-hour represents one hour a week of recitation or lecture throughout a semester of 18 weeks. In laboratory courses, however, a ratio of two, three, or four hours of laboratory work for

one credit prevails in different departments. Various 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 25 to 30, or even more. Descriptive titles and credit values of courses appear in the section of this bulletin devoted to courses.

#### EXCESS CREDITS

Students who wish to carry more than a normal schedule of 16 or 17 semester hours must obtain permission from the Committee on Student Standing 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 to be submitted later for advanced standing, when these are taken 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-class activities.

The following conditions, based upon a student's record of the preceding semester in residence, have been established as a basis for permission to carry excess credits:

	<i>Total excess credits allowed</i>
50 per cent of credits with grades above C.....	1
75 per cent of credits with grades above C.....	2
50 per cent of credits in A, and no credits below B.....	3
75 per cent of credits in A, and no credits below B.....	4

#### EXTENSION CREDITS

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

#### SUMMER SESSION CREDITS

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

In exceptional instances, students who are attempting to complete degree requirements during a summer session may be given permission by the Dean of Instruction to carry more than the maxi-



mum number of credits, provided previous scholastic records warrant such consideration and that in no instance will the total number of credits be out of proportion to good practice.

Students are advised not to take more than a credit a week during summer terms at other colleges if they expect to use credits thus earned toward degrees from this College.

#### EVALUATION OF CREDITS

Evaluations of the credits of students are considered valid only for the year in which distributions are made. This situation exists because of changes in regulations governing the value of credits and in the requirements for certification and graduation frequently made by the State Department of Public Instruction, the State Council of Education, and the Board of Presidents of the State Teachers Colleges. Students are urged to keep themselves well informed about their distributions by occasional inquiry, *other than at registration periods*, at the General Office.

Students who are not graduates of a first-class four-year secondary school must have their credits evaluated by a special procedure. Persons to whom this applies should write to or see the Dean of Instruction for the necessary information.

#### NORMAL SCHOOL CREDITS

All persons who were graduated from a State Normal School prior to September, 1920, and who have a four-year secondary school education will be granted not more than 64 semester hours of credit toward a degree for their normal school work.

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 Pre-Professional Credentials Division of the Department of Public Instruction, Harrisburg, for information about obtaining a secondary school equivalent certificate, which, when issued, will be accepted by the College for admission to a degree curriculum.

#### 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 library, orientation, physical education, and student teaching courses.)

Inc indicates incomplete work.

W indicates withdrawal from a course.

Inc (incomplete) is not used unless a student has been in attendance throughout a semester or session. It indicates that the work of a student is incomplete and that the final grade is being withheld until the student fulfills all of the requirements of the course. It is used only when conditions and circumstances warrant and when evidence is presented to justify its being given. An Inc is always accompanied by a supplementary symbol indicating the character of the work already completed; thus, IncB, IncC, etc. The following conditions govern incompletes:

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

The grade W, which is used to indicate that a student has withdrawn from a course, is subject to the following conditions:

1. Up to the end of the sixth week of College, all withdrawals will be recorded as WX, indicating that the student withdrew before the instructor was able to determine success or failure.
2. From the end of the sixth week through the twelfth week all withdrawals sanctioned by the Dean of Instruction will be accompanied by a grade, indicating the quality of work which the student was doing at the time he withdrew; thus, WB, WC, etc.
3. After the twelfth week no withdrawal except in extenuating circumstances will be permitted. If a student insists upon withdrawing from a course, a grade of F will automatically be recorded.

#### SCHOLASTIC STANDING

Students who are unable to do satisfactory academic work in any semester are placed on probation. The schedules of such students are usually reduced from the normal program of 16 or 17 credits to 12 credits. When students, despite reduced schedules and remedial services which are offered by the College, are not able to



improve the quality of their work to such an extent that they have a reasonable chance of being graduated, they may be asked to withdraw from the College. This may be done at any time upon the recommendation of the Dean of Instruction. Students thus dropped may, after a reasonable period of absence, apply for readmission, and, if in the opinion of the Dean, the chances of their doing successful college work appear to be favorable, they may be readmitted on probation for a final trial.

#### CLASSIFICATION

The classification of students, according to the ranking of freshman, sophomore, junior, and senior, depends upon the number of credits earned, not upon the time spent in the College. Students are classified as freshmen when they have earned less than 32 credits; as sophomores when they have earned more than 32 credits; as juniors when they have earned more than 64 credits; and as seniors when they have earned more than 96 credits.

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

### GRADUATION REQUIREMENTS

#### DEGREE

All curriculums in this College as well as in the other State Teachers Colleges in Pennsylvania lead to the degree of Bachelor of Science in Education.

Applications for degrees must be filed in the office of the Registrar at the registration prior to the time students expect to complete their degrees.

#### HONORS

A limited number (not more than one-eighth) of the graduating class receive the distinction of being graduated "with honor." Of the number elected, the distinction of some may be raised to graduation "with high honor" or "with highest honor" by a vote of the faculty, but only upon evidence of unusual ability as shown by scholastic records and in keeping with standards established and approved by the faculty.

#### QUALITY POINT SYSTEM

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

The quality point system requires that students, before they can be graduated, must complete all required and elective courses in the curriculums which they are pursuing, have the minimum number of credits required by their curriculums, and earn a quality point average of at least 1.0, that is, a C, for all courses in which grades other than P are given.

Each credit of work carried 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 a minus 1 until removed by a passing grade. 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.

Students transferring to the College from some other college or university must earn, in addition to the required resident credits, a quality point average of 1.0 for all courses taken at this institution.

#### FAILURE GRADES

No student will be graduated with any unremoved Inc or F grade in any elective field or required course. Students who fail such courses must repeat them and pass them satisfactorily.

#### RESIDENT REQUIREMENT

Students in all curriculums at this College must complete the work of the senior year, or the last 32 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 courses, in evening and Saturday courses, or in extension classes given by the College, provided that not more than 25 per cent of the work is taken in extension.

#### STUDENT TEACHING

Student teaching is conducted under the supervision of the Director of Student Teaching whose office is located in the Theodore B. Noss Laboratory School. Students who are candidates for degrees from the State Teachers College at California are required to earn 12 semester hours of credit in student teaching. For regular students the student teaching assignment covers an entire semester of 18 weeks. The work is carried on in the campus Laboratory School and in selected public schools located in the service area of the College.

During the academic year of 1939-1940, student teaching was done in the elementary schools of Brownsville, California, Donora, and Uniontown, in addition to the campus Laboratory School. In the secondary field, student teaching centers were established in California and Donora; and in industrial arts, student teaching assignments were made in Clairton, Pittsburgh, and Washington.



Students register for student teaching by filling out a form which may be obtained through the office of the Director of Student Teaching. A registration day is held before the close of the semester preceding the term during which the student expects to do student teaching.

Before students may be assigned this vital part of a teacher-education curriculum they must have all work up to standard; that is, they must have a quality point average of at least 1.0 for all courses in which grades other than P are given. In addition, secondary and industrial arts students will not be permitted to do student teaching in any area unless they have a quality point average of at least 1.0 in one area for certification. This means that students must have at least an average of C in an area before being permitted to do student teaching in that field. Beginning with the first semester of the academic year of 1941-1942, students in the secondary and industrial arts curriculums will be required to have a quality point average of 1.5 in at least one area for certification and a general average of C in all subjects before being permitted to do student teaching. Students in the elementary curriculum will be required to have a general quality point average of 1.0, together with a quality point average of 1.5 in their elective field.

Students will not be assigned to student teaching unless and until they have had at least one semester's work in this College.

#### 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 an approved institution, complete the unfulfilled student teaching requirements for degrees in any of the following ways:

1. Earn the number of hours required in actual teaching.
2. Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester-hour credit or more than six semester-hours credit in a single semester, under the direction of an approved institution. The semester-hour credit will be determined by the quality and amount of work done in the special assignment. In such cases the candidate must be regularly registered in the institution and may not earn more than a total of six semester-hours credit in a single semester for all courses pursued.
3. Courses may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester-hours. The remainder of the unfulfilled student teaching requirement shall be earned as in 1 or 2, or in a combination of 1 and 2.

No credit toward graduation is granted for teaching experience.

Teachers in service who have not fulfilled the student teaching requirement of 12 credits and who are interested in completing student teaching on the foregoing basis should be certain not to register for the work until they have consulted the Director of Student Teaching.

### CERTIFICATION OF TEACHERS

#### PROVISIONAL COLLEGE CERTIFICATE

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

This certificate is a license to teach for only three years, and is not to be confused with the diploma issued at graduation. It indicates the subject or subjects and the field in which the holder is permitted to teach. This certificate may be made a permanent license to teach after three years of successful teaching experience in the appropriate fields of the public schools of this Commonwealth with a rating of "middle" or better by the superintendent under whose direction the teaching has been done, and upon the completion of six credits, three in education and three in the field or fields for which the certificate is valid.

A College Certificate valid for secondary school teaching can be extended to the elementary field by the presentation of 30 semester-hours of work in professional education applicable to the elementary grades; at least six of the 30 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 for secondary school teaching. In addition, 18 credits must be presented for each subject or field in which certification is desired.

The President of the College or the Dean of Instruction will be glad to confer with persons who wish to have a Provisional College Certificate extended to include industrial arts.

#### RELEASE OF CERTIFICATES

Certificates will be held by the Registrar until a Release Card has been presented, officially signed by the supervising principal or superintendent of the district employing the teacher. Students should obtain these cards from the Registrar's office, have them properly filled in, and return them to the College as soon as they have been elected to positions as teachers. This is done by the College to aid students in their placement.



Teachers in service who complete degrees should be sure to comply with this procedure immediately so that they may begin teaching on their Provisional College Certificates, thereby receiving experience credit toward making such certificates permanent.

#### TRANSCRIPTS OF CREDITS

One copy or transcript of credits earned at the College will be issued free. A charge of \$1.00 is made for a second and each subsequent transcript. Official copies or transcripts of credits will be sent only to the State Department of Public Instruction for use in obtaining certificates or to an institution to which the credits are to be transferred. Transcripts of credits are not sent either to the State Department of Public Instruction or to other institutions unless a written request is made by the students. All requests for transcripts should be sent to the Registrar.

#### SPECIAL REQUIREMENTS FOR GRADUATION FROM ANY CURRICULUM

1. All entering students are required to complete, without credit, ten lessons in the use of a library.
2. All students are required to take part, without credit, in one physical education activity each semester in which no physical education work or student teaching is required and to be active in one other extra-class activity one semester each year.
3. A minimum of 128 semester hours, including all required courses, is required for graduation, together with a general quality point average of 1.0 for all courses in which grades other than P are given.
4. A student must be pronounced physically fit by a physician legally qualified to practice medicine in Pennsylvania.
5. The teaching ability of the student must be satisfactory to the Director of Student Teaching regardless of other credits.
6. No student will be graduated with less than one year of bona fide residence.
7. Students who have not paid all bills previously incurred shall not be permitted to enroll, to be graduated, or to have credits sent to other institutions or to the Department of Public Instruction until all such accounts have been paid.
8. The final work needed to complete a curriculum must be passed while in actual attendance at the College, and in no way may work at another institution be substituted.

9. 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, otherwise certification and graduation will be postponed to the following graduation date.
10. 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 campus Laboratory School.
11. Attendance at the baccalaureate and commencement exercises is necessary unless unusual circumstances warrant graduation *in absentia*. This permission is granted only by the President of the College.

#### PLACEMENT SERVICE

The College maintains a placement office as part of its public service. 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 College's service area.

All students are required to enroll with the placement office when they complete their student teaching. Although the service does not guarantee a position, records filed by registrants open opportunities that might not otherwise be available.

The office sends copies of credentials to prospective employers either at the request of school officials or, if reasonable assurance is given of the existence of vacancies, at the suggestion of the registrants.

Alumni are urged to use this service, and those who have been registered should keep their credentials up-to-date, especially if they wish to advance themselves.

Complete information about the placement office and its service may be obtained in the office of the Director of the Laboratory School and of Student Teaching where all records are filed and the work of the Placement Service is transacted.

#### COMMENCEMENT

Commencement exercises, at which time degrees are conferred, are held annually at the close of the second semester, usually the last week in May. At these exercises all students who have completed the required work for degrees from the summer of the year preceding to the time of the commencement exercises constitute the graduating class for that year. All students who complete degree requirements within such a period are required to participate in all parts of the exercises, including the wearing of cap and gown on the day that degrees are conferred.



## THE CURRICULUMS

### UNDERLYING PHILOSOPHY

It is quite generally recognized today that there are three important aspects to teacher-preparation curriculums—general education, specific subject matter, and technique or professional courses, culminating in a rich and well-directed experience in student teaching. Persons who enter teaching must not only know the material they are to teach and how to teach the subjects or fields in which they are interested, but it is essential also that they have a rather broad general knowledge. The curriculums in force in all Pennsylvania State Teachers Colleges are designed to give this type of education.

The Board of Teachers College Presidents, with the approval of the Superintendent of Public Instruction, has, over a period of years, enriched the curriculums of the State Teachers Colleges by a rearrangement of the courses and through the addition of more arts and science electives. Greater flexibility and more freedom of selection characterize the curriculums now offered for the education of teachers.

### THREE FOUR-YEAR PROGRAMS

The curriculums offered at this College are in conformity with the general State plan. Three different curriculums are available—the elementary, the secondary, and the industrial arts, each with several possible specialization areas which are described on the following pages. These curriculums are four years in length, and lead to the degree of Bachelor of Science in Education. They require the satisfactory completion of a minimum of 128 semester hours as outlined.

Although the present curriculums are changed considerably from those in effect in years past, teachers in service who are working toward their degrees need not be disturbed by the existing requirements. Their previous work will be adjusted to the present patterns without loss of credit unless they change from one curriculum to another.

#### ELEMENTARY CURRICULUM

This is a four-year program for students who wish to prepare to teach the subjects of the elementary school. It also provides



LOOKING ACROSS SURROUNDING HILLS

Views such as this are common from almost every part of the campus, for the College, in the busy Monongahela Valley, has as a background the river's steep banks. These and the nearby hills, against which may be seen the Noss Laboratory School, add to the general attractiveness of a twenty-acre campus.



opportunity for emphasizing certain aspects of elementary education, such as: intermediate, kindergarten-primary, rural, special education, and speech. The Provisional College Certificate which is issued by the State Department of Public Instruction upon the completion of this curriculum entitles the holder to teach in grades one to six or one to eight, depending upon the organization of the school district.

PROGRAM OF COURSES FOR THE ELEMENTARY CURRICULUM

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

First Semester		Second Semester	
English 1, including Library Science .....	4 3	English 2 .....	4 3
Fundamentals of Speech.....	3 3	Principles of Geography.....	3 3
Biological Science 1.....	4 3	Biological Science 2.....	4 3
Health Education 1, including Physical Education and Personal Hygiene .....	4 2	Health Education 2, including Physical Education and Personal Hygiene .....	4 2
Place and Purpose of Education in the Social Order, including School Visitation .....	3 2	History of Civilization .....	4 4
Appreciation of Music .....	3 2	Appreciation of Art.....	3 2
<b>Total .....</b>	<b>21 15</b>	<b>Total .....</b>	<b>22 17</b>
Third Semester		Fourth Semester	
Literature 1 .....	3 3	Literature 2 .....	3 3
Economic Geography .....	3 3	Principles of Sociology or Principles of Economics.....	3 3
General Psychology .....	3 3	Educational Psychology .....	3 3
Physical Science 1.....	4 3	Physical Science 2.....	4 3
Elective .....	3 3	Electives .....	5 5
<b>Total .....</b>	<b>16 15</b>	<b>Total .....</b>	<b>18 17</b>
Fifth Semester		Sixth Semester	
American Government—Federal, State, and Local....	3 3	Child Psychology .....	3 3
Teaching of Reading.....	3 3	Teaching of English, including Handwriting .....	4 3
Music 1 .....	4 2	Music 2 .....	3 1½
Art 1 .....	4 2	Art 2 .....	3 1½
Curriculum in Arithmetic.....	3 2	Teaching of Health.....	3 2
School Law .....	1 1	U. S. History to 1865.....	3 3
Elective .....	3 3	Elective .....	3 3
<b>Total .....</b>	<b>21 16</b>	<b>Total .....</b>	<b>22 17</b>

Seventh Semester		Eighth Semester	
Educational Measurements ....	2 2	Student Teaching and Conferences .....	25 12
Curriculum in Elementary Science .....	4 3	Curriculum Materials: Selection and Adaptation.....	4 3
Visual Education .....	2 1		
Children's Literature and Story Telling .....	3 3		
Evolution of the American Public School .....	2 2		
Philosophy of Education.....	2 2		
Elective .....	3 3		
<b>Total .....</b>	<b>18 16</b>	<b>Total .....</b>	<b>29 15</b>

SECONDARY CURRICULUM

This curriculum leads to certification to teach specific subjects in a senior high school or in a regularly organized junior high school. It places emphasis on arts and science subjects to insure the specialization and preparation essential to effective teaching, but at the same time gives adequate attention to professional courses to assure skill in teaching. Students are required to choose two areas of study in keeping with their particular interests. These are indicated on the following pages.

PROGRAM OF COURSES FOR THE SECONDARY CURRICULUM

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

First Semester		Second Semester	
English 1, including Library Science .....	4 3	English 2 .....	4 3
Fundamentals of Speech.....	3 3	Principles of Geography.....	3 3
Biological Science 1.....	4 3	Biological Science 2.....	4 3
Health Education 1, including Physical Education and Personal Hygiene .....	4 2	Health Education 2, including Physical Education and Personal Hygiene .....	4 2
Place and Purpose of Education in the Social Order, including School Visitation .....	3 2	History of Civilization.....	4 4
Appreciation of Music.....	3 2	Appreciation of Art.....	3 2
<b>Total .....</b>	<b>21 15</b>	<b>Total .....</b>	<b>22 17</b>
Third Semester		Fourth Semester	
Literature 1 .....	3 3	Literature 2 .....	3 3
Economic Geography .....	3 3	Principles of Sociology or Principles of Economics.....	3 3
General Psychology .....	3 3	Educational Psychology .....	3 3
Physical Science 1.....	4 3	Physical Science 2.....	4 3
Elective .....	3 3	Electives .....	5 5
<b>Total .....</b>	<b>16 15</b>	<b>Total .....</b>	<b>18 17</b>



Fifth Semester		Sixth Semester	
American Government—			
Federal, State, and Local....	3 3	Problems of Secondary Education .....	2 2
School Law .....	1 1	Guidance .....	2 2
Educational Measurements .....	2 2	Electives .....	13 13
Electives .....	10 10		
<hr/>		<hr/>	
Total .....	16 16	Total .....	17 17
Seventh Semester		Eighth Semester	
Evolution of the American			
Public School .....	2 2	Student Teaching and Con-	
Visual Education .....	2 1	ferences .....	25 12
Philosophy of Education.....	2 2	Curriculum Materials: Selec-	
Electives .....	11 11	tion and Adaptation.....	4 3
<hr/>		<hr/>	
Total .....	17 16	Total .....	29 15

### INDUSTRIAL ARTS CURRICULUM

This special four-year curriculum provides courses in the academic and professional fields as well as shop work in wood, metal, print, machine, ceramics, and electricity. Persons who complete this curriculum are qualified to teach industrial arts and either science or mathematics in the public high schools of Pennsylvania.

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

#### PROGRAM OF COURSES FOR THE INDUSTRIAL ARTS CURRICULUM

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

First Semester		Second Semester	
English 1, including		English 2 .....	4 3
Library Science .....	4 3	Fundamentals of Speech.....	3 3
Place and Purpose of Educa-		Health Education 2, includ-	
tion in the Social Order,		ing Physical Education and	
including School Visitation	3 2	Personal Hygiene .....	4 2
Applied Mathematics .....	3 3	History of Civilization.....	4 4
Health Education 1, includ-		Drawing and Design 2.....	4 2
ing Physical Education and		Shop 2—Sheet Metal.....	8 4
Personal Hygiene .....	4 2		
Drawing and Design 1.....	4 2		
Shop 1—Wood .....	8 4		
<hr/>		<hr/>	
Total .....	26 16	Total .....	27 18
Third Semester		Fourth Semester	
Literature 1 .....	3 3	Principles of Economics.....	2 2
Applied Science .....	4 3	Educational Psychology .....	3 3
Drawing and Design 3.....	4 2	Drawing and Design 4.....	4 2
Shop 3—Print .....	8 4	Shop 4—Machine .....	8 4
Elective .....	3 3	Electives .....	6 6
<hr/>		<hr/>	
Total .....	22 15	Total .....	23 17

Fifth Semester		Sixth Semester	
American Government .....	3 3	Principles and Practices of	
School Law .....	1 1	Industrial Arts Teaching....	2 2
Educational Measurements .....	2 2	Drawing and Design 6.....	4 2
Drawing and Design 5.....	4 2	Drawing and Design 7.....	4 2
Shop 5—Electric .....	8 4	Shop 6—Wood 2 .....	8 4
Elective .....	3 3	Electives .....	6 6
<hr/>		<hr/>	
Total .....	21 15	Totals .....	24 16
Seventh Semester		Eighth Semester	
Visual Education .....	2 1	Student Teaching and Con-	
Guidance .....	2 2	ferences .....	25 12
Philosophy of Education.....	2 2	Curriculum Materials: Selec-	
Shop—Elective .....	8 4	tion and Adaptation.....	4 3
Shop—Elective .....	8 4		
Elective .....	3 3		
<hr/>		<hr/>	
Total .....	25 16	Total .....	29 15

### ELECTIVE AREAS FOR CONCENTRATION

#### ELEMENTARY SCHOOL TEACHING

Students must elect one area for specialization, and it is possible by taking credits beyond the minimum required for graduation, especially through summer study, to emphasize more than one field. The areas for the elementary curriculum, the content of which is outlined on the following pages, are:

Intermediate	Special Education
Kindergarten-Primary	Speech
Rural	

#### SECONDARY SCHOOL TEACHING

Students must offer a minimum of 24 credits in one field and at least 18 credits in another. The content of the areas for concentration for students preparing to teach in high schools is outlined on the following pages with considerable exactness, and the courses must be taken as indicated. The areas for specialization available at this College are:

Biological Science	Mathematics
English	Physical Science
French	Science
Geography	Social Studies
Latin	Speech

#### INDUSTRIAL ARTS TEACHING

In addition to their specialization in shop work, industrial arts students are required to select an area for concentration of either 18 or 24 credits. These are:

Mathematics	Science
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## CONTENT OF AREAS FOR CONCENTRATION

## ELEMENTARY SCHOOL TEACHING

*Intermediate* (Grades 4, 5, 6). Required: Teaching of Arithmetic, 3 credits; Civic Education, 3 credits; additional courses for 11 credits from among: U. S. History since 1865, 3 credits; industrial arts, 2 credits; Geography of the United States and Canada, 3 credits; Geography of Europe, 3 credits; Astronomy, 3 credits; courses in speech or other approved courses from subject fields. Total, 17 credits.

*Kindergarten-Primary* (Grades 1, 2, 3). Required: Pre-School Child, 2 credits; Kindergarten-Primary Theory, 2 credits; additional courses for 13 credits from among: U. S. History since 1865, 3 credits; special education, 3 credits; Child Adjustment, 3 credits; Diagnostic and Remedial Instruction in Reading, 3 credits; Parent Education, 3 credits; Art Crafts, 3 credits; Astronomy, 3 credits; courses in speech or other approved courses from subject fields. Total, 17 credits.

*Rural Schools*. Required: Rural Sociology, 3 credits; Rural School Problems, 3 credits; additional courses for 11 credits from among electives approved for Grades 1 to 6. Total, 17 credits.

*Special Education*. Required: Psychology of Exceptional Children, 3 credits; Art Crafts 1, 2, 6 credits; Special Class Student Teaching, 1 credit; Special Class Methods, 2 credits, additional courses for 12 credits from among: Diagnostic and Remedial Teaching, 3 credits; Mental Hygiene, 3 credits; Clinical Psychology, 3 credits; Abnormal Psychology, 3 credits; Education of Exceptional Children, 3 credits; Mental Tests, 3 credits; speech correction, 3 credits. Total, 24 credits.

*Speech*. Required: Fundamentals of Speech, 3 credits, but not counted as part of the 18 credits needed for certification; Interpretative Reading, 2 credits; Phonetics, 2 credits; Play Production, 2 credits; Speech Problems, 2 credits; additional courses for 10 credits from among: Argumentation and Debate, 2 credits; Community Dramatics and Pageantry, 3 credits; Costuming and Make-up, 2 credits; Creative Dramatics, 2 credits; Psychology of Speech, 2 credits; Speech Clinic 1, 2, 4 credits; Speech Pathology, 3 credits; Stagecraft and Scenic Design, 2 credits; Voice and Diction, 2 credits. Total, 21 credits. More complete details about this field are given in a special bulletin on *Speech and Dramatic Art*.

## SECONDARY SCHOOL TEACHING

*Biological Science*. Required: Biological Science 1, 2 (Botany 1, Zoology 1), 6-8 credits; recommended elective courses for 12-18 credits from among: Botany 2, 3-4 credits; Zoology 2, 3-4 credits; Advanced Biology, 3 credits; Advanced Nature Study, 3 credits; Advanced Zoology, 3 credits; Bacteriology, 3 credits; Comparative Anatomy, 3 credits; Ecology, 3 credits; Embryology, 3 credits; Entomology, 3 credits; Genetics, 3 credits; Histology, 3 credits; Parasitology, 3 credits; Physiology, 3 credits. Total for first or second field, 24-26 credits.

*English*. Required: English 1, 2, 6 credits; Literature 1, 2, 6 credits; recommended elective courses for 6-12 credits from among: English Philology, 3 credits; Advanced Composition, 3 credits; Contemporary Poetry, 3 credits; Essay, 3 credits; Journalism, 2-3 credits; Modern Drama, 3 credits; Modern Novel, 3 credits; Nineteenth Century Novel, 3 credits; Pre-Shakespearean Literature, 2 credits; Romantic Period, 3 credits; Shakespeare, 3 credits; Short Story, 3 credits; Victorian Prose and Poetry, 3 credits; World Literature, 3 credits; Eighteenth Century Literature, 3 credits. Total for first field, 24 credits; for second field, 18 credits.

*French*. Required: None; recommended elective courses for 18-24 credits from among: Elementary French 1, 2, 6 credits; Nineteenth Century and Contemporary French Prose and Poetry 1, 2, 6 credits; Survey Course of French Literature, 3 credits; Seventeenth Century French History and Literature-Composition, 3 credits; French Drama, 3 credits; French Novel, 3 credits; Romantic and Realistic Movements in French Literature, 1, 2, 6 credits. Total for first field, 24 credits; for second field, 18 credits.

*Geography*. Required: Principles of Geography, 3 credits; Economic Geography, 3 credits; recommended elective courses for 12-18 credits from among: Geography of United States and Canada, 3 credits; Geography of Latin America, 3 credits; Geography of Europe, 3 credits; Geography of Pacific Realm, 3 credits; Climatology and Meteorology, 3 credits; Commercial and Industrial Geography, 3 credits; Conservation of Natural Resources, 3 credits; field courses (to be approved), 3 credits; Physiography, 3 credits; Trade and Transportation, 3 credits. Total for first field, 24 credits; for second field, 18 credits.

*Latin*. Required: None; recommended elective courses for 18-24 credits from among: Ovid and Virgil, 3 credits; Livy, 3 credits; Cicero and Tacitus, DeSenectute and DeAmicitia, 3 credits.



its; Horace, 3 credits; Plautus and Terence, 3 credits; Roman Civilization, 3 credits. Total, 18 credits. (May be elected as second field only).

*Mathematics.* Required: None; recommended elective courses for 18-24 credits from among: College Algebra, 3 credits; College Trigonometry, 3 credits; Analytic Geometry, 3 credits; Calculus 1, 2, 6 credits; Statistics, 3 credits; Applied Mathematics, 3 credits; College Algebra 2, 3 credits; History of Mathematics, 3 credits; Synthetic Geometry, 3 credits. Total for first field, 24 credits; for second field, 18 credits.

*Physical Science.* Required: Physical Science 1, 2 (Chemistry 1, Physics 1), 6-8 credits; recommended elective courses for 12-18 credits from among: Physics 2, 4 credits; Chemistry 2, 4 credits; Descriptive Astronomy, 3 credits; Geology, 3 credits; Physiography, 3 credits; Heat, 3 credits; Hydrostatics, 3 credits; Magnetism and Electricity, 3 credits; Mechanics, 3 credits; Modern Physics, 3 credits; Optics, 3 credits; Physics Laboratory, 3 credits; Sound, 3 credits; Qualitative Analysis, 3 credits; Quantitative Analysis, 3 credits; Coloidal Chemistry, 3 credits; Food Chemistry, 3 credits; Industrial Chemistry, 3 credits; Organic Chemistry, 3 credits; Physical Chemistry, 3 credits; Physiological Chemistry, 3 credits. Total for first or second field, 24-28 credits.

*Science.* Required: Biological Science 1, 2 (Botany 1, Zoology 1), 6-8 credits; Physical Science 1, 2 (Chemistry 1, Physics 1), 6-8 credits; recommended electives for 12 credits from among courses listed under electives in Biological Science and under Physical Science, including at least 6 credits in biological science and 6 credits in physical science. Total for first or second field, 24-28 credits.

*Social Studies.* Required: History of Civilization, 4 credits; Principles of Economics, 3 credits; Principles of Sociology, 3 credits; American Government, 3 credits; recommended elective courses, including at least 6 credits in history, for 6-12 credits from among: Modern European History, 3 credits; Social and Industrial History of United States, 3 credits; Comparative Government, 3 credits; Municipal Government, 3 credits; Early European History, 3 credits; Contemporary European History, 3 credits; History of England, 3 credits; History of Far East, 3 credits; History of Pennsylvania, 3 credits; Industrial Relations, 3 credits; Latin American History, 3 credits; Origin of

Social Institutions, 3 credits; Renaissance and Reformation, 3 credits; U. S. History 1, 2, 6 credits. Total for the first field, 24-26 credits; for second field, 18-20 credits.

*Speech.* Required: Fundamentals of Speech, 3 credits, but not counted as part of the elective field credits; Interpretative Reading, 2 credits; Phonetics, 2 credits; Play Production, 2 credits; Speech Problems, 2 credits; recommended elective courses for 10-16 credits from among: Argumentation and Debate, 2 credits; Community Dramatics and Pageantry, 3 credits; Costuming and Make-up, 2 credits; Creative Dramatics, 2 credits; Psychology of Speech, 2 credits; Speech Clinic 1, 2, 4 credits; Speech Pathology, 3 credits; Stagecraft and Scenic Design, 2 credits; Voice and Diction, 2 credits. Total for first field, 24 credits; for second field, 18 credits.

#### INDUSTRIAL ARTS TEACHING

The content of the areas from which students in the industrial arts curriculum must select their electives is the same as that indicated for the areas for concentration under secondary school teaching in the foregoing paragraphs.



## COLLEGE EXPENSES

## FEES, DEPOSITS, AND REPAYMENTS

Uniform fees, deposits, and repayments, established for all State Teachers Colleges in Pennsylvania, prevail at California. All business transactions are governed by the regulations in the following paragraphs.

## CONTINGENT FEE FOR FULL-TIME STUDENTS

During the regular academic year the contingent fee for each student is as follows:

<i>Curriculum</i>	<i>Fees</i>
Elementary .....	\$ 72.00
Secondary .....	72.00
Industrial Arts .....	108.00

This fee is payable on a quarterly basis during the academic year. The first payment must be made on or before registration day.

## CONTINGENT FEE FOR PART-TIME STUDENTS

Students taking seven or less credits in Saturday and evening classes are charged at the rate of \$5.00 a credit. Those taking more than seven credits must pay the regular contingent fee. An additional fee of \$6.00 must be paid by students taking work in the industrial arts curriculum.

The fees of part-time students must be paid at the time of registration.

## SUMMER SESSION FEES

In the summer session the contingent fee is \$5.00 a semester hour, with a minimum fee of \$15. Students in the industrial arts curriculum pay an additional charge of \$6.00.

## LATE REGISTRATION FEE

Each student who enrolls after the date officially set for registration will be charged a fee of \$1.00 a day until in regular attendance, provided that the total amount of the Late Registration Fee shall not exceed \$5.00. The same regulations apply to approved intra-semester payments.



A FAMILIAR FRONT CAMPUS SCENE

The front steps of Main Hall have always been a meeting place for students. Here freshman and senior meet on even terms to discuss their activities—the College Players' production, the Junior Prom or the Senior Ball, the Glee Club concert, or the Student Cabinet meeting—all significant aspects of college life.



## TUITION FEE FOR NON-RESIDENTS OF PENNSYLVANIA

Students whose residence is out of the State shall be charged a tuition fee of \$210 a year and \$35 for a summer session. In addition to this tuition, non-residents must also pay the contingent and activity fees.

## HOUSING FEE

Students who live in the dormitories pay, in addition to the contingent and student activity fees, a housing fee for the regular academic year as follows:

<i>Items</i>	<i>Fee</i>
Board, room, and laundry .....	\$252.00

This housing fee is payable on a quarterly basis during the academic year. The first payment must be made on or before registration day. The fee for the summer session is \$42, payable at the time of registration.

No reduction in the rates will be made for laundry done at home or for the absence of students who go home for several days at a time.

A student may, at the discretion of the President, occupy a double room alone by paying an additional \$36 a semester or \$12 for a summer session.

Individual meals for guests are charged at the rate of 40 cents for breakfast or lunch and 50 cents for dinner.

## DEPOSITS

A deposit of \$10 must be paid when a room reservation in one of the dormitories is requested. This is a guarantee of the intention of the student to enter the College for the term or the semester designated. It is deposited with the Department of Revenue to the credit of the student's account. If, however, the student notifies the College at least three weeks before the opening of the semester that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made, through the Department of Revenue, on application from the student through the College authorities.

A check or money order for this deposit must be drawn to the Commonwealth of Pennsylvania.

## ACTIVITY FEE

A fee of \$10 a semester is charged all regularly enrolled students of the College, except Saturday and evening students, who carry ten or more semester hours. This fee, under the control of the Student Activities Association as approved by the Board of Trustees, covers membership in the student association, admission to

lectures, entertainments, athletic contests, subscription to the College newspaper, and certain other activities as defined by the Student Congress. This fee for the summer session is \$2.00.

Checks for this fee must be drawn payable to the Student Activities Association.

## SUMMARY OF FEES

The following is a summary of the expenses for the regular academic year of the several curriculums available at this College:

<i>Items</i>	<i>Elementary</i>	<i>Secondary</i>	<i>Industrial Arts</i>
Contingent Fee .....	\$ 72.00	\$ 72.00	\$108.00
Housing Fee .....	252.00	252.00	252.00
Activity Fee .....	20.00	20.00	20.00

Traveling students, of course, do not pay the Housing Fee, and other students if they wish may, upon approval, make arrangements to room and board outside the College.

## DAMAGE FEE

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

## INFIRMARY FEE

Boarding students who are ill are entitled to three days of infirmary service without charge. After three days in the infirmary, such students are charged \$1.00 a day.

Day students who may be admitted to the infirmary are charged \$2.00 a 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. This charge covers the cost of the diploma. No student is considered to have met the requirements for graduation until this fee has been paid.

## TRANSCRIPT FEE

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



## DELINQUENT ACCOUNTS

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

## COST OF BOOKS

The estimated cost of textbooks is \$15 to \$20 a semester. Students may purchase books, materials, and other supplies through the College Book Store.

## REPAYMENTS

Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the College; for any part of the advance registration deposit for any cause whatsoever, except where students give notice of intention to withdraw at least three weeks before the College opens or when the student is rejected by the College.

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

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

## PAYMENT OF BILLS

All bills, including the contingent fee, board and room, and special fees must be paid at the office of the Bursar at least nine weeks in advance. Book Store business is conducted on a cash basis. All bank drafts, checks, express and post office money orders are accepted, and should be drawn to the Commonwealth of Pennsylvania.

The Student Activity Fee is handled by the students, and must be paid on or before registration day, according to a regulation passed by the Student Congress and approved by the Board of Trustees.

## MATRICULATION CARDS

Upon having completed 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.

## DESCRIPTION OF COURSES

The required and elective courses in all curriculums are listed alphabetically under several divisional headings. Each course, when offered, is taught for 18 weeks. The figures in parentheses after the titles show the number of clock hours a week of instruction for the semester hours of credit indicated.

When courses cover two semesters, they usually carry the same titles, and are numbered consecutively; thus, Calculus 1, 2. As the first part of such courses is seldom given during a second semester, students are advised to plan their programs accordingly so that there will be no difficulty about meeting the requirements of areas for concentration, or for graduation.

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

## ART

## APPRECIATION OF ART (3) 2 cr.

The development of sound aesthetic judgment; appreciation of good design in clothing and in home decoration; the elements and principles of art as an aid to the student in recognizing and enjoying works of art.

## ART 1. (4) 2 cr.

Acquaints students with various art media and gives opportunity for practice in drawing, lettering, creative designing, and the use of color.

## ART 2. PROBLEMS IN ART EDUCATION (3) 1½ cr.

Provides experience in the selection and development of problems suitable for elementary art education. Emphasis is placed upon the integration of art with other elementary school subjects.

## EDUCATION

## ADOLESCENT PSYCHOLOGY (2) 2 cr.

Problems of adjustment and development of persons between the ages of eleven and twenty; includes discussion of interests, personality, learning, and social life of adolescents.

## CHILD ADJUSTMENT (3) 3 cr.

Mental hygiene applied to the problems of the elementary school child; adjustment as it relates to school, home, and community; child accounting. Prerequisite: Psychology 1 and 2.

## CURRICULUM MATERIALS: SELECTION AND ADAPTATION (4) 3 cr.

The sources of material for classroom use, including the classification and adaptation of printed materials in books, pamphlets, and magazines; visual materials and objects; and personal contributions.



## EDUCATIONAL MEASUREMENTS (2) 2 cr.

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

## EVOLUTION OF THE AMERICAN PUBLIC SCHOOLS (2) 2 cr.

The development of elementary and secondary education in America from the Colonial period to the present, including the influence of industrial and social changes on the educational progress. Emphasis is placed on education in Pennsylvania.

## GUIDANCE (2) 2 cr.

Educational, social, and vocational guidance are emphasized. Some attention is given to the meaning, scope, and method involved in the guidance movement.

## KINDERGARTEN-PRIMARY THEORY (2) 2 cr.

The aims, principles, organization, and fundamentals of primary education are studied and the practical side of an activity school is stressed.

## NEW METHODS IN THE ELEMENTARY SCHOOL (3-6) 3 or 6 cr.

For persons in supervisory or teaching positions who are interested in the needs of child growth through activities. Opportunities will be given for continuous observation and participation during the development of an entire unit of experience, and emphasis will be given to critical discussion in evaluating what has been seen during observations. The work is of special significance for teachers who hold either a normal school or a standard certificate and who expect to complete a degree in elementary education.

## PARENT EDUCATION (3) 3 cr.

The relationship of teachers to parents and the community. Actual practice is given in guiding parents in their study of educational literature and in appraising the physical, social, and mental needs of school children. Emphasis is given to the problems of management of children in the school and the home.

## PHILOSOPHY OF EDUCATION (2) 2 cr.

The place of education in various well-known philosophies, the content of various educational philosophies, and the relation of other college courses to these are studied. Each student is expected to formulate his own ideas of what constitutes modern education.

## PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER (2) 2 cr.

The public school as a social institution; how the school has come to hold a place of influence in society. The forces and agencies which determine the progress and direction of the school program are examined; the place of the teacher in modern society is evaluated; and the value of educational agencies outside of the public schools is emphasized. Replaces, and acceptable as credit for, Introduction to Teaching.

## PRE-SCHOOL CHILD (2) 2 cr.

The problems of readiness for first grade work. There is experience in the use of tests and inventories. Physical development, schedules for child guidance, and development of essential habits are studied.

## PROBLEMS OF SECONDARY EDUCATION (2-3) 2 or 3 cr.

The development, organization, and problems of secondary education, including the special functions of the junior high school. Much time is given to admission requirements, ability grouping, program of studies, departmentalization, and plans of promotion.

## PSYCHOLOGY 1. GENERAL (3) 3 cr.

The fundamental bases underlying human behavior, including physiological background for an understanding of the habits and actions of individuals of various age levels.

## PSYCHOLOGY 2. EDUCATIONAL (3) 3 cr.

The application of psychology to teaching, with particular emphasis on the laws of learning, cultivation of habits of thinking, feeling, and acting, and individual differences. Prerequisite: Psychology 1.

## PSYCHOLOGY 3. CHILD PSYCHOLOGY (3) 3 cr.

Child growth, learning, and adjustment; the establishment of a reliable basis for individualizing education, including problems of child play, motives, thinking, and social development.

## RURAL SCHOOL PROBLEMS (3) 3 cr.

Analysis of some of the problems that confront teachers in small rural schools, including curriculum, community relations, and organization and administration of the ungraded school.

## SCHOOL LAW (1) 1 cr.

Those portions of the Pennsylvania School Laws that affect classroom teachers are considered; reasons underlying school legislation are analyzed; State Department interpretations and regulatory measures are presented; and certification is thoroughly discussed.

## STUDENT PUBLICATIONS: ORGANIZATION AND PREPARATION (2) 2 cr.

The preparation and selection of materials for high school newspapers, yearbooks, magazines, and handbooks; the philosophy of the place of these publications in a school program; valuable for sponsors and prospective sponsors.

## STUDENT TEACHING IN THE ELEMENTARY SCHOOL (25) 12 cr.

Student teaching for persons seeking certification in the elementary grades is done in either the second semester of the third year or the first or second semester of the senior year. For the most part, assignments are made in the campus Laboratory School, but occasionally off-campus schools are used. The students spend full time in actual classroom teaching for a semester of 18



weeks. Students are not assigned to this work unless they have a general quality point average of 1.0.

#### STUDENT TEACHING IN THE SECONDARY SCHOOL (25) 12 cr.

Students are assigned to teach during the first or second semester of the fourth year in either or both of their elective areas for certification. Teaching is done under the guidance of a co-operative directing teacher and the Director of Student Teaching, and occupies the full time of the students for one semester. A general quality point average of C, or 1.0, is required.

#### TEACHING OF PRIMARY SUBJECTS (3) 3 cr.

The subjects included are spelling, language, geography, and social studies, and consideration is given to an evaluation of objectives, activities, and materials in the teaching of these subjects in light of modern educational theory and present psychological knowledge. Attention is given to the place of these school subjects and the problems of applying them to the program.

#### TEACHING OF READING (3) 3 cr.

To acquaint students with reading objectives, activities, and material for the elementary grades, and to lead them to realize the place and function of reading in a school program designed to meet present social conditions.

#### VISUAL EDUCATION (2) 1 cr.

The psychological principles underlying visual or other sensory aids, and the collecting and assembling of suitable teaching material.

### ENGLISH

#### ADVANCED COMPOSITION (3) 3 cr.

Literary forms not considered in other courses in composition are studied, and some writing is attempted in these forms according to the interest and talent of the student. Prerequisites: English 1, 2 and Literature 1, 2.

#### CHILDREN'S LITERATURE (3) 3 cr.

A survey of those poems and stories known as children's literature, and the selection of appropriate materials for classroom use in the elementary grades. Opportunity is given for story telling and dramatization.

#### CONTEMPORARY POETRY (3) 3 cr.

An introduction to recent poetic movements through lectures, class discussion, and reading in the works of selected poets.

#### CREATIVE WRITING FOR TEACHERS (3) 3 cr.

Preparing materials for publication and directing creative writing experiences of children. Writing fiction, informational articles, and dramatizations for children, with a view to publication in book form, as articles for educational journals, or materials for the teacher's own use. Principles and methods of teaching creative composition in elementary and secondary schools are also considered.



PATH NEAR HERRON HALL GYMNASIUM

The campus is beautified by convenient, shrub-lined walks between the buildings. These walks, especially in the spring and fall, serve as meeting places for students between classes. Many uncommon plants and trees are included in the gardens that border the paths, and in addition to being decorative, serve a practical purpose for students taking nature study courses.



## EIGHTEENTH CENTURY LITERATURE (3) 3 cr.

Consideration is given to the writing of such literary figures as Johnson, Pope, Dryden, Addison, Steele, Swift, Goldsmith, Sheridan, and DeFoe.

## ENGLISH 1, 2. COMPOSITION (4) 3 cr.

A laboratory course designed to provide the student with a practical technique for communicating his ideas and experiences in clear and logical prose. The expository paragraph is the basic unit studied and developed through short papers, the longer theme, and the investigative article. Expository types and methods are considered, together with word study and the elementary problems in description and narration. Ten lessons in the use of the library are supplementary, but required.

## ENGLISH PHILOLOGY (3) 3 cr.

The past and present trends in language development are considered so as to give background for and create an interest in word usage. Some time is devoted to difficult grammar problems.

## JOURNALISM (2-3) 2 or 3 cr.

The technique of writing and preparing various types of news stories. Practical experience is provided within the limits of the individual student's interest and ability. Especially valuable for the sponsor or prospective sponsor of a high school newspaper.

## LITERATURE 1, 2. ENGLISH AND AMERICAN (3) 3 cr.

The first semester presents a survey of English literature; the second semester is devoted to a survey of American literature, including Pennsylvania's contribution. The aim is to give a fundamental knowledge and to develop an appreciation of significant material.

## MODERN DRAMA (3) 3 cr.

The modern drama beginning with the plays of Ibsen; the art and thought of representative writers for the British, Continental, and American stage are stressed. Some attention is given to the underlying philosophies and psychologies which are responsible for national traits observable in dramatic literature.

## MODERN NOVEL (3) 3 cr.

The modern novel as a means of entertainment and as a serious study of present day living. Attention is also given to the current novel as a developing art form.

## NINETEENTH CENTURY NOVEL (3) 3 cr.

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

## PRE-SHAKESPEAREAN LITERATURE (2) 2 cr.

The works studied include: Beowulf, the Prologue to the Canterbury Tales along with several of the Tales, selections from Morte d'Arthur, Utopia,

selected passages from the Faery Queene, and representative early English dramas.

## ROMANTIC LITERATURE (3) 3 cr.

The works of the great writers of the Romantic period: Burns, Wordsworth, Coleridge, Byron, Shelly, Keats, Scott, and Austen. Consideration is given to the life and thought of this important period.

## SHAKESPEARE (3) 3 cr.

An appreciative knowledge of Shakespeare is developed through the intensive study of several of his greatest plays and the outside reading of others.

## SHORT STORY (3) 3 cr.

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

## TEACHING OF ELEMENTARY SCHOOL ENGLISH (4) 3 cr.

The content of courses in English as taught in the elementary grades; methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting is discussed, and reference work is given on the psychology of handwriting, together with demonstration lessons.

## TEACHING OF SECONDARY SCHOOL ENGLISH (3) 3 cr.

Among the problems studied are: English in relation to the curriculum, motivating composition teaching, the meaning of functional grammar, time given to various classics, proportion of time to older and more recent literature, the teaching of wholes or parts, and supplementary reading and book reports.

## THE ESSAY (3) 3 cr.

The history and development of the essay as a distinctive literary form, together with the provision of opportunities for self-expression through some writing.

## VICTORIAN PROSE AND POETRY (3) 3 cr.

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

## WORLD LITERATURE (3) 3 cr.

Selections from the literatures of Continental Europe and the Orient, chronologically presented in English translation; the examination of the



author's thoughts rather than his style, and the tracing of consistent traditions in literature and life from ancient times to the present. Basic problems in the history of literary criticism and appreciation are also outlined.

## FOREIGN LANGUAGES

### FRENCH

#### ADVANCED COMPOSITION AND TEACHING OF FRENCH (3) 3 cr.

A review of syntax with practice in composition, and a survey of the general principles of phonetics and methods of teaching French.

#### ELEMENTARY FRENCH 1, 2 (3) 3 cr.

A thorough review of French syntax, vocabulary building, phonetics, translation, and reading for comprehension without translation.

#### FRENCH DRAMA (3) 3 cr.

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

#### FRENCH NOVEL (3) 3 cr.

A survey course which traces the development of the French novel and includes readings from Lesage, Marivaux, Mlle. de Scudery, Rousseau, Vigny, Voltaire, Balzac, Zola, and Loti.

#### NINETEENTH CENTURY AND CONTEMPORARY

##### FRENCH PROSE AND POETRY 1, 2 (3) 3 cr.

French literature of the first half of the nineteenth century, including reading from Chateaubriand, Lamartine, Hugo, Musset, and Balzac; French literature after 1850, including study of the literary movements in France after the decline of Romanticism and selected works from outstanding dramatists and novelists.

#### ROMANTIC AND REALISTIC MOVEMENTS IN

##### FRENCH LITERATURE 1, 2 (3) 3 cr.

A study of the development of Romanticism and Realism with lectures and assigned readings on leading writers.

#### SEVENTEENTH CENTURY FRENCH LITERATURE (3) 3 cr.

A survey of the lives and works of the most representative writers of the period, with emphasis on the influence of the history and social life of their day; readings from Corneille, Racine, Moliere, and La Fontaine are used.

#### SURVEY COURSE IN FRENCH LITERATURE (3) 3 cr.

A general course in French literature from its beginning to the present time. Lectures and assigned readings are given.

### LATIN

#### CICERO AND TACITUS (3) 3 cr.

DeSenectute and DeAmicitia, together with selections from Agricola.

#### HORACE (3) 3 cr.

Designed to acquaint the student with the principles underlying Latin versification.

#### LIVY (3) 3 cr.

The historical problems connected with the period of Roman history. Books I, XXI, and XXII are used as texts.

#### PLAUTUS AND TERENCE (3) 3 cr.

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

#### ROMAN CIVILIZATION (3) 3 cr.

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

#### VIRGIL AND OVID (3) 3 cr.

Readings from the Aeneid and the Metamorphoses, including a review of Latin case structure and syntax. Emphasis is placed on developing correct habits of reading and translation.

## GEOGRAPHY

#### CLIMATOLOGY AND METEOROLOGY (3) 3 cr.

An appreciation of the atmospheric environment and its influence on man's activities. The elements of weather and climate are observed and studied. The fundamentals presented are essential for teachers of geography.

#### COMMERCIAL AND INDUSTRIAL GEOGRAPHY (3) 3 cr.

An interpretative survey of the commerce and industry of the United States in relation to other regions of the world. Geographic conditions affecting industry, production, and commerce of the world; developments and relations of commercial areas to location and availability of resources and to markets form the core of this course.

#### CONSERVATION OF NATURAL RESOURCES (3) 3 cr.

Major governmental projects, minerals, water resources, plant resources, and soil are studied. Teachers of geography, economics, and history will find the content of this course well suited to their needs as it gives students a broader concept of natural resources.

#### ECONOMIC GEOGRAPHY (3) 3 cr.

Consideration is given to the part economic conditions, as they exist today, play in the inter-relations of the countries of the world. Special emphasis is given to resources of typical regions as well as those from various countries. International trade relations and means of communication are analyzed and discussed.

#### GEOGRAPHIC INFLUENCES IN AMERICAN HISTORY (3) 3 cr.

An analysis of the influence of geographic factors in the discovery of North America; the settlement of the continent; and the development of the United States as a nation.



## GEOGRAPHY OF EUROPE (3) 3 cr.

A survey of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

## GEOGRAPHY OF LATIN AMERICA (3) 3 cr.

A regional study is made of South America, Mexico, and Caribbean lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

## GEOGRAPHY OF THE PACIFIC REALM (3) 3 cr.

Special emphasis is given to a description and an interpretation of the major regions of Asia, Africa, and Australia. Relationships between regions and between the orient and the western world are stressed.

## GEOGRAPHY OF THE UNITED STATES AND CANADA (3) 3 cr.

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

## PHYSIOGRAPHY (3) 3 cr.

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

## PRINCIPLES OF GEOGRAPHY (3) 3 cr.

A foundation course for further geographic study. The units of earth relations, weather, climate, maps, land forms, inland bodies of water, oceans, soils, and vegetation are treated as bases for interpretation of earth regions. Special devices and methods are also emphasized.

## TRADE AND TRANSPORTATION (3) 3 cr.

The relationships which exist between the major countries of the world relative to trade and transportation. The work consists of analysis and comparison of the chief channels of trade, factors involved and principles underlying commerce between nations, means of transportation, and commodities entering into world trade.

## HEALTH AND PHYSICAL EDUCATION

## HEALTH EDUCATION 1, 2 (4) 2 cr.

One period a week is devoted to personal hygiene which includes health habits and development of the various systems of the body. Two periods a week are given to physical education, including such activities as: basketball, hockey, fencing, soccer, touch football, apparatus, folk dancing, relays, tumbling, volley ball, archery, mush ball, tennis, boxing, and wrestling; one period a week is for swimming. Required of all freshmen.

## TEACHING OF HEALTH (3) 2 cr.

The health of the elementary school child, including his growth, development and training in wholesome health ideals, attitudes, and habits. Methods of presenting the material given in the State Course of Study are stressed.

## INDUSTRIAL ARTS

## DRAWING AND DESIGN 1. MECHANICAL DRAWING (4) 2 cr.

The use of drawing instruments, orthographic projection, sectional representation, tracings, and blueprint making are emphasized.

## DRAWING AND DESIGN 2. SHEETMETAL DRAFTING (4) 2 cr.

This includes practical problems in sheetmetal drafting. Work shop problems, such as arise in everyday practice, are presented.

## DRAWING AND DESIGN 3. PRINTING DESIGN (4) 2 cr.

The principles of design and color as applied to a printing job.

## DRAWING AND DESIGN 4. MACHINE DESIGN (4) 2 cr.

Special emphasis is given to machine design, tracing, blueprint making, and commercial drawing practice.

## DRAWING AND DESIGN 5. ELECTRICAL DRAFTING (4) 2 cr.

This includes a complete set of drawings for bell, annunciator, burglar and fire alarms, detailed house wiring plans, including materials, fixtures, labor, and meter service entrance.

## DRAWING AND DESIGN 6. INDUSTRIAL ARTS DESIGN (4) 2 cr.

The history, development, and appreciation of good design in furniture, pottery, and art metal; principles of structural composition, analysis of examples of furniture, pottery, wrought iron fixtures, and products of related crafts are also included.

## DRAWING AND DESIGN 7. INDIVIDUAL INSTRUCTION SHEETS (4) 2 cr.

Plans for the organization of instructional material in graphic form for all of the general shop units, including individual instruction sheets, wall charts, blackboard drawing, and blueprint making, are given in this course.

## DRAWING AND DESIGN 8. ARCHITECTURAL DRAFTING (4) 2 cr.

The principles of architectural design, including floor plans, elevations, building construction and materials, the writing of specifications, and planning shop layouts. Prerequisite: D. and D. 1, or consent of the instructor.

## PRINCIPLES AND PRACTICES OF INDUSTRIAL ARTS

## TEACHING (2) 2 cr.

Problems dealing with the organization and management of industrial arts classes, with special reference to general shop teaching procedure, are studied; the selection and care of equipment and supplies.



## SHOP 1. WOODWORKING 1 (8) 4 cr.

The fundamentals of woodworking, including the use and care of bench tools, the operation of woodworking machinery, and wood finishing, are presented.

## SHOP 2. SHEETMETAL 1 (8) 4 cr.

An introductory course in sheet metal. Instruction is given in seaming, riveting, forming, and soldering. Projects suitable for junior and senior high school boys are designed and constructed.

## SHOP 3. PRINTING 1 (8) 4 cr.

Elements of typography, setting straight matter and simple display jobs, as well as platen press work, are offered in this first course.

## SHOP 4. MACHINE 1 (8) 4 cr.

The use and operation of machine tools, including complete instructions on the engine lathe and in aluminum molding.

## SHOP 5. ELECTRICITY 1 (8) 4 cr.

The fundamental principles of electricity in theory and in practice. Practical instruction is given in work in bell, annunciator, burglar and fire alarm, and various types of house wiring systems.

## SHOP 6. WOODWORKING 2 (8) 4 cr.

A second course in woodwork; it includes advanced machine work, wood turning, the operation of spray painting and finishing equipment, and the organization of instructional material.

## SHOP 7. MACHINE 2 (8) 4 cr.

An advanced course in machine shop, including milling machine, planer, shaper, engine lathe work, and the heat treatment of steel.

## SHOP 8. ELECTRICITY 2 (8) 4 cr.

Advanced theory and practice; motors, their construction and use; DC motor and generator installation and use; AC motor and generator installation, starting, and use; building and rewinding simple motors; and projects for junior high schools.

## SHOP 9. PRINTING 2 (8) 4 cr.

Provides actual experience in the selection and development of problems in binding suitable to secondary schools. The monotype keyboard and caster are also considered.

## SHOP 10. ART METAL 1 (8) 4 cr.

The application of design to copper, brass, and pewter. Representative projects include letter openers, book ends, and lanterns.

## SHOP 11. WOODWORKING 3 (8) 4 cr.

For students who wish to major in woodworking in preparation for teaching in a unit shop. An attempt is made to discover the possibilities

offered by the woodworking area in the secondary school industrial arts program. Special attention is given to the care and sharpening of tools and to machinery. Prerequisites: Shop 1 and 6.

## SHOP 12. SHEETMETAL 2 (8) 4 cr.

An advanced course for students especially interested in sheetmetal. The semester's work includes special projects, construction of pieces of equipment for school-shop use, and teaching materials. Prerequisites: Shop 2 and D. and D. 2, or consent of the instructor.

## SHOP 13. PRINTING 3 (8) 4 cr.

The selection, planning, and ordering of supplies and equipment; advanced typography, book design, etching, and silk screen work.

## SHOP 14. ART METAL 2 (8) 4 cr.

Advanced work in aluminum, copper, brass, and pewter.

## SHOP 15. MACHINE 3 (8) 4 cr.

Special project work in machine shop practice. Admission only with consent of the instructor.

## MATHEMATICS

## ANALYTIC GEOMETRY (3) 3 cr.

The development of meaning in the point, the line, and the plane; coordination as a means of picturing a mathematical function; a visual understanding of the various conics; ability to develop formulas, and their application.

## APPLIED MATHEMATICS (3) 3 cr.

The need and place of mathematics in science and industry are stressed; practical applications of graphical methods, trigonometry, algebra, and analytic geometry. A summarization of elementary mathematics is made, and the way opened for later specialization.

## ARITHMETIC 1. CURRICULUM IN ARITHMETIC (3) 2 cr.

To acquaint the teacher with the history, philosophy, sociology, and psychology underlying number learning. Methods of teaching, number understanding, and processes are developed in harmony with the most dependable experimentation in this field.

## ARITHMETIC 2. TEACHING OF ARITHMETIC (3) 3 cr.

The diagnosis and remedial teaching of arithmetic in the intermediate grades; application of practical results of recent scientific studies; organization of materials and unit construction.



**CALCULUS 1, 2** (3) 3 cr.

The social and scientific values of calculus, the idea of infinitesimal changes in time and space and their graphical representation; the necessary mathematical skills to compute these changes. Differentiation and integration as correlative processes of the same type of thought is carried throughout.

**COLLEGE ALGEBRA 1, 2** (3) 3 cr.

Extension of the skills of secondary algebra to cover the ordinary phases of college algebra; the use of algebra as an instrument in other phases of mathematics; and the co-ordinating value of algebra.

**COLLEGE TRIGONOMETRY** (3) 3 cr.

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

**HISTORY OF MATHEMATICS** (3) 3 cr.

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

**STATISTICS** (3) 3 cr.

Development of the ability to read with understanding tables of statistical matter, interpretation and creation of tables and graphs of statistical data, computation and interpretation of central tendencies and deviations, the application of the ordinary skills of statistics in the fields of physical and social science, psychology, and education.

**SYNTHETIC GEOMETRY** (3) 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

**TEACHING OF SECONDARY SCHOOL MATHEMATICS** (3) 3 cr.

Mathematics in light of the needs of secondary schools, curriculum tendencies and needs, and unit construction; co-ordination of mathematics, methods, mathematical experimentation, diagnosis and remedial instruction are treated.

**MUSIC****APPRECIATION OF MUSIC** (3) 2 cr.

An opportunity is given to listen to the best music in its different forms; attention is given to the development of music through the ages, and some study is made of the greatest composers and artists; ways and means of developing appreciation are considered.

**MUSIC 1** (4) 2 cr

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

**MUSIC 2** (3) 1½ cr.

An advanced course stressing more difficult and interesting work, especially the singing of two- and three-part music; designed to prepare and assist the regular grade teacher in grades four to six to teach her own music under supervision. Prerequisite: Music 1.

**ORIENTATION****FRESHMAN ORIENTATION** (1) 0 cr.

Lectures and discussions of some of the problems of individual adjustment; history, traditions, and regulations of the College. Required of all freshmen and essential for graduation, but does not give college credit.

**SCIENCE****BIOLOGICAL SCIENCE****BACTERIOLOGY** (4) 3 cr.

The importance of bacteria in general from the standpoint of health and disease and economic processes is stressed. In the main non-pathogenic forms are used for the laboratory work. Field surveys and class trips are included.

**BIOLOGICAL SCIENCE 1, 2** (4) 3 cr.

Elementary study of the fundamental principles of biology as they apply to both plants and animals, stressing the fields of morphology, physiology, embryology, and genetics during the first semester; and continuing with a general survey of plant and animal life, including ecology, geographical distribution, and evolution during the second. Three lectures and one demonstration-quiz period a week. Students specializing in biological science should not take this course.

**BOTANY 1, 2** (6) 4 cr.

A general course in the elements of botany, presenting the plant as a unit with emphasis on structure, function, and development of the vegetative organs of a seed plant, and continuing with a brief survey of the plant kingdom, including reproduction, heredity, evolution, and geographical distribution. During the second semester emphasis is on classification and identification of the seed plants and ferns of Southwestern Pennsylvania for the purpose of acquiring familiarity with the distinguishing features of the great groups; the use of manuals is stressed. Three lectures and three hours of laboratory a week.

**COMPARATIVE ANATOMY** (4) 3 cr.

Lecture and laboratory work, including dissection of such vertebrates as amphioxus, dogfish, necturus, and a mammal.



## CURRICULUM IN ELEMENTARY SCIENCE (4) 3 cr.

A survey is made of the elementary science programs in representative schools of the United States for purposes of comparison with the Pennsylvania course of study. The principles of selection, as well as the preparation and use of demonstration materials in teaching elementary science; the organization and supervision of flower, nature, and Audubon clubs.

## ECOLOGY (4) 3 cr.

Plant and animal associations, distribution and environmental factors, population equilibrium, habitat types, and methods of conservation. Lecture, recitation, and field work are included.

## EMBRYOLOGY (4) 3 cr.

The principles of vertebrate embryology based upon a study of the frog, chick, and pig. The work includes laboratory studies of the histology of adult reproductive organs, development and maturation of sex cells, segmentation, development of the germ layers and organs, and the formation of the external form of the body. The laboratory work will include the study of prepared slides and the preparation of whole mounts and serial sections.

## ENTOMOLOGY (4) 3 cr.

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

## GENETICS (3) 3 cr.

The mechanism and principles governing heredity; emphasis will be placed upon the inheritance of human mental and physical traits; no laboratory work.

## HISTOLOGY (4) 3 cr.

The various tissues and organs of the human body are studied from the viewpoint of their structure. Enough of function is included to give added meaning to the work. In all instances where the structure or function of the human tissue can better be understood from other animal tissues, such use is made. The technique of preparing the materials used is given special attention, the student in the main preparing his own slides. The work throughout is based on laboratory studies.

## NATURE STUDY (4) 3 cr.

This course familiarizes the student with the common natural objects and phenomena by actual observations of them in their environment. Required field trips are made to many localities. Seasonal discussions of flowers, trees, birds, and insects. The nature requirements of the Boy Scouts and Girl Scouts are studied.

## PARASITOLOGY (4) 3 cr.

A general survey is made of the more important parasites of man and domestic animals. The laboratory consists of life history work, dissections and reports on amoebic dysentery, malaria, round worms, ship worms, pin worms, tapeworms, and other parasites.



ONE OF THE OLDER CAMPUS BUILDINGS

The science lecture rooms and laboratories and the lounge for men traveling students are in this building, which was completely remodeled in 1938. Although one of the older buildings on the campus, Science Hall today is a modern structure in all respects, with excellent facilities for botany, zoology, chemistry, and physics.



PHYSIOLOGY (4) 3 cr.

This is a course in human physiology, based on laboratory work. Anatomy and histology is injected to make the work meaningful, and emphasis is given to studies of the supporting tissues, muscles, nervous system, the circulatory system, respiration, digestion, excretion, reproduction, and the voice.

ZOOLOGY 1, 2 (6) 4 cr.

Structure and function of the parts of animals belonging to the most important phyla, including general principles in the fields of animal behavior, ecology, embryology, evolution, genetics, paleontology, taxonomy, and zoogeography. Among the forms actually observed are the frog, paramecium, hydra, planaria, ascaris, earthworm, clam, star-fish, crayfish, and grasshopper. Three lectures and three hours of laboratory a week.

PHYSICAL SCIENCE

APPLIED SCIENCE (4) 3 cr.

Science problems confronting the industrial arts shop teacher. Material is selected from the fields of mechanics, heat, electricity, magnetism, and related chemistry.

ASTRONOMY (3) 3 cr.

Descriptive astronomy is given with the mathematical phases of the subject generally omitted. The various elements of the solar system, their physical characteristics and motions, the interesting phenomena of our galactic system, and those of extra-galactic space, together with a study of constellations, are the main considerations. Slides help materially in the work; a five-inch refractor and an eight-inch reflector are used.

CHEMISTRY 1, 2. INORGANIC (6) 4 cr.

The fundamental theories and laws of chemistry, including common non-metallic elements and their compounds. The second semester includes the study of metals and their compounds and an introduction to carbon compounds. Three lectures and three hours of laboratory a week.

CHEMISTRY 3. QUALITATIVE ANALYSIS (4) 3 cr.

A more advanced treatment of chemical theory relating to ionic solutions and descriptive inorganic chemistry; a study of the application of the theories of general chemistry, ionization theory, mass action law, and the principles of chemical equilibrium to qualitative analysis. Prerequisite: Chemistry 1, 2.

CHEMISTRY 4. QUANTITATIVE ANALYSIS (4) 3 cr.

The fundamental principles of gravimetric and volumetric analysis with laboratory practice in preparing and standardizing solutions and the analysis of a variety of substances by the volumetric and gravimetric methods, including the part played by the indicators. Prerequisites: Chemistry 1, 2, and 3.

COLLOIDAL CHEMISTRY (4) 3 cr.

The fundamental principles, theories, and practices of colloidal chemistry. Special attention is given to dispersions and condensation methods as found in suspensions, emulsions, and jells. The course includes discussions of coagulation, isoelectric points, absorption, dialysis, refraction, protective colloids, froths, films, ore flotation, soaps, and foods. Prerequisites: Chemistry 1, 2, 3, Organic, and Physical; and Physics 1, 2.

FOOD CHEMISTRY (4) 3 cr.

The chemical composition, physical and physiological properties, sources, and methods of manufacture of principal food products; analysis of foods, such as milk and milk products, cereals, and canned vegetables is included in the laboratory work. Prerequisites: Chemistry 1, 2, 3, 4, and Organic.

GEOLOGY (4) 3 cr.

Emphasis is given to field work which includes the recognition of the various land and water forms and the elements; how these came to be, the forces and conditions responsible for them, their probable fates in the future, together with their effects upon the economy of the present. The historical phases of the subject are amply stressed.

HEAT (4) 3 cr.

The measurement of heat, expansion, heat engines, the relation of heat and work, and other related topics.

HYDROSTATICS (4) 3 cr.

The fundamental laws of fluids at rest, and a consideration of the machines based on these laws.

MAGNETISM AND ELECTRICITY (4) 3 cr.

Magnetism, direct and alternating current, and the elementary theory of electron tubes and their applications.

MECHANICS (4) 3 cr.

General mechanics treating in more detail the subject as presented in Physics 1.

MODERN PHYSICS (4) 3 cr.

The recent developments in physics, with emphasis on X-ray and crystal structure, models of the atom, radioactivity, artificial transmutation, electron tubes, and the cosmic ray.

OPTICS (4) 3 cr.

Through geometrical and physical optics, students are given a knowledge and an understanding of optical instruments and the nature of light.

ORGANIC CHEMISTRY (4) 3 cr.

An introductory course in organic chemistry, including a systematic study of the more important compounds of carbon and their occurrence, laboratory preparation, reactions, relations, and uses. Prerequisite: Inorganic Chemistry.



## PHYSICAL CHEMISTRY (4) 3 cr.

Gases, liquids, solids, chemical equilibrium, reaction velocities, solutions, catalysts, ionization, elements of thermo-chemistry, and the application of the phase rule are considered. Prerequisites: Chemistry 1, 2, 3; Physics 1, 2; and mathematics courses, including Calculus.

## PHYSICAL SCIENCE 1, 2 (4) 3 cr.

A survey course presented from the standpoint of appreciation rather than the mastery of a group of facts. The aim is to make the student aware of the natural forces through the physical interpretation of everyday phenomena; and to show how the discoveries of science have changed our ways of living and thinking. The lecture-demonstration method is used. Material is largely selected from the fields of astronomy, physics, chemistry, and the earth sciences. Students specializing in physical science should not take this course.

## PHYSICS 1, 2 (6) 4 cr.

An introductory course in the fundamental principles of mechanics, sound, and heat. Work in the second semester deals with the phenomena and principles of magnetism, electricity, and light. Three lectures and three hours of laboratory a week.

## PHYSIOLOGICAL CHEMISTRY (4) 3 cr.

The fundamental principles involved in the physiological manifestations of life. A study of physico-chemical constitutions of living matter, surface tension, diffusion, osmotic pressure, electrolysis and ionic concentration, and the significance of colloidal states is made. Prerequisites: Chemistry 1, 2, 3, and Organic; and Physics 1, 2.

## SOUND (4) 3 cr.

The nature and general phenomena of sound waves, including a survey of the scientific basis of music and the operation of musical instruments.

## SOCIAL STUDIES

## HISTORY

## CONTEMPORARY EUROPEAN HISTORY (3) 3 cr.

The development and reorganization of political, social, and economic problems since the World War; the international aspects of vital questions.

## EUROPEAN HISTORY 1, 2. EARLY AND MODERN (3) 3 cr.

The political, social, and economic development of Europe to 1815. An attempt is made to emphasize those features which have a definite bearing on world affairs of today. The second semester considers Europe after 1815.

## HISTORY OF CIVILIZATION (4) 4 cr.

The development of institutions liberalizing in character and valuable in present civilization. The political, economic, ethical, domestic, and religious types of culture are evaluated; and large sweeping movements are emphasized rather than individuals, nations, or dates.

## HISTORY OF ENGLAND (3) 3 cr.

A survey of England's development, with particular reference to its contribution to American background and growth. The governmental, social, and cultural contributions are stressed.

## HISTORY OF THE FAR EAST (3) 3 cr.

A survey of the movements of the Far East as they contribute to the history of the world. Attention is given to such movements as Imperialism, Open Door, and cultural interchange.

## HISTORY OF LATIN AMERICA (3) 3 cr.

A survey is made of Latin American countries, stressing the relationships with the United States and Europe. Their political, economic, and social problems of the past several centuries are studied.

## HISTORY OF PENNSYLVANIA (2-3) 2 or 3 cr.

The growth of the Commonwealth, showing the racial traits and characteristics; the transportation, industrial, social, and cultural contribution to the nation are emphasized. Pennsylvania's part in national movements is stressed. An opportunity to study local history is given.

## RENAISSANCE AND REFORMATION (3) 3 cr.

The transition from the Mediaeval to the Modern periods; the intellectual awakening as it appears in the different countries of Europe affecting all lines of interest; the analysis of the religious organization and thought as it forms a background for our present-day thought.

## SOCIAL AND INDUSTRIAL UNITED STATES HISTORY (3) 3 cr.

A survey of the social and economic patterns that tended to prevail at different periods in American history, with major emphasis on the rise and decline of the plantation system and the emergence of an industrial society.

## UNITED STATES HISTORY 1, 2 (3) 3 cr.

The development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government are stressed. The second semester is devoted to the political history of the United States from 1865 to the present day. Special emphasis is placed upon present day relationships and underlying principles.

## SOCIAL SCIENCES

## AMERICAN GOVERNMENT (3) 3 cr.

The basic principles of American government, the machinery through which it works, and some of its major problems. In the study of Federal, State, and local governments, attention is given to current problems.



## CIVIC EDUCATION (3) 3 cr.

The development of a program for citizenship training in the elementary school; includes a basic outline for character education.

## COMPARATIVE GOVERNMENT (3) 3 cr.

The historical development and present structure and functions of the government of Great Britain and her dominions. Rapid surveys are made of dictatorial governments in Germany, Italy, and Russia.

## ECONOMICS (3) 3 cr.

The fundamental principles of economics, including production, distribution, consumption, and exchange. Present day problems of public finance, business organization, monetary situations, insurance, banking, and labor difficulties are considered.

## MUNICIPAL GOVERNMENT (3) 3 cr.

Particular attention is given to the governmental organization of the several classifications of cities in Pennsylvania and also to the prevailing forms of administration found in boroughs and townships of the Commonwealth.

## ORIGIN OF SOCIAL INSTITUTIONS (3) 3 cr.

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

## RURAL SOCIOLOGY (3) 3 cr.

Aims to develop an understanding of the nature, problems, and significant changes which have occurred in rural communities; the place and function of the school in these areas.

## SOCIOLOGY 1. PRINCIPLES (3) 3 cr.

The underlying principles and problems of human progress, with emphasis on ways of improving society and social conditions through individuals and groups.

## SPECIAL EDUCATION

## ABNORMAL PSYCHOLOGY (3) 3 cr.

A scientific study of abnormal behavior, including characteristics and classification of handicapped children; the class will deal directly with various types of problem cases, and emphasis is given to subnormal children.

## ART CRAFTS 1 (6) 3 cr.

The design, manipulation, and sources of various materials suited to handwork; includes projects in wood, leather, metal, cardboard, hand loom weaving, rake and spool knitting, and chair caning.

## ART CRAFTS 2 (6) 3 cr.

Practice in two- and four-harness loom weaving and selection and sources of equipment, patterns, drafts, warp, tabby, and yarns.

## CLINICAL PSYCHOLOGY (6) 3 cr.

The case method of studying children: observation of, and some experience with, individual mental testing; testing of vision, hearing, motor speed, and co-ordination; and the application of other tests as needed with the case studies. Enrolment is limited to small groups.

## DIAGNOSIS AND REMEDIAL INSTRUCTION IN READING (3) 3 cr.

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.

## EDUCATION OF SUBNORMAL CHILDREN (3) 3 cr.

Methods used in dealing with problem children are studied and demonstrated, and instruction is given in the proper care and guidance of such children.

## ELEMENTARY INDUSTRIAL ARTS (4) 2 cr.

Adjustment, care, and manipulation of the hand tools that are commonly used in fundamental operations; the collection of materials helpful in identification and selection of tools, equipment, and supplies needed in special class teaching; typical projects, such as wooden frames for mat weaving, are completed.

## MENTAL HYGIENE (3) 3 cr.

In considering the problems of personality development, modern inventories for personality analysis are used, and guidance is given for the improvement of certain traits. Each student has an opportunity to analyze his own personality and to apply adjustment principles to school problems. Visits are made to institutions for care of delinquent, insane, and feeble minded. Prerequisites: Psychology 1 and 2.

## MENTAL TESTS (3) 3 cr.

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

## PRACTICUM IN PSYCHOLOGICAL CLINIC Var. cr.

Case studies; the giving, scoring, and interpreting of mental tests; personality inventories; and the use of clinical instruments. One semester hour of credit is allowed for each 50 hours of work satisfactorily completed in the clinic; maximum credit, six semester hours. Open only to students who have had the proper prerequisites and to students in university graduate schools specializing in psychological work. Admission by consent of the Director of the Clinic and the Dean of Instruction.



## PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3) 3 cr.

Consideration is given to gifted, dull, delinquent, crippled, sensory handicapped and some other less frequent types of handicapped children. Various types of children will be brought to class as frequently as possible. Case studies will be made by all students.

## SPECIAL CLASS METHODS (4) 2 cr.

Methods of handling special class children, classroom organization, articulation with the regular school program, and purposes of special classes are discussed. At least one period of classroom observation a day, followed by conferences, is required.

## STUDENT TEACHING IN SPECIAL CLASSES (3-6) 1 or 2 cr.

Student teaching in the Laboratory School special class under the supervision of the directing teacher. One full day a week of actual classroom teaching is required; this may be done on one day or its equivalent time may be spent on different days.

## SPEECH

## ARGUMENTATION AND DEBATE (2) 2 cr.

The selection of debate teams, gathering of material, types of arguments, evidence and refutation, audience analysis, technique of judging, and general platform problems. Especially designed for a prospective debate coach.

## COMMUNITY DRAMATICS AND PAGEANTRY (3) 2 cr.

Methods and procedures in planning projects for community use are considered in line with the philosophy and principles of an adult education program.

## COSTUMING AND MAKE-UP (3) 2 cr.

The history of costume is traced from ancient to modern times—costume design, fabrics, effect of lights on color and material in costumes, and costume plates. Actual practice in make-up of straight and character types is properly supervised.

## CREATIVE DRAMATICS (2) 2 cr.

A program of creative dramatics is traced from the kindergarten through the junior high school. The translation of subject matter into dramatic materials and the stimulation of creative handwork through making simple settings and costumes makes this a valuable course for elementary teachers.

## FUNDAMENTALS OF SPEECH (3) 3 cr.

Elementary speech training applicable to the individual needs is given. The work stresses voice improvement, clearness in articulation, and acceptable speech for classroom teaching.

## INTERPRETATIVE READING (3) 2 cr.

This course is organized for those who plan to teach oral reading, literature, or to assist with declamation and forensic work.

## PHONETICS (2) 2 cr.

A sound by sound analysis of speech, designed to improve individual speech habits and to give background for later courses in speech correction and dramatics.

## PLAY PRODUCTION (3) 2 cr.

A survey of recognized principles of play production, including the elements of make-up, lighting, scenery, and direction of plays. When possible, the student is asked to direct a one-act play for practical demonstration. Casting, the try-out, and the choice of plays suitable for school and community use are discussed.

## PSYCHOLOGY OF SPEECH (3) 3 cr.

The psychological approach in diagnosing speech difficulties, with emphasis on the treatment of stuttering. The course begins with the development of language in the child.

## SPEECH CLINIC 1, 2 (4-6) 2 or 3 cr.

The practical work in diagnosing, giving remedial treatment, and in following through a procedure of correction with different types of speech disorders under close supervision. Additional time is given to observation of work conducted by the clinician.

## SPEECH PATHOLOGY (3) 3 cr.

The anatomy and physiology of the speech mechanism, with particular emphasis on the respiratory organs, larynx, resonators, and articulators; some consideration of the causes, symptoms, nature, and management of all types of speech disorders, together with exercises and procedures to follow.

## SPEECH PROBLEMS (3) 2 cr.

A survey of the field of speech correction, acquainting the student with literature on the subject and particularly stressing the problem of treatment of minor speech disorders.

## STAGECRAFT AND SCENIC DESIGN (4) 2 cr.

The theory and practice of designing sets, modeling to scale, construction and painting scenery, making of properties, and lighting effects. Prerequisite: Play Production.

## VOICE AND DICTION (2) 2 cr.

Advanced ear training, breathing, phrasing, inflections, pitch, quality, tempo, rhythm, force, resonance, and range.



## GRADUATES AND SENIORS

## CLASS OF 1939—BACHELOR OF SCIENCE IN EDUCATION

## THE ELEMENTARY CURRICULUM

AUGUST 1938

Ammon, Henrietta D.	926 Heslep Avenue, Donora
Beazell, Betty Beverly	417 McKean Avenue, Charleroi
Crowl, Dorothy E.	Denbo
Lowman, Frances A.	226 Main Street, Belle Vernon

JANUARY 1939

Good, Dorothy Jane	305 Second Street, Irwin
Nelson, Betty Athalea	332 Norton Street, Belle Vernon
Raynal, Alma Irene	406 Second Street, Donora
Ruth, Hazel Margaret	49 Kenric Avenue, Donora

MAY 1939

Anderson, Esther June	700 Wood Street, California
Bellora, Rose Marie	319 Short Street, Monessen
Bittner, Stephanna Louise	R. D. 3, Burgettstown
Braun, Hazel Margaret	99 Prospect Avenue, Charleroi
Coffman, Winnelle Elizabeth	326 College Avenue, California
Colls, Jean R.	1113 Highland Street, Tarentum
Cornell, Harry Thomas	Wood Street, California
Cupelli, Teresa Frances	Broadway Street, Point Marion
Daniels, Mary Nancy	Daisytown
Dobrunick, Helen	Fredericktown
Ducar, Agnes Jeanne	Bow Street, Stockdale
Edwards, Wilbur Chapman	326 Union Street, California
Foreman, Margaret Dean	640 McKean Avenue, Donora
Graham, Florence Mae	908 Seventh Street, West Elizabeth
Griglak, Laddie Leonard	R. D. 1, Perryopolis
Heaton, Margaret Ellen	415 Oakland Avenue, Charleroi
Hollowood, Dorothy Florine	311 Green Street, California
Hopkins, Edith Elnora	401 Meadow Avenue, Donora
Igoe, Mary	Fayette City
Jones, Dorothy Corinne	314 Second Street, Monongahela
Koop, Betty M.	Park Street, California
Magaldi, Mary Margaret	113 Union Street, Brownsville
Moore, John Clark	Merrittstown
Palmer, Mildred Alene	R. D. 1, Monongahela
Sager, Virginia Lu	Fayette Street, Hiller
Schwartz, Margaret Ruth	200 Twelfth Street, Donora
Smith, Bernice Louise	66 Kenric Avenue, Donora
Tower, Grace Owens	617 Division Street, Monessen
Whirlow, Martha Lourene	433 Fifth Street, Donora
Wible, Anna Mae	310 Vine Street, Monongahela
Wright, Elaine Eleanor	409 Reed Street, Monessen
Zuch, Virginia Mae	1036 Knoll Street, Aliquippa



THE INDUSTRIAL ARTS BUILDING

This is the center of activity for the special curriculum at the College in which nearly 250 students are enrolled. Although a shop building of the latest type, its Colonial architecture harmonizes with other campus structures. It provides laboratories, classrooms, shops for eleven industrial arts activities, offices, and a reference library.



## THE SECONDARY CURRICULUM

AUGUST 1938

Goldstein, Morris	416 Ash Street, California
Hawthorne, Donald L.	California
Hazen, James M.	Smock
Means, William James	Lemont Furnace
Skinner, George	R. D. 1, Mill Run

JANUARY 1939

Burson, William Archie	R. D. 1, Fredericktown
Fast, James Jefferson	New Geneva
Havlicheck, Norman Joseph	Smock
Kvaka, Andy Michael	R. D. 2, Box 183, Uniontown
McQuade, Robert E.	Hooversville
Robinson, Zona Ruth	114 Union Street, Uniontown
Saddler, William Cassius	475 Poplar Street, Verona

MAY 1939

Balmer, Gladys Anne	803 Second Street, Charleroi
Bell, Edward Willis	340 Third Street, California
Bellisario, Joseph L.	Cokeburg
Black, Edwin M.	614 Second Street, California
Boag, Edna Mae	413 Reed Avenue, Monessen
Bodnar, Elsie Elizabeth	110 Cemetery Street, Monongahela
Burns, Charles Arden	518 Water Street, Brownsville
Carroll, Rita Anne	710 Third Street, Charleroi
Erskine, Sarah June	3 Church Street, Herminie
Evans, Elizabeth Sue	301 Connellsville Street, Fayette City
Franks, Mahlon F.	R. D. 3, Uniontown
Friedlander, Rose Florence	201 McKean Avenue, Donora
Glick, Louis H.	R. D. 1, Fayette City
Hagerty, Harold Ray	409 East Main Street, Roaring Spring
Harhai, John Bowika	1410 Schoonmaker Avenue, Monessen
Hirschi, Geraldine A.	432 Markell Street, Monongahela
Hulings, Harry Joseph	Daisytown
Kennedy, Daniel J.	134 Jean Street, Belle Vernon
Kweller, Sylvia Rhoda	504 Front Street, Brownsville
McCollum, Doris Lorraine	94 Kenric Avenue, Donora
McIntyre, Christine Swank	708 Lincoln Street, Monongahela
Moffitt, Albert John	539 High Street, Brownsville
Nescott, Julia Audrey	334 First Street, Donora
Preseren, Herman John	Box 42, Yukon
Ruecroft, Anna Louise	Box 55, Dunlevy
Sesack, Michael	Lohr Street, Central City
Sloan, Mary Catharine	1121 Park Street, Tarentum
Smith, Evelyn Jessie	66 Kenric Avenue, Donora
Spellman, Harold Maynard	216 Searight Avenue, Uniontown

Stanton, Ruth M.	R. D. 1, Fayette City
Tilton, Elsie Irene	811½ Sixth Street, Charleroi
Todd, Robert William	315 Henry Street, Belle Vernon
Zaffy, Joseph Paul	Fourth Street, Smithton
Zell, James A. J.	421 Third Street, Monongahela

## THE INDUSTRIAL ARTS CURRICULUM

AUGUST 1938

Hritz, Michael George	2118 Highland Avenue, McKeesport
Kipp, Wade	R. D. 2, Hooversville
Kuzma, Stephen B.	296 Beaver Street, Leetsdale
Longanecker, William Lantz	Greensboro
Masso, Charles Augustus	Republic

JANUARY 1939

Brennan, Martin J.	333 College Avenue, California
Chalfant, Joseph	R. D. 1, Perryopolis
Emory, Thomas	Matthews, Virginia
Honeychuck, Joseph Marion	General Delivery, Mt. Pleasant
Lasko, John Edward	Box 474, Rillton
Laurich, James Anthony	Ruffsedale
Poet, Willard Michael	1318 Stockly Gardens, Norfolk, Virginia
Robertson, John Chaytor	836 Lincoln Avenue, Steubenville, Ohio

MAY 1939

Carson, Ralph Wayne	R. D. 1, Charleroi
Cooper, William Lawrence	51 Reed Street, Monessen
Frye, William C., Jr.	826 Speer Street, California
Hartley, Arthur Allen	R. D. 1, Rice's Landing
Kovac, Andrew Vincent	R. D. 1, New Salem
Kuhn, Earl Thomas	R. D. 2, Box 105, Latrobe
Loya, Joseph Andrew	916 Bellevue Avenue, McKeesport
McCloskey, John Edward	Box 213, Daisytown
Placek, Edward Anthony	Star Junction
Reiter, Eugene W.	Sykesville
Schiffbauer, Robert Eben	R. D. 1, Leckrone
Scott, Marvin DeVaughn	R. D. 1, Coal Center
Warfel, Donald Hough	R. D. 1, Fayette City
Woods, David Alfred	Corbet Street, Tarentum



## CLASS OF 1940

## THE ELEMENTARY CURRICULUM

AUGUST 1939

Beck, Regina Dorothy	859 Jefferson Avenue, Washington
Billick, Sara Eleanor	Box 262, Elizabeth
Boris, Anna	650 High Street, California
Bowman, Helen Jordan	R. D. 1, Bridgeville
Eslinger, Mary Elizabeth	Smock
Franceschini, Mary Antoinette	170 Jackson Street, Brownsville
Fuchick, James	425 Ash Street, California
Goldman, Rose Marie	Brownsville Road, Broughton
Henderson, Dorothy Elizabeth	Grindstone
Huotari, Elvi Marie	425 Motheral Avenue, Monessen
Kelley, Dorothy Alberta	Chess Street, New Eagle
Kelso, Erma Bella	120 S. Central Avenue, Canonsburg
Lilley, Martha	McClellandtown
Montgomery, Margaret Katherine	Box 272, Scottdale
Powell, Bertha	Box 182, Hibbs
Simeral, Betty Lee	R. D. 1, Brownsville
Sipe, Dorothy	151 Uhl Avenue, Somerset
Sutherland, Mary Lucille	R. D. 1, Claysville
Temple, William Gurden	1329 Ashland Street, South Greensburg
Martin, Helen Louise	27½ Morgantown Street, Uniontown
Mocek, Mary K.	McDonald

JANUARY 1940

Butler, Marion Oliver	Hanlin Station
Ewing, Elizabeth Eleanor	127 Sixth Street, Monessen
Fenwick, Adele Loretta	1015 Second Street, Brownsville
Furlong, Eliza Emma	R. D. 1, Finleyville
Hillen, Iowa R.	Smock
Jackson, Norma Lee	Clarksville
Lilley, Marjorie Jean	Fairbank
Lindsay, Winnifred Mabel	Box 274, Cokeburg
Long, Sara Margaret	R. D. 1, Monongahela
Seese, Frances Julia	George Street, Scottdale
Shoaf, Clara Mildred	Box 65A, R. D. 2, Uniontown
Smiley, Emmett Deems	White Street, Bentleyville
Young, Laverna May	Seventh Street, West Elizabeth

MAY 1940

Abel, Hallie Frances	Route 2, Box 50, Dilliner
Beneccio, Violet	332 Short Street, Monessen
Benedetti, Louise Rita	Box 412, Roscoe

Bruno, Angeline Esther	678 McMahon Avenue, Monessen
Burns, Catherine Hilda	Fairbank
Buttermore, Pearl	R. D. 1, Scottdale
Campbell, Janet Donley	California
Caterino, Mary Lucille	436 Knox Avenue, Monessen
Chambers, Guinevere Strickler	110 South Beeson Avenue, Uniontown
Cornell, Mary Jane	665 Addison Street, Washington
Crowthers, Betty Beryl	725 Fourth Street, West Elizabeth
Dalaidi, Rose Marie	Coal Center
Faust, Frances Lois	Irwin
Fisher, Gertrude Jane	West Newton
Frederick, Juanita Lenore	Coal Center
Furlong, Eliza Emma	Finleyville
Glott, Ralph	657 Wood Street, California
Granato, Rose Philomenia	Box 331, Roscoe
Harding, Caribel Rae	West Brownsville
Herod, Richard Ross	Point Marion
Hornbake, Dorothea Jeanne	431 Fourth Street, California
Johnston, Alice Edna	160 Carnegie Avenue, Clairton
Johnston, Mary Jane	Washington Street, Bentleyville
Jones, Helen Frances	109 Second Street, Donora
Kearns, Sara Catherine	514 Market Street, Brownsville
Klinkhamer, George Ephraim	Rillton
Kornick, Mary Doris	Box 53, Allison
Korpar, Emelia Barbara	Hutchison Mine, Rillton
Krause, Thelma	Crucible
Langenbacher, Berdette Jane	119 Church Street, Washington
Linden, Edwin J.	532 Green Street, Brownsville
McLaughlin, Edith Louise	707 Whitney Avenue, Wilkinsburg
Nelson, Hildred Marie	Middle Street, Fayette City
Nelson, Lucille Ethel	Middle Street, Fayette City
O'Brien, Elizabeth Stewart	Fayette City
Plava, Frances A.	R. D. 1, Adah
Poremba, Frances Jane	1064 McKean Avenue, Donora
Povlish, Sylvia Joan	Fayette City
Powell, Sophia Mae	Hibbs
Rousseau, Marie Mona	Belle Vernon
Rutter, Henry Beeson	158 Union Street, Uniontown
Sabec, Anthony Francis	R. D. 3, Box 246, Uniontown
Sadler, Victoria Louise	314 Shibbet Street, California
Schwartz, Anna R.	944 Graham Avenue, Monessen
Shephard, Anna Mae	708 McKean Avenue, Charleroi
Snoke, Jean Louise	185 East Katherine Avenue, Washington
Sprowls, Gladys May	255 East Hallam Avenue, Washington
Strem, Inez Marie	1224 Second Street, Monessen
Strenske, Doris Pearl	Belle Vernon
Underwood, Jean Ellen	25 McKee Avenue, Monessen



Underwood, Nancy Elizabeth	25 McKee Avenue, Monessen
Van Sickle, Winnie Marie	R. D. 3, Smithfield
Wasson, Robert Mack	Brownsville
Waxmann, Olga Henrietta	724 South Fourteenth Street, Monessen
Whipkey, Mary Belle	Dawson
Young, Beatrice Irene	Elrama

## THE SECONDARY CURRICULUM

## AUGUST 1939

Dumm, J. Harold	R. D. 1, Box 199, Library
Ficks, Isreal B.	Box 575, Brownsville
Harris, James J.	Richeyville
Provance, Neva Elizabeth	South Street, New Geneva
Renn, James	350 Percy Street, South Williamsport
Rodibaugh, David Edgar	R. D. 2, New Kensington
Shepko, Ann Marie	Hancock Street, Monongahela

## JANUARY 1940

Crow, Paul Francis	R. D. 1, Charleroi
Dills, Paul Kenneth	119 West Fayette Street, Uniontown
Kilonsky, Regina Agnes	South Main Street, Bentleyville
Neil, Bernard Robert	121 Pennsylvania Street, California
Paisley, Samuel J.	Frank
Rhoades, Naomi	462 Park Way, Monessen
Skinkis, Grayce Josephine	7123 Michigan Avenue, Swissvale
Whitney, Nelle Rogers	Jefferson

## MAY 1940

Addis, Edwin Pratt	19 Arch Street, South Side, Brownsville
Beck, John Edward	Perryopolis
Bergstein, Edward Robert	111 Reed Avenue, Monessen
Blair, Joseph Milton, Jr.	Third and Knox, Hiller Plan, Brownsville
Brown, Pete F.	Richeyville
Bucy, Carl Urban	Sixth and Border Streets, West Elizabeth
Cartwright, Mary Elizabeth	218 Pennsylvania Avenue, Wilson
Chomosh, Katherine	632 Ninth Street, Monessen
Emelau, William John	729 Pennsylvania Avenue, California
Emler, Margaret K.	105 Bertha Avenue, Donora
Fisher, William C.	606 Donner Avenue, Monessen
Furlong, Irene Mae	Seventh Street, West Elizabeth
Hartley, Thomas Morgan	R. D. 1, Adah
Hively, John Pershing	918 Woodbourne Avenue, Pittsburgh
Holet, Charles William	Monessen Highway, Pricedale
Holet, Michael M.	Monessen Highway, Pricedale
Johnson, Edith Marie	660 McKee Avenue, Monessen
Marsh, James C.	5 Harris Street, West Newton

McCann, Harry Lawrence	201 McKean Avenue, Charleroi
McGeachie, Gerald Archibald	Lake Lynn
Morrison, Ellen Lucille	41 Vernon Drive, Mt. Lebanon, Pittsburgh
Nuss, Irene Elizabeth	512 Lincoln Street, Monongahela
O'Brien, Marie Eileen	Bentleyville
Ratica, Edward Theodore	133 East Schoon Avenue, Monessen
Reichard, Virginia Marie	819 Fourth Street, California
Rousseau, Florence Avis	R. D. 1, Belle Vernon
Romesburg, Ellen Persis	58 Lebanon Avenue, Uniontown
Sisley, Catherine June	Star Junction
Snowdon, Mary Elizabeth	Roscoe
Tilton, Bertha Charles	811½ Sixth Street, Charleroi
Whirlow, George Louis	Perryopolis

## THE INDUSTRIAL ARTS CURRICULUM

## AUGUST 1939

Brooks, Victor Maynard	851 Speer Street, California
Baker, Edgar	Box 114, California
Crowthers, Ray Marshall	Fourth Street, West Elizabeth
Davis, Albert	325 Painter Avenue, Greensburg
Franceschini, Samuel N.	170 Jackson Street, Brownsville
Keller, Henry H.	1803 Victoria Avenue, Arnold
Koos, Edwin Milan	Box 491, California
Lamb, Auburn Joseph	705 Washington Avenue, Charleroi
Luft, Jay M.	121 Blaine Avenue, Brownsville

## JANUARY 1940

Corba, Nicholas B.	115 Conot Street, Carnegie
*Dal Canton, Bernard Albert	934 Green Street, California
Higbee, Donald David	Library
Migut, John Albert	819 Chestnut Street, Johnstown
Reynolds, Raymond Wallace	California
Wolfe, Bill Boyd	Church Street, Star Junction

## MAY 1940

Barkley, Willis Herman	R. D. 1, Harmony
Barth, George H.	Locust Street, Richeyville
Campbell, Paul Welphey	436 Wilkens Avenue, California
Ceglarz, Edmund Clemens	208 Alliquippa Avenue, Monessen
Easton, Thomas William	California
Finley, Gail R.	R. D. 2, Belle Vernon
Fisher, Ivan Ralph	Granville
Goimarac, Joseph Emil	1209 Highland Avenue, Monessen

\*Died December 6, 1939.



Holman, William Byron .....	328 College Avenue, California
Hoon, Byron Robertson .....	60 Morgantown Street, Fairchance
Jacobs, William R. ....	1521 Evans Avenue, McKeesport
Knepper, Elwood S. ....	R. D. 6, Somerset
Kudlik, John H. ....	25 Oak Terrace, Monessen
Kunkelmann, Marcellus McClure .....	29 Hazel Drive, Pittsburgh
Massimiani, Peter John .....	Box 1326, Uniontown
Riffle, Elmer Howard .....	Adah
Sharpnack, Frank McClellan .....	998 Pennsylvania Avenue, California
Shutsy, Irvin John .....	R. D. 1, Connellsville
Speicher, Harry Brumbaugh .....	504 Allegheny Street, Boswell
Symons, John William .....	1118 Reeves Avenue, Monessen
Thomas, Chalmer Lloyd .....	308 Allegheny Street, Boswell
Uriniak, Michael .....	105 Allen Plan, Donora
Varner, Paul Ream .....	510 Caldwell Avenue, Portage
Waterhouse, Ralph C. ....	California
Zajac, Walter Edward, Jr. ....	33 Vernon Street, Uniontown
Zingle, Stanley A. ....	North Pine Street, Jefferson

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Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal. There never has been in the world's history a period when it was more worth-while to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized.

—William Lyon Phelps