

52-7

THE CALIFORNIA BULLETIN



STATE TEACHERS COLLEGE

1942 - 1943

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CALIFORNIA, PENNSYLVANIA

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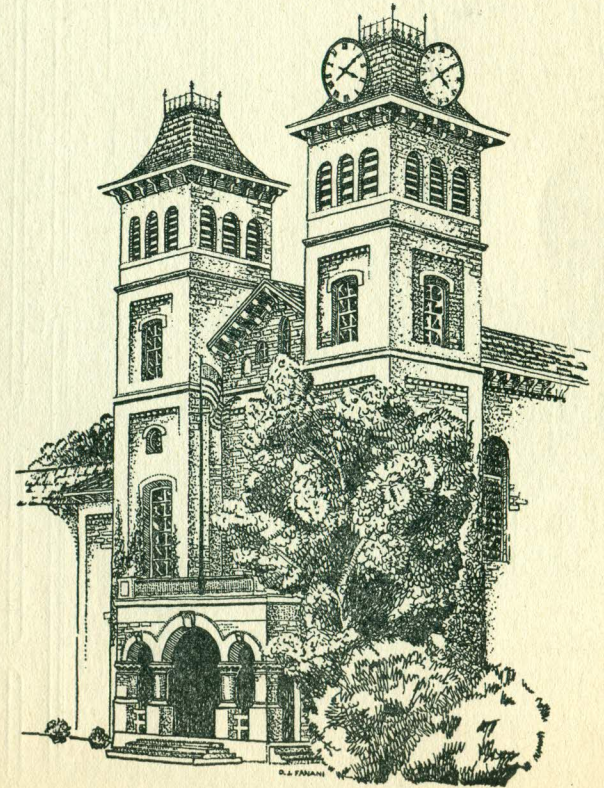
CALIFORNIA, PENNSYLVANIA

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MAP OF THE COLLEGE

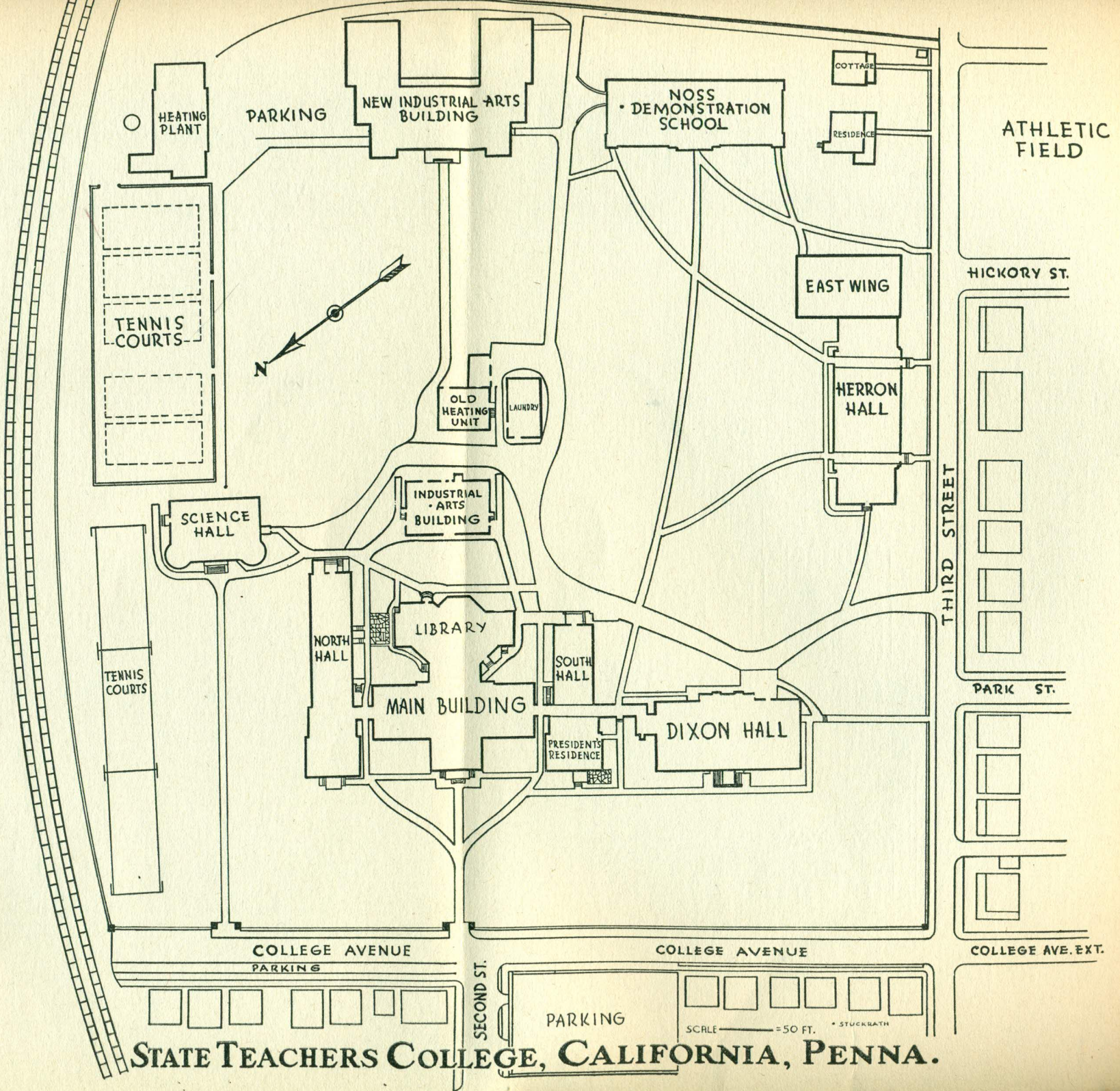
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THE TOWERS—1870

← MONONGAHELA RIVER →



STATE TEACHERS COLLEGE, CALIFORNIA, PENNA.

CALENDAR FOR 1942-1943

CALENDAR FOR 1942

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

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

CALENDAR FOR 1943

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

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

COLLEGE CALENDAR

SUMMER SESSIONS 1942

| | | |
|--|-------|--------------------|
| Registration for Pre-Three Weeks Summer | ..... |  |
| Session | ..... | Monday, June 8 |
| Pre-Three Weeks Summer Session Begins | ..... | Monday, June 8 |
| Pre-Three Weeks Summer Session Ends | ..... | Friday, June 26 |
| Registration for Six Weeks Summer Session | ..... | Monday, June 29 |
| Six Weeks Summer Session Classes Begin | ..... | Tuesday, June 30 |
| Entrance Examinations for September Freshmen | ..... |  |
|  | ..... | Wednesday, July 15 |
| Six Weeks Summer Session Ends | ..... | Friday, August 7 |
| Registration for Post-Three Weeks Summer | ..... |  |
| Session | ..... | Friday, August 7 |
| Post-Three Weeks Summer Session Begins | ..... | Monday, August 10 |
| Post-Three Weeks Summer Session Ends | ..... | Friday, August 28 |

FIRST SEMESTER 1942-1943

| | | |
|--------------------------------------|-------|---|
| Final Date for Entrance Examinations | ..... | Monday, September 14 |
| Registration of New Freshmen | ..... |  |
|  | ..... | 2 P. M. to 4:30 P. M., Monday, September 14 |
| Registration of All Other Classes | ..... | Monday, September 14 |
| First Semester Classes Begin | ..... | Tuesday, September 15 |
| Thanksgiving Recess Begins | ..... |  |
|  | ..... | After Last Class, Tuesday, November 24 |
| Thanksgiving Recess Ends | ..... | 12 M., Monday, November 30 |
| Christmas Recess Begins | ..... |  |
|  | ..... | After Last Class, Saturday, December 19 |
| Christmas Recess Ends | ..... | 12 M., Monday, January 4 |
| First Semester Ends | ..... | After Last Class, Saturday, January 23 |

SECOND SEMESTER 1942-1943

| | | |
|--|-------|---------------------------------------|
| Registration of All Part-Time Students | ..... |  |
|  | ..... | 8 A.M. to 12 M., Saturday, January 23 |
| Registration of All Other Students | ..... |  |
|  | ..... | 8 A.M. to 12 M., Monday, January 25 |
| Second Semester Classes Begin | ..... | Monday, January 25 |
| Easter Recess Begins | ..... | After Last Class, Saturday, April 17 |
| Easter Recess Ends | ..... | 8 A.M., Tuesday, April 27 |
| Second Semester Ends | ..... | After Last Class, Friday, May 21 |

COMMENCEMENT 1943

| | | |
|----------------------|-------|------------------|
| Alumni Day | ..... | Saturday, May 22 |
| Baccalaureate Sermon | ..... | Sunday, May 23 |
| Commencement | ..... | Monday, May 24 |

BOARDS OF CONTROL

STATE COUNCIL OF EDUCATION

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

| | | |
|--------------------------------------|-----------|--------------|
| MARCUS AARON | - - - - - | Pittsburgh |
| W. FLOYD CLINGER | - - - - - | Warren |
| ELSIE M. HECKMAN | - - - - - | Allentown |
| DONALD L. HELFFERICH | - - - - - | Lansdowne |
| MILES HORST | - - - - - | Palmyra |
| ROBERT C. SHAW | - - - - - | Camp Hill |
| G. MORRIS SMITH | - - - - - | Selinsgrove |
| HERBERT J. STOCKTON | - - - - - | Johnstown |
| 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*

DORR E. CROSLY, *Deputy Superintendent*

TEACHER EDUCATION AND CERTIFICATION

HENRY KLONOWER, *Director*

COLLEGE BOARD OF TRUSTEES

| | | |
|---|-----------|------------------|
| HARRY E. PRICE, <i>Chairman</i> | - - - - - | Charleroi |
| WILBUR VAN BREMEN, <i>Vice Chairman</i> | - - - - - | South Greensburg |
| EARL W. TAYLOR, <i>Secretary</i> | - - - - - | California |
| BEN G. BINNS | - - - - - | Monongahela |
| D. C. LONGANECKER | - - - - - | Waynesburg |
| JACOB B. SCHROCK | - - - - - | Berlin |
| *LEE SMITH | - - - - - | Uniontown |
| MRS. MARGARET B. THOMPSON | - - - - - | Washington |
| ROBERT WILLIAMS | - - - - - | Fayette City |

*Deceased

COLLEGE STAFF

ADMINISTRATIVE OFFICERS

| | | |
|---------------------------------|-----------|--|
| 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 J. CONLON | - - - - - | <i>Bursar</i> |
| FRANCES PLAVA, B.S. in Ed. | - - - - - | <i>Registrar</i> |
| ARTHUR POLLOCK | - - - - - | <i>Superintendent of Buildings and Grounds</i> |
| RUTH DORSEY, A.B., B.S. in L.S. | - - - - - | <i>Librarian</i> |
| ELIZABETH F. 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

| | | |
|------------------------------------|-----------|---|
| HARRIET R. COPENHAVER, B.S. in Ed. | - - - - - | <i>Secretary to the President</i> |
| MADELINE L. KIRBY | - - - - - | <i>Secretary to Dean of Instruction</i> |
| SARA E. STEELE | - - - - - | <i>Secretary to Director of the Laboratory School</i> |
| SALMA S. JOHNSON, A.B. | - - - - - | <i>Assistant in the Library</i> |
| DOROTHY M. REICHARD, B.S. in Ed. | - - - - - | <i>Assistant in the Library</i> |
| RUTH UNDERWOOD | - - - - - | <i>Clerical Assistant</i> |
| BETTY L. 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

DURING 1941-1942

- 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; Buck-
nell 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.
- 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; Education; Modern Lang-*
uages
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 Univer-
sity, M.A., 1938.
- LEON H. CONNELL, M.A., *Speech; Dramatics*
Emerson College of Oratory, B.L.I., 1925; University of Nebraska, M.A.,
1927.
- SHRIVER L. COOVER, Ed.D., *Industrial Arts*
Shippensburg State Normal School, 1918; Geneva College, B.S., 1926;
University of Pittsburgh, M.A., 1930; Ed.D., 1941.
- SARA CORNELIUS, M.A., *Laboratory School*
Indiana State Normal School, 1922; University of California, Ed.B.,
1935; Teachers College, Columbia University, M.A., 1939.
- *RICHARD R. CROW, M.A., *Industrial Arts*
State Teachers College at California, B.S. in Ed., 1936; Ohio State Uni-
versity, M.A., 1938.
- EDWARD H. CUBBON, M.A., *Health and Physical Education*
West Virginia University, B.S., 1932; M.A., 1936.

*Leave of absence during 1941-1942.

- RUTH DORSEY, A.B., B.S., in L.S., *Librarian*
Ohio Wesleyan University, A.B., 1918; Columbia University, B.S. in
L.S., 1933.
- MARIE T. ESCHER, M.A., *Laboratory School*
California State Normal School, 1909; University of Pittsburgh, B.S.,
1926; M.A., 1928.
- 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.
- ALPHA GRAHAM, M.A., *Laboratory School*
Colorado State Teachers College, A.B., 1921; University of Pittsburgh,
M.A., 1931.
- ROSE G. GRECO, B.S. in Ed., *Laboratory School*
State Teachers College at California, B.S. in Ed., 1932.
- CLARENCE L. GROVE, M.A., *Health and Physical Education*
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; Ph.G., 1916; Nebraska Wesleyan Uni-
versity, A.B., 1923; University of Nebraska, M.A., 1926.
- GEORGE S. HART, Ph.D., *Social Sciences*
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; State Teachers College at
California, B.S. in Ed., 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.
- 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; State Teachers College at California, B.S. in Ed., 1932; University of Pittsburgh, Ed.M., 1939.
- ROSE A. LEACOCK, M.A., *Industrial Arts; Art*
Edinboro State Normal School, 1922; George Peabody College, B.S., 1927; M.A., 1932.
- WILBUR R. LECRON, Ed.D., *History*
Shippensburg State Normal School, 1919; Defiance College, A.B., 1923; University of Pittsburgh, M.A., 1928; Pennsylvania State College, Ed.D., 1938.
- 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.
- HORACE MONTGOMERY, Ph.D., *History*
Ohio Northern University, A.B., 1927; University of Georgia, M.A., 1930; Ph.D., 1940.
- NEVA W. MONTGOMERY, M.A., *Laboratory School*
George Peabody College, B.S., 1928; M.A., 1929.
- DOUROSSOFF E. MORLEY, M.A., *Speech; Speech Correction*
Michigan State Normal College, A.B., 1933; University of Michigan, M.A., 1939.
- RUTH L. MYERS, M.A., *Music*
Ithaca Conservatory of Music, Mus.B., 1927; Cornell University, M.A., 1940.
- 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; Physics*
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.

- 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.
- 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., *Psychology; Education*
Lock Haven State Normal School, 1910; Grove City College, B.S., 1918; Ohio State University, M.A., 1926.

CO-OPERATIVE TEACHERS

1941-1942

ELEMENTARY

BROWNSVILLE

Emma Tomblin Brown
Olive Pfeiffer Mason

DONORA

Mae Ostrander Dietz

CALIFORNIA

Bertha Gue
Evelyn Keller

UNIONTOWN

Hazel Baer
Margaret Burrell
Mary Graham

SECONDARY

CALIFORNIA

Georgia Gibson
Gladys Mills
Harriet Powell
W. Milton Sisson
William R. Watkins

DONORA

Katherine Hayes
Ruth March
Mary McCollum

INDUSTRIAL ARTS

CLAIRTON

Wilbur K. Monks

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*

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. Thirteen years later that institution received a State Charter to become the Southwestern Normal College. In 1874 it was given official state recognition, and became known as the Southwestern State Normal School.

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.

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 correction and in the teaching of mentally retarded 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 1941-1942, it served nearly 500 full-time students and more than 225 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.

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.

Vulcan Hall, immediately behind Main, was built in 1894 as a gymnasium, and following the construction of Herron Hall, was used for industrial arts. It was abandoned for that work in the spring of 1941, and is now being used for instruction in machine shop, welding, and related activities on several war work programs.

Other buildings are the *Heating Plant*, an attractive structure, architecturally, in the northeast corner of the campus, and the *Laundry*, near Vulcan Hall.

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. A proposed west 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 20,500 volumes. Approximately 1,000 volumes are added each year. The library subscribes for 200 current magazines and newspapers, and has catalogued nearly 1,600 bound volumes. Spacious, well-lighted reading rooms accommodate 140 students, and a periodical reference room provides study space for 30 persons at a time.

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 accommodates 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 Industrial Arts Building.

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, reading, and psycho-educational 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.

Speech correction service is available through the speech clinic. A Saturday demonstration clinic is operated in the Laboratory School for diagnosis, making recommendations, and to provide an opportunity for students and teachers to observe the clinician at work. A week-day clinic accommodates cases for treatment over a semester period. School surveys, clinic, and office appointments serve public school children and College students. Approximately 400 cases are examined each year.

Children's reading difficulties are diagnosed in the reading clinic. Children may be brought to the clinic by appointment on Saturday and at other times during the week. Some field service is available.

Problems of social attitude, personality, and school-learning are dealt with in the psycho-educational clinic. It co-operates closely

with the speech and reading clinics. The clinic is open on Saturdays and for after-school appointments on Monday, Wednesday, and Friday. A limited amount of field service is furnished to school districts that wish to establish special classes for mentally retarded children. This clinic has an equal interest in the study and adjustment of children of superior ability. Approximately 50 children are met each month in the various types of service.

THE ALUMNI

Alumni of the College number more than six thousand. Most of these men and women 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 Judge Davis W. Henderson, '94, President; Aaron J. Hoover, '34, First Vice-President; Mrs. Mary Jane Phillips, '26, Second Vice-President; George P. Kunkle, '94, Third Vice-President; Miss Marie T. Escher, '09, Secretary; and John R. Gregg, '07, Treasurer. The Board of Directors is composed of Armor A. Haines, '15; Charles F. Saylor, '21; William A. Dannels, '12; Clarence L. Shaver, '95; Wade Blackburn, '10; Mrs. Anna W. Corwin, '98; and Dr. Robert M. Steele, President of the College. Special issues of *The California Bulletin*, designated as alumni numbers, are published four times a year, and serve as the official publication of the Association. In all its activities the Alumni Association has the whole hearted 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 Dormitory Women's Council, and the Dormitory Men's 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.

Churches of the following denominations may be attended in California: Baptist, Christian, Nazarene, Methodist, and Presbyterian. A Jewish Synagogue is also located in the borough, and there is a Roman Catholic church in Coal Center, an adjacent community, about one mile from the Campus.

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 parties, dances, and other such events 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
Geography Club
Music Appreciation Club
Nature Lore Club
Photography Club
Rifle Club
Varsity Club

Publications

Hammer and Tongs
Monocal
The Industrial Arts Leader
The Vulcan

Religious Groups

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

Dramatics

College Players
Junior Players

Forensics

Debating Association

Honor Societies

Alpha Psi Omega
Kappa Delta Pi
Phi Sigma Pi
Pi Gamma Mu

Music

Men's Glee Club
Mixed Chorus
Women's Glee Club

Social Groups

Gamma Pi Chi
Monvalea

Governing Groups

Athletic Council
Student Activities Association
Student Congress
Men Day Students' Council
Women Day Students' Council
Dormitory Men's Council
Dormitory Women's Council

HEALTH EDUCATION AND ATHLETICS

HEALTH EDUCATION

During the freshmen year, each student is required to take a course 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 that 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 con-

finied 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.

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 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 college, and especially in a teachers college; consequently, a strict eligibility code is enforced. Rigid administrative supervision is given to all varsity sports, and high scholarship standards are maintained.

A complete statement of the rules and regulations that govern athletic competition at California 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. The fee is applied to a student's regular account upon registration.

DORMITORY FOR WOMEN

North Hall, a dormitory for 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. The College dispensary, infirmary, and nurse's apartment are also in this building.

DORMITORIES FOR MEN

South Hall, located between Main Hall and Dixon, is a dormitory for 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, with a seating capacity of 450 persons.

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 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 State Teachers Colleges of Pennsylvania. These include satisfactory ratings in: (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 evidences 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 scholastic aptitude tests administered at the College.

- c. Applicants meeting the requirements (1), (2), (3) satisfactorily will be admitted for one semester on probation. 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 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, 1942

Applicants for admission to the freshman class in September, 1942, 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 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, 1942. 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. These 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.

MID-YEAR ENTRANTS

Applicants who complete secondary schools at mid-year and who wish to enter the College in January, 1943, should begin to make preparations for entering no later than December 10, 1942.

FRESHMAN WEEK

The adjustment of "going-to-college" is sometimes difficult to make. With a view to helping new students at California, Freshman Activities, during the first week of college, are arranged each year. These aim to assist the freshmen in making their adjustment as quickly and comfortably as possible.

The problems attendant upon the discovery by new students that they are to be self-dependent are many and involved. While it may be assumed that the majority of incoming students know the reasons for their coming to college, others may need help in discovering their reasons for coming and in learning about the purpose of the College.

The activities of the week are designed to aid in the problems of getting acquainted with the physical plant, the history, the customs and traditions, and the regulations of the College. Opportunities are provided for the meeting of new people and the making of new friendships among the faculty and students. These persons are vitally interested in helping with the orientation of each freshman.

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.

TRANSFER STUDENTS WITH SCHOLASTIC DEFICIENCIES

Persons who have been dismissed for scholastic deficiencies from another college or university are not admitted to California until they are eligible for re-admission to the institution from which they were dropped.

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 regis-

tration. 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 maximum 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 first-class, four-year secondary schools 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.

ADVANCED STANDING CREDIT

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 at this College or for courses, completed at other colleges or universities, in which grades below C were earned. All credits of students who apply for admission with advanced standing must be approved

by the Dean of Instruction. Credits from colleges not approved by the Department of Public Instruction of Pennsylvania will not be accepted toward either certification or graduation.

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.

WITHDRAWALS

Students who during a semester find it necessary to leave the College should confer with the President or the Dean of Instruction

and the Dean of Women or the Dean of Men before discontinuing attendance at classes. If after such conferences it is found that a student should not continue for any reason, official withdrawal forms must be filled in at the General Office. Students who leave the College without following this routine, especially the filling in of withdrawal cards, jeopardize their status.

Withdrawal forms must be properly filled in also by students who desire to discontinue part of a schedule after registration. When students merely stop attending classes without officially withdrawing by filling in the proper cards, F grades are recorded on the permanent records for the courses dropped.

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 the 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.

CITIZENSHIP

In keeping with legislative provisions, a student will be required to present evidence of citizenship of the United States to be eligible for a diploma or a teacher's certificate after May, 1941. If students are not citizens of the United States at the time of their admission, they will be required to become such before they may be graduated.

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 1941-1942, student teaching was done in the elementary schools of Brownsville and California, 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, and at other places, depending upon the need.

Students make application 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 to 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.

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.

SUMMARY OF GRADUATION REQUIREMENTS

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. Quality points are not computed for work done at other colleges or universities, and only for courses taken at California subsequent to 1931.
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, that is, the last 32 credits, 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.

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 valid for three years of teaching, 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.

A College Certificate valid for secondary school teaching may 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, speech correction, or the teaching of mentally retarded classes.

PERMANENT COLLEGE CERTIFICATE

A Provisional College Certificate may be made permanent after three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth with a teaching rating of "middle" or better and the satisfactory completion of at least six semester hours of additional preparation of collegiate grade, completed subsequent to the baccalaureate degree; one-half of it must be professional, and the remainder related to the subjects or subject fields in which the holder is certificated to teach.

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

A Permanent College Certificate entitles the holder to teach for life the subjects or subject fields indicated on its face.

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.

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 provides oppor-

tunity also for emphasizing certain aspects of elementary education, such as: Early Childhood Education, Intermediate Education, Rural Education, and Special Education (Mentally Retarded Classes and Speech Correction). 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 Language 1 | 4 | 3 | English Language 2 | 3 | 3 |
| Speech 1 | 3 | 3 | Geography 1 | 3 | 3 |
| Biological Science 1 | 4 | 3 | Biological Science 2 | 4 | 3 |
| Health Education 1 | 4 | 2 | Health Education 2 | 4 | 2 |
| Education 1 | 3 | 3 | History 1 | 4 | 4 |
| Music 1 | 3 | 2 | Art 1 | 3 | 2 |
| Total | 21 | 16 | Total | 21 | 17 |
| Third Semester | | | Fourth Semester | | |
| English Literature 21 | 3 | 3 | English Literature 22 | 3 | 3 |
| Geography 21 | 3 | 3 | Social Science 21 or 37 | 3 | 3 |
| Psychology 21 | 3 | 3 | Psychology 22 | 3 | 3 |
| Physical Science 1 | 4 | 3 | Physical Science 2 | 4 | 3 |
| Elective | 3 | 3 | Electives | 4 | 4 |
| Total | 16 | 15 | Total | 17 | 16 |
| Fifth Semester | | | Sixth Semester | | |
| History 21 | 3 | 3 | History 22 | 3 | 3 |
| Education 35 | 3 | 3 | History 33 | 2 | 2 |
| Music 21 | 4 | 2 | Music 22 | 3 | 2 |
| Art 21 | 4 | 2 | Art 22 | 3 | 2 |
| Education 37 | 2 | 2 | Education 39 | 4 | 3 |
| Education 47 | 1 | 1 | Health Education 32 | 3 | 2 |
| Elective | 3 | 3 | Elective | 2 | 2 |
| Total | 20 | 16 | Total | 20 | 16 |
| Seventh Semester | | | Eighth Semester | | |
| English Literature 40 | 3 | 3 | Education 60 | 18 | 12 |
| Social Science 31 | 3 | 3 | Education 95 | 4 | 3 |
| Education 40 | 2 | 2 | | | |
| Education 41 | 2 | 2 | | | |
| Education 46 | 4 | 3 | | | |
| Education 48 | 2 | 1 | | | |
| Education 58 | 3 | 3 | | | |
| Total | 19 | 17 | Total | 22 | 15 |

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 Language 1 | 4 | 3 | English Language 2 | 3 | 3 |
| Speech 1 | 3 | 3 | Geography 1 | 3 | 3 |
| Biological Science 1 | 4 | 3 | Biological Science 2 | 4 | 3 |
| Health Education 1 | 4 | 2 | Health Education 2 | 4 | 2 |
| Education 1 | 3 | 3 | History 1 | 4 | 4 |
| Music 1 | 3 | 2 | Art 1 | 3 | 2 |
| Total | 21 | 16 | Total | 21 | 17 |
| Third Semester | | | Fourth Semester | | |
| English Literature 21 | 3 | 3 | English Literature 22 | 3 | 3 |
| Geography 21 | 3 | 3 | Social Science 21 or 37 | 3 | 3 |
| Psychology 21 | 3 | 3 | Psychology 22 | 3 | 3 |
| Physical Science 1 | 4 | 3 | Physical Science 2 | 4 | 3 |
| Elective | 3 | 3 | Electives | 4 | 4 |
| Total | 16 | 15 | Total | 17 | 16 |
| Fifth Semester | | | Sixth Semester | | |
| Social Science 31 | 3 | 3 | Education 43 | 2 | 2 |
| Education 41 | 2 | 2 | Education 44 | 2 | 2 |
| Education 47 | 1 | 1 | Electives | 13 | 13 |
| Electives | 10 | 10 | | | |
| Total | 16 | 16 | Total | 17 | 17 |
| Seventh Semester | | | Eighth Semester | | |
| Education 40 | 2 | 2 | Education 70 | 18 | 12 |
| Education 48 | 2 | 1 | Education 95 | 4 | 3 |
| Education 58 | 3 | 3 | | | |
| Electives | 10 | 10 | | | |
| Total | 17 | 16 | Total | 22 | 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, printing, 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 Language 1 | 4 3 | English Language 2 | 3 3 |
| Education 1 | 3 3 | Speech 1 | 3 3 |
| Physical Science 23 | 4 3 | History 34 | 3 3 |
| Health Education 1 | 4 2 | Health Education 2 | 4 2 |
| Drawing and Design | 4 2 | Drawing and Design | 4 2 |
| Shop | 8 4 | Shop | 8 4 |
| Total | 27 17 | Total | 25 17 |
| Third Semester | | Fourth Semester | |
| Psychology 21 | 3 3 | Psychology 22 | 3 3 |
| Mathematics 1 | 3 3 | English Literature 21 or 22 | 3 3 |
| Drawing and Design | 4 2 | Social Science 21 | 2 2 |
| Shop | 8 4 | Drawing and Design | 4 2 |
| Elective | 3 3 | Shop | 8 4 |
| Total | 21 15 | Elective | 3 3 |
| Total | 21 15 | Total | 23 17 |
| Fifth Semester | | Sixth Semester | |
| Social Science 31 | 3 3 | Industrial Arts 39 | 3 3 |
| Education 41 | 2 2 | Drawing and Design | 4 2 |
| Education 47 | 1 1 | Shop | 8 4 |
| Drawing and Design | 4 2 | Electives | 6 6 |
| Shop | 8 4 | | |
| Elective | 3 3 | | |
| Total | 21 15 | Total | 21 15 |
| Seventh Semester | | Eighth Semester | |
| Education 43 | 2 2 | Education 80 | 18 12 |
| Education 48 | 2 1 | Education 95 | 4 4 |
| Drawing and Design | 4 2 | | |
| Shop | 8 4 | | |
| Shop | 8 4 | | |
| Elective | 3 3 | | |
| Total | 27 16 | Total | 22 16 |

In the foregoing curriculum for the preparation of teachers of industrial arts, students must take 14 semester hours in drawing and design and 32 credits in shop courses. These must be selected, with guidance from the Dean of Instruction, from among the following courses which are completely described on pages 75 to 79 of this Catalog:

DRAWING AND DESIGN COURSES

| | | |
|---------------|----------------------------------|-------|
| D. and D. 1. | Introductory Mechanical Drawing | 2 cr. |
| D. and D. 2. | Sheetmetal Drafting | 2 cr. |
| D. and D. 23. | Graphic Arts Design | 2 cr. |
| D. and D. 24. | Machine Drawing and Design | 2 cr. |
| D. and D. 35. | Electrical Drafting | 2 cr. |
| D. and D. 36. | Industrial Arts Design | 2 cr. |
| D. and D. 37. | Shop Sketching | 2 cr. |
| D. and D. 48. | Architectural Drawing and Design | 2 cr. |
| D. and D. 49. | Advanced Mechanical Drawing | 2 cr. |
| D. and D. 50. | Art Structure | 2 cr. |

SHOP COURSES

| | | |
|----------|-------------------------------------|-------|
| Shop 1. | Fundamentals of Woodworking | 4 cr. |
| Shop 2. | Fundamentals of Sheetmetal | 4 cr. |
| Shop 23. | Fundamentals of Graphic Arts | 4 cr. |
| Shop 24. | Fundamentals of Machine Shop | 4 cr. |
| Shop 35. | Fundamentals of Electricity | 4 cr. |
| Shop 36. | Advanced Woodworking | 4 cr. |
| Shop 37. | Fundamentals of Ceramics | 4 cr. |
| Shop 47. | Advanced Machine Shop | 4 cr. |
| Shop 48. | Advanced Electric Shop | 4 cr. |
| Shop 49. | Advanced Graphic Arts | 4 cr. |
| Shop 50. | Fundamentals of Art Metal | 4 cr. |
| Shop 51. | Patternmaking | 4 cr. |
| Shop 52. | Advanced Sheetmetal Shop | 4 cr. |
| Shop 53. | Advanced Typography and Book Design | 4 cr. |
| Shop 54. | Advanced Art Metal | 4 cr. |
| Shop 55. | Special Machine Shop | 4 cr. |
| Shop 56. | Fundamentals of Welding | 4 cr. |
| Shop 57. | Fundamentals of Forging | 4 cr. |
| Shop 58. | Fundamentals of Weaving | 4 cr. |
| Shop 59. | Comprehensive General Shop | 4 cr. |
| Shop 60. | Advanced Metal Work | 4 cr. |

ELECTIVE AREAS FOR SPECIALIZATION

ELEMENTARY SCHOOL TEACHING

Students in the elementary curriculum may 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:

| | |
|---------------------------|----------------------------|
| Early Childhood Education | Special Education |
| Intermediate Education | Mentally Retarded Children |
| Rural Education | Speech Correction |

SECONDARY SCHOOL TEACHING

Students in the secondary curriculum must offer a minimum of 24 credits in one field and at least 18 credits in another. The content of the areas for specialization 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 | Physical Science |
| English | Science |
| Geography | Social Studies |
| Mathematics | Speech |

INDUSTRIAL ARTS TEACHING

In addition to specialization in shop work, industrial arts students are required to select an area for concentration of not less than 18 credits from the following:

| | |
|----------------------------|------------------|
| Biological Science | Mathematics |
| Elementary Industrial Arts | Physical Science |
| | Science |

CONTENT OF AREAS FOR SPECIALIZATION

ELEMENTARY SCHOOL TEACHING

Early Childhood Education (Nursery School, Kindergarten, Grades 1, 2, and 3). Required: Early Childhood Education, 3 credits; additional courses for 9 credits from among: Child Adjust-

ment, 3 credits; Child Psychology, 3 credits; Diagnosis and Remedial Instruction in Reading, 3 credits; Education for Family Living, 3 credits; Mental Hygiene, 3 credits; Safety Education, 2 credits; School Finance, 1 credit; Teaching of Arithmetic, 3 credits; and courses in academic fields and special curriculums at the College, provided that to achieve breadth of preparation not more than 6 credits may be selected from the foregoing courses and that not more than 6 credits may be selected from any one academic field or special curriculum. Total, 12 credits.

In addition to the foregoing requirements, students wishing to specialize in this area must, in the core curriculum work, do Student Teaching in the Elementary School in grades below the fourth, 12 credits; and Curriculum Materials: Selection and Adaptation for grades below the fourth, 3 credits. Three of the 12 credits required in student teaching may be observation and participation at other age levels of the elementary field.

Intermediate Education (Grades 4, 5, and 6). Required: Teaching of American History and Government, 3 credits; additional courses for 9 credits from among electives approved for Early Childhood Education. Total, 12 credits.

In addition to the foregoing requirements, students wishing to specialize in this area must, in the core curriculum work, do Student Teaching in the Elementary School in grades above the third, 12 credits; and Curriculum Materials: Selection and Adaptation for the intermediate grades, 3 credits. Three of the 12 credits required in student teaching may be observation and participation at other age levels of the elementary field.

Rural Education. Required: Rural School Problems, 3 credits; additional courses for 9 credits from among electives approved for Early Childhood Education. Total, 12 credits.

In addition to the foregoing requirements, students wishing to specialize in this area must, in the core curriculum work, do Student Teaching in the Elementary School under rural school conditions, 12 credits; and Curriculum Materials: Selection and Adaptation in rural schools or in grades 1 to 6 or 1 to 8 under conditions approximating rural schools, 3 credits. Three of the 12 credits required in student teaching may be observation and participation in Early Childhood Education or Intermediate Education.

Special Education: Mentally Retarded Classes. Required: Psychology of Exceptional Children, 3 credits; Art Crafts for Special Classes, 3 credits; Advanced Art Crafts, 3 credits; Special Class Student Teaching, 1 credit; Special Class Methods, 2 credits, additional courses for 12 credits from among: Diagnosis and Remedial Instruction, 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.

Students who choose this area of specialization may take all 12 credits of electives in special education courses. In addition they may take six more semester hours by eliminating from the core curriculum, with the approval of the Dean of Instruction, any two of the following three aspects: Ethics, Curriculum Materials: Selection and Adaptation, 3 credits of Student Teaching in the Elementary School. Through this arrangement, students will be able to earn 18 of the 24 credits needed for teaching classes of mentally retarded pupils within the minimum requirements for a degree. They will be graduated with regular elementary certification, and will be able to complete special class certification through one summer session of study either prior to or following their graduation.

Special Education: Speech Correction. Required: Psychology of Exceptional Children, 3 credits; Speech Problems, 2 credits; Elementary Speech Clinic, 2 credits; Psychology of Speech, 3 credits; additional courses for 14 credits from among: Diagnosis and Remedial Instruction, 3 credits; Mental Hygiene, 3 credits; Advanced Speech Clinic, 2 credits; Phonetics, 2 credits; Speech Pathology, 3 credits; Mental Tests, 3 credits; Clinical Psychology, 3 credits; Voice and Diction, 2 credits. Total, 24 credits.

Students who choose this area of specialization may take all 12 credits of electives in special education courses. In addition they may take six more semester hours by eliminating from the core curriculum, with the approval of the Dean of Instruction, any two of the following three aspects: Ethics, Curriculum Materials: Selection and Adaptation, 3 credits of Student Teaching in the Elementary School. Through this arrangement, students will be able to earn 18 of the 24 credits needed to become a speech correctionist within the minimum re-

quirements for a degree. They will be graduated with regular elementary certification, and will be able to complete speech correction certification through one summer session of study either prior to or following their graduation.

SECONDARY SCHOOL TEACHING

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

English. Required: English Composition, 6 credits; English and American Literature, 6 credits; recommended elective courses for 6-12 credits from among: English Philology, 3 credits; Advanced Composition, 3 credits; Contemporary Poetry, 3 credits; The 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 Literature, 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.

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; Geographic Influences in American History, 3 credits; Geography of Pennsylvania, 3 credits; Physiography, 3 credits; Trade and Transportation, 3 credits. Total for first field, 24 credits; for second field, 18 credits.

Mathematics. Required: None; recommended elective courses for 18-24 credits from among: College Algebra, 3 credits; College

Trigonometry, 3 credits; Analytic Geometry, 3 credits; Differential and Integral Calculus, 6 credits; Statistics, 3 credits; Applied Mathematics, 3 credits; Advanced College Algebra, 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 Survey (Inorganic Chemistry and General Physics), 6-8 credits; recommended elective courses for 12-18 credits from among: General Physics, 4 credits; Inorganic Chemistry, 4 credits; Astronomy, 3 credits; Geology, 3 credits; Physiography, 3 credits; Heat, 3 credits; Magnetism and Electricity, 3 credits; Mechanics, 3 credits; Modern Physics, 3 credits; Optics, 3 credits; Sound, 3 credits; Qualitative Analysis, 3 credits; Quantitative Analysis, 3 credits; Organic Chemistry, 3 credits; Physical Chemistry, 3 credits. Total for first or second field, 24-28 credits.

Science. Required: Biological Science Survey (General Botany and General Zoology), 6-8 credits; Physical Science Survey (Inorganic Chemistry and General Physics), 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: Emphasis on History. Required: History of Civilization, 4 credits; Principles of Economics, 3 credits; Principles of Sociology, 3 credits; American Government, 3 credits; recommended elective courses for 6-15 credits from among United States History, 6 credits; European History, 6 credits; History of Pennsylvania, 2-3 credits; Social and Industrial History of the United States, 3 credits; Renaissance and Reformation, 3 credits; Contemporary European History, 3 credits; History of England, 3 credits; History of Latin America, 3 credits; History of the Far East, 3 credits. Total for first field, 28 credits; for second field, 19 credits.

Social Studies: Emphasis on Social Science. 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: Contemporary Economic

Problems, 3 credits; Municipal Government, 3 credits; Comparative Government, 3 credits; Origin of Social Institutions, 3 credits; Rural Sociology, 3 credits; and any history courses, including at least one semester of United States History. Total for first field, 28 credits; for second field, 19 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; Elementary and Advanced Speech Clinic, 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

Elementary Industrial Arts. Required: Child Psychology, 3 credits; Elementary School Practices, 2 credits; Drawing and Painting, 3 credits; Theory and Content of Elementary Industrial Arts, 3 credits; Elementary Ceramics (or Fundamental of Ceramics, 4 credits), 2 credits; Textiles, 2 credits; Elementary Industrial Arts Activities, 3 credits. Total, 18 credits.

In addition to the foregoing requirements, students who elect this area must do Student Teaching in Industrial Arts in an elementary industrial arts laboratory for 4 credits. The satisfactory completion of this field, together with the regular requirements of the curriculum, will entitle students to teach and supervise industrial arts in any grade of the public schools.

The content of the Mathematics and Science areas from which students in the industrial arts curriculum must select their electives is the same as that indicated in the areas for specialization under secondary school teaching on pages 53 and 54.

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, effective June 1, 1942, is as follows:

| <i>Curriculum</i> | <i>Fees</i> |
|-----------------------|-------------|
| Elementary | \$ 90.00 |
| Secondary | 90.00 |
| Industrial Arts | 126.00 |

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 \$6.00 a semester hour. 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 charge for extension courses is at the same rate. 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 \$6.00 a semester hour, with a minimum fee of \$18. 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.

TUITION FEES FOR NON-RESIDENTS OF PENNSYLVANIA

Students who are not residents of the State shall be charged tuition at the rate of \$6.00 a semester hour. Those in the elementary and secondary curriculums who carry the regular 32-credit yearly program will pay \$192, or \$96 a semester. Students in industrial arts, for a similar schedule, will be charged \$228 a year, or \$114 a semester. The same credit hour charge applies in summer sessions. In addition to this tuition, non-residents must also pay the activity fee, and if they board and room in the dormitories, the regular housing fee.

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 | \$288.00 |

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 \$48, 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 as follows: Breakfast, 35 cents; lunch, 45 cents; and dinner, 60 cents.

ROOM DEPOSIT

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 ANNUAL 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 | \$ 90.00 | \$ 90.00 | \$126.00 |
| Housing Fee | 288.00 | 288.00 | 288.00 |
| Activity Fee | 20.00 | 20.00 | 20.00 |

Traveling students 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. Books 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 available at California are listed under the 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. The clock hours listed are minimum; individual colleges, because of special needs or exceptional facilities, occasionally exceed these established standards in the interests of better teacher-education.

Ordinarily courses bearing numbers from 1 to 19 are open to freshmen; those between 20 and 29, to sophomores; and those over 30, to upperclassmen. Courses with odd numbers are usually given during the first semester, and those with even numbers in the second semester unless, for administrative reasons, a change is necessary.

When courses cover two semesters, they usually carry the same titles, and are numbered consecutively; thus, Chemistry 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

1. 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.

01. PREPARATORY ART (2) 0 cr.

A non-credit course in the principles and techniques of art practices, designed to prepare students who have had limited or no art experience in their secondary schools for entrance into Art 21 and 22. Required of all students whose high school backgrounds in art appear to be insufficient for them to pursue the professional courses with profit.

21. ELEMENTARY SCHOOL ART (4) 2 cr.

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

22. PROBLEMS IN ART EDUCATION (3) 2 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 AND PSYCHOLOGY

EDUCATION

1. PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER (3) 3 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. Directed school visitation is a required part of the course. Replaces, and acceptable as credit for, Introduction to Teaching.
35. 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.
36. DIAGNOSIS AND REMEDIAL INSTRUCTION IN READING (3) 3 cr.
See Special Education 31
37. CURRICULUM IN ARITHMETIC (2) 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.
38. TEACHING OF ARITHMETIC (3) 3 cr.
The diagnosis of number difficulties and remedial teaching of arithmetic in the intermediate grades; application of practical results of recent scientific studies; organization of materials and unit construction.
39. 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.

40. EVOLUTION OF THE AMERICAN PUBLIC SCHOOLS (2) 2 cr.
The development of elementary and secondary education in America from the Colonial period down to the present, including the influence of industrial and social changes on the educational progress. Emphasis is placed on education in Pennsylvania.
41. 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.
42. 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.
43. 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.
44. 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.
45. 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.
46. 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.
47. 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.

48. VISUAL EDUCATION (2) 1 cr.

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

49. 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.

50. 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.

51. 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.

52. 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.

53. ELEMENTARY SCHOOL PRACTICES (2) 2 cr.

The purpose and function of the modern elementary school, including its history, aims, objectives, practices, and organization. Required for certification to teach elementary industrial arts.

54. 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.

55. 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.

56. TEACHING OF AMERICAN HISTORY AND GOVERNMENT (3) 3 cr.

Modern methods, procedures, and techniques used for presenting American history and government are surveyed; the utilization of community resources is stressed; attention is directed to the means of developing healthy civic attitudes. The grade placement of materials, the types, techniques, and uses of testing, and the problem of developing sustained interest are thoroughly discussed. Required for specialization in Intermediate Education.

57. EARLY CHILDHOOD EDUCATION (3) 3 cr.

Pre-school, kindergarten, and primary grade activities are studied; traditional and activity school programs are considered, and the practical aspects of an activity school are evaluated. Opportunities are provided for administering readiness tests. Required for specialization in Early Childhood Education.

58. ETHICS (3) 3 cr.

A chronological study of ethical ideas from the earliest expressions. The whole problem of right and wrong is studied as well as current issues and ethical judgments. All phases of society are viewed for their bearing upon absolute or relative morals. The course approaches ethics from both the philosophical and the scientific aspects, and includes a discussion of professional ethics in teaching.

59. 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.

60. STUDENT TEACHING IN THE ELEMENTARY SCHOOL (18) 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.

70. STUDENT TEACHING IN THE SECONDARY SCHOOL (18) 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.

80. STUDENT TEACHING IN INDUSTRIAL ARTS (18) 12 cr.

Students in the industrial arts curriculum teach for 18 weeks during either the first or second semester of the fourth year. They are assigned to specifically designated industrial arts shops, and, occasionally, they teach for part of a semester in their elective field. A general quality point average of C, or 1.0, is required.

90. STUDENT TEACHING FOR TEACHERS-IN-SERVICE Var. cr.

Teachers with three or more years' experience in teaching who become candidates for degrees and who have not completed the required number of semester hours in regular student teaching will be registered for work under this title. After consultation with the Dean of Instruction and the Director of Student Teaching, they are assigned to some class pertinent to their needs; this will be a course that does not duplicate work already taken. Not more than from one to three semester hours of student teaching credit may be earned in this manner. Persons who change curriculums may not satisfy the student teaching requirement in this manner; they must earn at least six semester hours in regular student teaching at the appropriate level.

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

This course is taken parallel with student teaching, and the activities involved are closely related to the work which student teachers are doing. In the elementary field the areas discussed include arithmetic, art, English, geography, science, and social studies; students in the secondary curriculum devote half a semester to a consideration of the problems of their first field of specialization and the other half to their second elective; industrial arts majors divide their time between their specialty and either mathematics or science, depending which area they select for their elective field. Emphasis is placed on the selection and adaptation of teaching materials for schools in which the students are teaching and to situations of various types in which they may find positions. By analysis of textbooks, courses of study, research studies, and visual and other aids, the course seeks to develop in students the ability to prepare functional instructional materials for use in elementary and secondary schools. Required of all students.

99. DRIVER EDUCATION AND TRAINING (4) 3 cr.

A survey of methods used in driver education and traffic safety; practical work in learning to teach young drivers; improved drivers' license examinations, road tests, performance tests, and inspection methods. Students are familiarized with all physical testing devices loaned by the American Automobile Association. Driving instruction is given in a dual-controlled car. Each student receives 36 hours of classroom instruction, eight hours of practice driving, and 16 hours of student teaching driving. Prerequisites: Two years of driving experience.

PSYCHOLOGY

21. GENERAL PSYCHOLOGY (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.
22. EDUCATIONAL PSYCHOLOGY (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 21.
31. 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. Prerequisite: Psychology 22.
32. 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.
33. 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.
34. 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. Prerequisites: Psychology 21 and 22.
36. PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3) 3 cr.
See Special Education 32
43. ABNORMAL PSYCHOLOGY (3) 3 cr.
See Special Education 43
44. CLINICAL PSYCHOLOGY (6) 3 cr.
See Special Education 44
45. MENTAL HYGIENE (3) 3 cr.
See Special Education 45
46. MENTAL TESTS (3) 3 cr.
See Special Education 46
50. PRACTICUM IN PSYCHOLOGICAL CLINIC Var. Cr.
See Special Education 50

ENGLISH

ENGLISH LANGUAGE

1, 2. ENGLISH COMPOSITION (3) 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.

23. 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.

31. 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.

32. 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 Language 1, 2 and English Literature 21, 22.

50. 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.

ENGLISH LITERATURE

21, 22. ENGLISH AND AMERICAN LITERATURE (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.

33. 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.

34. 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.

35. EIGHTEENTH CENTURY LITERATURE (3) 3 cr.

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

36. 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.

40. 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.

41. CONTEMPORARY POETRY (3) 3 cr.

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

42. 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 Queen, and representative Early English dramas.

43. 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.

44. 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.

45. 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.

46. 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.

47. 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.

48. 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.

FOREIGN LANGUAGES

FRENCH

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

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

21. FRENCH DRAMA AND ADVANCED COMPOSITION (3) 3 cr.

A study of the history of French dramatic literature; readings from Beaumarchais, Marivaux, Corneille, Racine, and Hugo; and a review of syntax with practice in composition.

22. TEACHING OF FRENCH (3) 3 cr.

A survey of the general principles of phonetics and methods of teaching French.

31. 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.

LATIN

1. CICERO AND TACITUS (3) 3 cr.
DeSenectute and DeAmicitia, together with selections from Agricola.21. 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.22. LIVY (3) 3 cr.
The historical problems connected with the period of Roman history, Books I, XXI, and XXII are used as texts.31. HORACE (3) 3 cr.
Designed to acquaint the student with the principles underlying Latin versification.32. ROMAN CIVILIZATION (3) 3 cr.
The family, organization of society, marriage, dress, education, amusements, and politics of the Romans.

GEOGRAPHY

1. 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. Prerequisite to all other courses in Geography.21. 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.22. 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. This course or Physical Science 22 is basic to all regional courses. Prerequisite: Geography 1.31. 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.

32. 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.

33. 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.

34. 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.

35. 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 availability of resources and to markets form the core of this course.

36. 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.

41. 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.

42. 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.

43. 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. Prerequisite: History 21, or consent of the instructor.

45. GEOGRAPHY OF PENNSYLVANIA (3) 3 cr.

A regional approach to an understanding of the topographical features of

the State, including land forms, drainage, climate, occupations, resources, and present-day trends as related to conservation. Some time is given to the regional planning program which the Commonwealth is emphasizing. Field trips to nearby points of interest are an integral part of the work.

50. FIELD COURSES Var. cr.

From time to time, especially in summer sessions, approved field courses are offered. These are definitely planned trips to various parts of the country. During a trip daily guide sheets are issued, points of interest are visited and studied, and lectures and discussions are conducted.

HEALTH EDUCATION

1, 2. PHYSICAL EDUCATION AND HYGIENE (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.

3, 4. SOPHOMORE PHYSICAL ACTIVITY (2) 0 cr.

5, 6. JUNIOR PHYSICAL ACTIVITY (2) 0 cr.

7, 8. SENIOR PHYSICAL ACTIVITY (2) 0 cr.

32. 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.

35. TEACHING FIRST AID IN THE PUBLIC SCHOOLS (3) 2 cr.

The Standard and Advanced First Aid Courses of 20 and 10 clock hours, respectively, as approved by the American Red Cross. Persons who satisfactorily complete the work will be recommended for Red Cross First Aid Certificates, and eligible for the Instructor's Course.

INDUSTRIAL ARTS

39. PRINCIPLES AND PRACTICES OF INDUSTRIAL ARTS TEACHING (3) 3 cr.

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

41. THEORY AND CONTENT OF ELEMENTARY INDUSTRIAL ARTS (3) 3 cr.

A study of industries, arts, and crafts—their development, their contribution to everyday living, and their organization into units of work for the elementary school.

DRAWING AND DESIGN

1. INTRODUCTORY MECHANICAL DRAWING (4) 2 cr.

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

2. SHEETMETAL DRAFTING (4) 2 cr.

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

23. GRAPHIC ARTS DESIGN (4) 2 cr.

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

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

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

35. 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.

36. 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.

37. SHOP SKETCHING (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.

48. ARCHITECTURAL DRAWING AND DESIGN (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: Drawing and Design 1, or consent of the instructor.

49. ADVANCED MECHANICAL DRAWING (4) 2 cr.

Practice of freehand sketching in working drawings; perspective and pseudo-perspective forms; lettering and blackboard sketching.

50. ART STRUCTURE (4) 2 cr.

The study of art structure, with application, to develop the power of expression and discrimination, and to bring about a broader conception of the field of art in industrial arts.

51. DRAWING AND PAINTING (6) 3 cr.

Study and application of the elements and principles of color, form, and design to be used as a basis in developing sound aesthetic judgment, together with the various art media and their uses.

SHOP

1. FUNDAMENTALS OF WOODWORKING (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.

2. FUNDAMENTALS OF SHEETMETAL (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.

23. FUNDAMENTALS OF GRAPHIC ARTS (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.

24. FUNDAMENTALS OF MACHINE SHOP (8) 4 cr.

The use and operation of machine tools, including complete instruction on the engine lathe.

35. FUNDAMENTALS OF ELECTRICITY (8) 4 cr.

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

36. ADVANCED WOODWORKING (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. Prerequisite: Shop 1.

37. FUNDAMENTALS OF CERAMICS (8) 4 cr.

Designed to give fundamental background in the major forming, decorating, and firing processes in clay. Handbuilding, casting, and throwing will be emphasized in the development of individual artware and pottery pieces.

47. ADVANCED MACHINE SHOP (8) 4 cr.

An advanced course in machine shop, including milling machine, planer,

shaper, engine lathe work, and the heat treatment of steel. Prerequisite: Shop 24.

48. **ADVANCED ELECTRIC SHOP** (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. Prerequisite: Shop 35.

49. **ADVANCED GRAPHIC ARTS** (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. Prerequisite: Shop 23.

50. **FUNDAMENTALS OF ART METAL** (8) 4 cr.

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

51. **PATTERNMAKING** (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 36.

52. **ADVANCED SHEETMETAL SHOP** (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: Drawing and Design 2 and Shop 2.

53. **ADVANCED TYPOGRAPHY AND BOOK DESIGN** (8) 4 cr.

The selection, planning, and ordering of supplies and equipment; advanced typography, book design, etching, and silk screen work. Prerequisites: Shop 23 and 49.

54. **ADVANCED ART METAL** (8) 4 cr.

Advanced work in aluminum, copper, brass, and pewter. Prerequisite: Shop 50.

55. **SPECIAL MACHINE SHOP** (8) 4 cr.

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

56. **FUNDAMENTALS OF WELDING** (8) 4 cr.

Elements of forge or blacksmith welding, oxyacetylene welding, electric resistance welding, and electric arc welding. Safety practices are stressed.

57. **FUNDAMENTALS OF FORGING** (8) 4 cr.

Use and care of coal and gas forges and practice in the basic forging processes such as forming, swaging, welding, hot cutting and punching, and hardening and tempering of common tools. Ornamental forging and cold metal working are also included.

58. **FUNDAMENTALS OF WEAVING** (8) 4 cr.

Consideration of the various fibers available; practice in two- and four-harness-loom weaving and selection and sources of equipment, pattern, drafts, warp, tabby, and yarns.

59. **COMPREHENSIVE GENERAL SHOP** (8) 4 cr.

Basic tool experiences are provided in wood, metal, electricity, ceramics, graphic arts, wood and metal finishing, and weaving. The objectives are exploratory.

60. **ADVANCED METAL WORK** (8) 4 cr.

Advanced practice on the lathe, shaper, milling machine, and other machine tools; elementary metallurgy and heat treatment of steel. Individual work is stressed.

61. **ELEMENTARY INDUSTRIAL ARTS ACTIVITIES** (6) 3 cr.

Includes work adapted to the elementary school pupils in leather, art metal, plastics, and basketry. Special emphasis is placed on problems, projects, and designs suitable for the elementary school.

62. **TEXTILES** (4) 2 cr.

The development and use of simple looms and weaving devices; the spinning of wool, linen, and cotton fibers, together with a consideration of units of study and possible projects for the elementary school.

MATHEMATICS

1. **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.

21. **COLLEGE ALGEBRA** (3) 3 cr.

Extension of the skills of secondary school 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.

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

Application of the knowledge of ratios through similarities, making functions meaningful, the uses of algebra in the field of trigonometry, formula de-

velopment and application, triangular solutions in all their phases, perfection of abilities in exponentials and logarithms and their application to problems. Prerequisite: Mathematics 21.

31. ANALYTIC GEOMETRY (3) 3 cr.

The development of meaning in the point, the line, and the plane; co-ordination as a means of picturing a mathematical function; a visual understanding of the various conics; ability to develop formulas, and their application. Prerequisite: Mathematics 22.

32. ADVANCED COLLEGE ALGEBRA (3) 3 cr.

Extension of the skills of the ordinary work of college algebra to include those of the more advanced forms, together with their application to problems.

33. 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.

41. DIFFERENTIAL CALCULUS (3) 3 cr.

A study of the various phases of differentiation as applied to functions of one variable with application to curves, maxima and minima, rates, and the like. Prerequisite: Mathematics 31.

42. INTEGRAL CALCULUS (3) 3 cr.

A study of the methods of integration, definite integrals, and their application to curves, areas, volumes, problems in mechanics, and the like. Prerequisite: Mathematics 41.

43. 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.

44. HISTORY OF MATHEMATICS (3) 3 cr.

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

MUSIC

1. 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.

01. PREPARATORY MUSIC (2) 0 cr.

A non-credit course in musical skills, designed to prepare students who have had limited or no musical experience in their secondary schools or as the result of private instruction for entrance into Music 21 and 22. Required of all students whose music backgrounds appear to be insufficient for them to pursue the professional courses with profit.

21. MUSIC IN THE PRIMARY GRADES (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.

22. MUSIC IN THE INTERMEDIATE GRADES (3) 2 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 21.

ORIENTATION

1. 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 SCIENCES

BIOLOGY

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

An elementary study of the fundamental principles of biology as they apply to both plants and animals. Three lectures and one demonstration-quiz period a week. Students specializing in biological science should not take this course.

24. 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.

25. HISTOLOGY (4) 3 cr.

A consideration of plant and animal tissues based largely upon demonstration material and upon microscopic preparations made by the student. Lecture and laboratory. Prerequisites: Botany 1 and Zoology 1.

32. GENETICS (3) 3 cr.

Principles of genetics, with emphasis on methods and mechanisms as they apply to both plants and animals, including man. Open to all students. Three lectures a week.

BOTANY

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

A general course in the elements of botany, stressing structure, function, distribution, and behavior of various forms representing all the major plant groups. In the second semester consideration will be given to the classification and identification of the seed plants and ferns of Southwestern Pennsylvania for the purpose of acquiring familiarity with the distinguishing features of certain families. Three lectures and three hours of laboratory a week.

22. ECOLOGY (4) 3 cr.

A study of the environmental relationships of plants. Lecture, laboratory, and field work. Prerequisite: Botany 1, 2.

32. 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.

ZOOLOGY

1. GENERAL ZOOLOGY (6) 4 cr.

Fundamental principles of animal biology based on structure, function, distribution, and behavior of representative species from all the major phyla. Three lectures and three hours of laboratory a week.

21. COMPARATIVE ANATOMY (6) 4 cr.

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

22. 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.

23. HEREDITY AND HUMAN PROBLEMS (3) 3 cr.

An understanding of the mechanisms and principles governing heredity, with special emphasis on the inheritance of human mental and physical traits and their application to the problems of race improvement. No laboratory work.

30. EMBRYOLOGY (4) 3 cr.

The comparative embryology of vertebrates with special reference to the chick and pig. Lecture and laboratory. Prerequisites: Botany 1 and Zoology 1.

31. PHYSIOLOGY (4) 3 cr.

The structure and function of the various tissues and organs of the human body. Three lectures a week.

PHYSICAL SCIENCES

1, 2. PHYSICAL SCIENCE SURVEY (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 interpretation of everyday physical 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.

21. 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.

22. 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.

23. 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.

CHEMISTRY

1, 2. INORGANIC CHEMISTRY (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.

21. QUALITATIVE ANALYSIS (5) 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. Two lectures and three hours of laboratory a week. Prerequisite: Chemistry 1, 2.

22. QUANTITATIVE ANALYSIS (5) 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. Two lectures and three hours of laboratory a week. Prerequisites: Chemistry 1, 2 and 21.

31. ORGANIC CHEMISTRY (5) 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. Two lectures and three hours of laboratory a week. Prerequisite: Chemistry 1, 2.

41. 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 and 21; Physics 1, 2.

PHYSICS

1, 2. GENERAL PHYSICS (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.

21. MAGNETISM AND ELECTRICITY (4) 3 cr.

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

22. MODERN PHYSICS (4) 3 cr.

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

31. 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.

41. MECHANICS (4) 3 cr.

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

42. 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.

45. HEAT (4) 3 cr.

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

SOCIAL STUDIES

25. THE AMERICAS: THEIR HISTORICAL, GEOGRAPHICAL,
AND CULTURAL INTER-RELATIONSHIPS (3) 3 cr.

A survey of the historical, geographical, and cultural relationships between Latin American countries and the United States. The inter-dependence of the Americas is emphasized; the contributions that each has made in art and literature are woven into their historical backgrounds and geographical environments to give a better understanding of the common problems and ideals of the countries of the Western Hemisphere.

HISTORY

1. 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.

21, 22. UNITED STATES HISTORY (1492-1942) (3) 3 cr.

A survey of American development with a consideration of the underlying

ing economic or other causes of political and social progress. The first part of the course includes the period from 1492 to 1865; the second half, from 1865 to the present.

31, 32. EUROPEAN HISTORY (3) 3 cr.

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

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

A survey of the political, economic, and social growth of the Commonwealth as a colony and as a state. Prerequisite: History 21.

34. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES (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. Prerequisite: History 21, 22, or consent of the instructor.

35. RENAISSANCE AND REFORMATION (3) 3 cr.

The transition from the Medieval 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. Prerequisite: History 31.

36. 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. Prerequisite: History 31, 32.

41. 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.

42. 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.

43. 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.

SOCIAL SCIENCES

21. PRINCIPLES OF 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.

30. CONTEMPORARY ECONOMIC PROBLEMS (3) 3 cr.

Certain vital economic problems are selected for intensive treatment. Among those considered for study are: trust regulation, credit control, labor organization, public utilities, business cycles, co-operatives, and profit sharing. Prerequisite: Social Science 21.

31. AMERICAN GOVERNMENT (3) 3 cr.

The basic principles of American government; the Constitution, the machinery through which it is implemented; and the consideration of some major governmental issues. In the study of Federal, state, and local governments, attention is given to current problems. Prerequisite: History 21, or consent of the instructor.

32. 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. Prerequisite: Social Science 31.

33. 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. Prerequisites: Social Science 31 and 32, or consent of the instructor.

37. PRINCIPLES OF SOCIOLOGY (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.

38. 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.

39. 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 functions of the school in these areas.

40. CIVIC EDUCATION (3) 3 cr.

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

SPECIAL EDUCATION

21. ART CRAFTS FOR SPECIAL CLASSES (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. Prerequisite: Art 1.

22. ADVANCED ART CRAFTS (6) 3 cr.

Practice in two- and four-harness-loom weaving and selection and sources of equipment, patterns, drafts, warp, tabby, and yarns. Prerequisite: Special Education 21, or consent of the instructor.

23. 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.

31. DIAGNOSIS AND REMEDIAL INSTRUCTION (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.

32. 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.

41. 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.

42. 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 half-day a week of actual classroom teaching is required for minimum credit.

43. ABNORMAL PSYCHOLOGY (3) 3 cr.

A scientific study of abnormal behavior including the characteristics and

classification of handicapped children; the class will deal directly with various types of problem cases. Emphasis is given to subnormal children.

44. 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.

45. 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 the care of delinquent, insane, and feeble minded. Prerequisites: Psychology 21 and 22.

46. 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.

47. 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.

50, 51. 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.

SPEECH

1. FUNDAMENTALS OF SPEECH (3) 3 cr.

Elementary speaking training is given with consideration for individual needs. Preparation and presentations of different types of material for varying situations; voice production and physical appearance are considered. Each student makes a voice recording.

27. 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.

37. VOICE AND DICTION (2) 2 cr.

Designed to help teachers-in-service and prospective teachers gain vocal control. The relaxing and strengthening of tone producing musculature used in the daily speaking voice of the teacher. The last half of the course is devoted to correction, pronunciation, articulation, and enunciation.

DRAMATICS

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

The theory and practice of designing and constructing stage settings. Experience is given through work on a set for a major college production, in making properties, and in modeling stages to scale. The principles of stage lighting and back-stage equipment are stressed. Two lecture periods a week and 20 hours of laboratory work during the semester.

22. PLAY PRODUCTION (3) 2 cr.

Theory and practice in play directing. Each student will make a prompt-book and direct a one-act play either at the college or in his community.

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

The history of costuming is traced from ancient to modern times. Projects in costume design are provided. Special attention is given to the kinds of fabrics, the dyeing of materials, and the effect of lights. Latest methods in applying make-up are taught, giving each student opportunity for practical experience.

31. INTERPRETATIVE READING (3) 2 cr.

Interpretative study of poetry, drama, and other forms of literature. A cultural course for prospective teachers of public speaking, acting, literature, and broadcasting.

32. CREATIVE DRAMATICS (2) 2 cr.

The techniques of acting through actual participation in contemporary and classical play cuttings. Emphasis will be placed on the methods of teaching dramatics in elementary and secondary schools.

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

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

SPEECH CORRECTION

25. SPEECH PATHOLOGY (3) 3 cr.

A foundation course for speech correction. 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.

26. SPEECH PROBLEMS (3) 2 cr.

A survey of the field of speech correction, excepting stuttering. Examination of the literature on various speech disorders, consideration of their treatment, and an introduction to the scope of the teacher's work in public school speech correction.

35. PHONETICS (2) 2 cr.

A sound by sound analysis of speech for individual improvement and the application to articulatory speech disorders. Palatography, lectures, and research are combined to give a composite picture of each sound.

36. PSYCHOLOGY OF SPEECH (3) 3 cr.

The first part of the course is devoted to a study of the psychological aspects of speech with particular reference to speech disorders and to the development of language. Stuttering, its diagnosis, characteristics, theories concerning cause and correction, and therapies for stuttering on various age levels are considered in the second part.

45. ELEMENTARY SPEECH CLINIC (4-6) 2 or 3 cr.

A practical review of speech disorders and methods for diagnosis and remedial treatment. Accumulation of corrective materials and observation of the work of the speech clinician. Beginning work in diagnosis and individual treatment.

46. ADVANCED SPEECH CLINIC (4-6) 2 or 3 cr.

Correctionist practice. Students are assigned to speech cases for practice in speech correction. Each student speech correctionist is responsible for his own cases, including diagnosis, analysis, therapy, reports, follow-up, and other problems involved in working with speech problem cases. Supervision is given by the clinician as needed.

GRADUATES AND SENIORS

CLASS OF 1941—BACHELOR OF SCIENCE IN EDUCATION

THE ELEMENTARY CURRICULUM

AUGUST 1940

| | | |
|----------------------------------|--------------------------------|----|
| Bertrand, Thelma Vivian | Box 405, Burgettstown | W |
| Claybaugh, Virginia Jean | Box 672, Fayette City | FF |
| Fodor, Joseph E. | Box 241, R. D. 3, Uniontown | FF |
| Gable, Mary Ann | Hibbs | FF |
| Gallagher, Elizabeth Jane Lilley | McCllandtown | F |
| Hockenberry, Mildred Florence | West Sunbury | |
| Johnson, Roy S. | Cairnbrook | |
| King, Elizabeth A. | 53 Church Street, Burgettstown | W |
| Martin, Dorothy Jean | 39 Berthel Avenue, Washington | W |
| O'Brien, Margaret Eleanor | Piersol Avenue, Bentleyville | W |
| Phares, Victoria Hilaire Z. | Mather | W |
| Pierce, Flora Bessie | R. D. 1, Monongahela | W |
| Simpson, Gene Lutz | Box 542, Brownsville | W |
| Strem, Inez Marie | 1224 Second Street Monessen | We |
| Yarnall, Audrey Bonnelle | California | W |

JANUARY 1941

| | | |
|-----------------------------|----------------------------------|----|
| Cacia, Edith Anne | 620 McKean Avenue, Donora | W |
| Chaney, Margaret Mary | 316 Washington Avenue, Charleroi | W |
| Clark, Jessie Shivler | Liberty Street, Smithfield | FF |
| Ficks, Bess W. | Box 575, Brownsville | FF |
| Franks, Kenneth Presley | R. D. 1, McCllandtown | FF |
| Greene, Ruth Elizabeth | Washington | W |
| Haney, Lucille Barnett | 304 South Third Street, Duquesne | A |
| Henry, Ruth Christina | 210 Henry Street, Bell Vernon | W |
| Herbert, Dorothy Ella | 20 Linden Avenue, Monessen | W |
| Mazzocco, Daniel Michael | Republic | W |
| Roth, Rose Marie | R. D. 4, Washington | F |
| Sakino, Joseph Andrew | McCllandtown | F |
| Shutterly, Hazel Dawn | 214 First Street, Monessen | We |
| Simco, Mary Marguerite | 1711 Flagler Street, McKeesport | A |
| Squibb, Dorothy Virginia | 505 Ohio Avenue, Glassport | A |
| Stefanik, Josephine Dolores | 987 Green Street, California | W |
| Venneri, Frances Mary | 108 Linden Avenue, Monessen | We |
| Zeidman, Mae Rose | 418 Washington Avenue, Charleroi | W |

MAY 1941

| | | |
|------------------------|--|---|
| Abel, Willa J. | 303 Prospect Street, Uniontown | F |
| Charmi, Louise Gloria | Broughton | |
| Davis, Margaret Lorain | 80 Compromise Street, N.S., Pittsburgh | A |

| | | |
|-----------------------------|--|----|
| Dayton, Gladys Virginia | 613 East Church Street, Masontown | F |
| Donaldson, Ann Ella | 317 Catherine Avenue, Brownsville | FF |
| Dorr, Mary Louise | 128 Fifth Avenue, Brownsville | FF |
| Evans, Doris Maine | Clarksville | W |
| Fraser, Ruth | R. D. 1, Monongahela | W |
| Gallenton, Thora Marguerite | 327 Second Street, Donora | W |
| Graham, Nora | 303 Main Street, Belle Vernon | W |
| Guesman, Ivan Homer | Rices Landing | W |
| James, Velma Bernese | Republic | FW |
| Johnston, Mary Edna | 1 Donner Avenue, Monessen | FW |
| Kennie, Kathryn Knight | 302 Fayette Street, Belle Vernon | FW |
| King, Jean Elizabeth | 213 West Patterson Avenue, Connellsville | F |
| McGill, Margaret Ellen | R. D. 1, McClellandtown | F |
| Olshock, Anne Marie | R. D. 2, Marianna | W |
| Rodibaugh, Betty Verne | Oak Lee Place, Manor | W |
| Rousseau, Doris V. | Belle Vernon | W |
| Russell, Laura Elliott | R. D. 1, Fayette City | FW |
| Rutter, Gertrude Alverta | 924 Athalia Avenue, Monessen | FW |
| Shallenberger, Betty Jane | Dawson | FW |
| Smith, Paul James | 806 Eighth Street, Mather | W |
| Springer, Marie Frances | 224 Alliquippa Avenue, Monessen | FW |
| Stemberg, Rae E. | California | FW |
| Taylor, Thelma Louise | Box 767, West Brownsville | F |
| Walker, Francis Linus | Smock | F |

THE SECONDARY CURRICULUM

AUGUST 1940

| | | |
|----------------------------|---------------------------------|----|
| *Brown, Charles Hazlett | | |
| Check, John | R. D. 1, Daisytown | W |
| Crawford, Raymond Edwin | Lemont Furnace | FW |
| Evans, Eugene Gordon | 50 Leslie Street, Uniontown | FW |
| Kovacs, John G. | Brownsville | FW |
| Latta, Harriet | Donora | FW |
| Lucostic, Frank Matthew | Chestnut Ridge | FW |
| Myers, J. Frank | 39 Maurice Street, Washington | FW |
| Ondeka, Edward Regis | 909 Bellevue Avenue, McKeesport | FW |
| Plava, George J., Jr. | Adah | FW |
| Scott, Jack N. | Box 147, Allenport | FW |
| Springer, Alfred McClellan | R. D. 1, Uniontown | FW |
| Trexel, Howard Hammer | 1101 Franklin Street, Johnstown | FW |

JANUARY 1941

| | | |
|--------------------------|-------------------------------|---|
| Bleiler, Graham Labin | 517 Green Street, Brownsville | F |
| Frampton, Margaret Olive | 33 Knox Avenue, Monessen | W |
| Schwartz, Jack Newton | 619 Oakland Avenue, Charleroi | W |

*Died December, 1940; degree conferred posthumously.

| | | |
|------------------------------|--|---|
| Shepler, Warren Davis | Box 583, Monessen | W |
| Snowberger, Louise Elizabeth | 304 Lawrence Avenue, East McKeesport | A |
| Sutherland, Harry Ross | 318 North Jefferson Avenue, Canonsburg | W |
| Wilson, Arthur Thomas | Yukon | W |

MAY 1941

| | | |
|----------------------------|---|----|
| Bartoletti, Alfred Decimo | 233 Union Street, California | W |
| Biddle, Lawrence Kermit | Fourth Street, West Elizabeth | A |
| Bradley, Jack G. | 439 Second Street, Donora | W |
| Budzanoski, Helen | Box 510, Richeyville | W |
| Butler, James Cushing | 21 East Schoonmaker Avenue, Monessen | W |
| Coven, Ena Dolores | R. D. 1, Charleroi | W |
| Elliott, Howard Hays | Monongahela Hotel, Brownsville | F |
| Graham, Hazel Christie | Box 197, West Elizabeth | A |
| Grove, Garnet Ivy | 1020 Kennedy Avenue, Duquesne | A |
| Haywood, Doris Virginia | Dunlevy | W |
| Kish, Olga Helen | 925 Leeds Avenue, Monessen | W |
| Long, Robert R. | 1049 Shutterly Avenue, California | W |
| Lynch, Robert Byrant | R. D. 2, Belle Vernon | W |
| Marhefka, Joseph | 814 Glenn Avenue, McKeesport | A |
| McDonnell, Vincent Earl | 999 Thompson Avenue, Donora | W |
| Merusi, Ernest, Jr. | Chess Street, New Eagle | W |
| Miller, Phoebe Louise | Crescent Heights, Daisytown | W |
| Milliron, Vivian Ruth | West Newton | W |
| Norman, James William, Jr. | 363 High Street, Brownsville | F |
| O'Brien, James Edward | R. D. 1, Box 539, Monongahela | W |
| Rainone, Joseph James | 843 Koehler Avenue, Donora | W |
| Repine, Darwina A. | 104 Lookout Avenue, Charleroi | W |
| Roadman, George Harrison | Box 468, Republic | FW |
| Rygiel, Joseph Richard | R. D. 1, Fayette City | FW |
| Taylor, Gertrude | Hopwood | FW |
| Toth, Olga Ann | 165 Market Street, Brownsville | FW |
| Watson, Frederick Lancelot | 67 Wilson Avenue, Uniontown | FW |
| Woodward, Beatrice L. | 452 Center Avenue, Lock Four, Charleroi | W |
| Wright, Ethel Jean | 1010 West Maine Street, Monongahela | W |

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AUGUST 1940

| | | |
|------------------------|------------------------------|----|
| Barth, George Henry | Locust Street, Richeyville | W |
| Best, Edgar Everett | Floreffe | FW |
| Drake, John Francis | Worthington | W |
| Huseman, Frank Howard | 719 Third Street, California | FW |
| Massimiani, John Peter | Box 1325, Uniontown | FW |

JANUARY 1941

| | | |
|----------------------|-----------------------------|---|
| Cole, Eugene Morrell | 835 Wood Street, California | W |
| Cook, Arthur Hugh | R. D. 4, North East | W |

Reighard, Walter G., Jr. R. D. 1, Mineral Point
 Schwartz, John Leonard 944 Graham Avenue, Monessen *we*
 Smith, Alfred Brandt, Jr. 2816 Veteran Street, Pittsburgh *A*
 Walker, James J., Jr. Smock *F*

MAY 1941

Brenneman, Rexford William 948 Fordham Avenue, Pittsburgh *A*
 Button, James David 313 College Avenue, California *we*
 Callahan, Daniel E., Jr. 210 Grant Avenue, Bellevue *A*
 Clark, James Edward Worthington
 Connelly, Frank McCurdy R. D. 5, Greensburg *we*
 Elder, John Leard 312 Center Street, Ebensburg
 Faust, Warren Elton R. D. 1, Irwin *we*
 Holmok, William Matthew R. D. 1, Monongahela *we*
 Kuhar, Raymond Joseph 1044 Highland Avenue, Monessen *we*
 Labutta, Victor John R. D. 3, Box 243, Uniontown *F*
 Madaffer, Merle Charles Second Street, California *A*
 Neel, William Morton, Jr. 2827 Voelkel Avenue, Dormont *A*
 Smeal, Albert Wayne Morrisdale *A*
 Todd, George Wesley R. D. 1, Beaver *B*
 Wells, Spencer Harold 1331 Nobles Lane, Pittsburgh *A*
 Wheeler, Sam Irvin Weedville *we*

CLASS OF 1942

THE ELEMENTARY CURRICULUM

AUGUST 1941

Abel, Hallie Frances Route 2, Box 50, Dilliner *F*
 Becker, Veronica Marie Newell *F*
 Brown, Etta Asenath 131 Third Avenue, Butler *B*
 Collins, Mary Elizabeth Roscoe *F*
 Hickle, Ellen Belle Box 377, Fairchance *F*
 Hunt, Jean Power 1325 Mifflin Street, Homestead *A*
 Kalp, Robert Franklin 46 Fourth Avenue, Scottsdale *F*
 Kelly, Marie G. 988 Thompson Avenue, Donora *F*
 Kovach, Frank Charles Box 474, Fairchance *F*
 McMahan, Genevieve F. 315 Fallowfield Avenue, Charleroi *F*
 Miles, Esther F. 227 South Prospect Street, Connellsville *F*
 Shoaf, Annabelle 66 East Fayette Street, Uniontown *F*
 Snyder, Eleanor June Cokeburg *w*
 Zahringer, Anna Augusta Willow Avenue, Castle Shannon *A*

JANUARY 1942

Collins, Mary Elizabeth Ann Main Street, Vanderbilt *F*
 Cooley, Grace Irene Cokeburg *w*
 Edwards, Frances Merrell 621 Park Street, California *w*

Fisher, Mary Virginia 403 Parkinson Street, Monongahela *w*
 Hails, Gladys Romayne Bentleyville *w*
 Kennedy, Mary Frances R. D. 1, Smithfield *F*
 Kuchinic, Margaret Finleyville *w*
 Majoros, Ruth Eleanor Bentleyville *w*
 Medsger, Clara Ruth New Eagle *w*
 Morrow, Florence Marrian 446 Freeport Street, New Kensington *A*
 Nicholson, Mary Jane 611 Seventh Street, Charleroi *w*
 Tassone, Emmaline L. Casserly R. D. 1, Laurel Terrace, Uniontown *F*

MAY 1942

Astorina, Amelia Eileen 463 Main Street, Slovan
 Baldori, John Louis Box 141, Fairbank *we*
 Belsar, Sophia Mae Route 1, Belle Vernon *we*
 Belski, Mike Stanley 850 Speers Street, California *w*
 Bertamini, Neva Bardella Box 155, Studa
 Blayney, Adele Louisa 241 Newburn Drive, Pittsburgh *A*
 Bodis, Margaret Ruth Vanderbilt *F*
 Buglak, Josephine Patricia 407 Green Street, California *w*
 Bush, Milton Michael Upper Middletown *w*
 Clutter, Helen Nelson 203 Lincoln Avenue, Charleroi *w*
 Cole, Eleanor Cooley Church Street, Fairchance *F*
 Comet, Phyllis Haney 322 Liberty Avenue, California *w*
 Coyle, M. Louise Beallsville *w*
 Crockett, Barbara Marlene Denbo *w*
 Dalverny, Marguerite Deliere Box 27, Joffre
 DeVore, Betty Jayne 168 Broadway Drive, Pittsburgh *A*
 Diederich, Eileen Elizabeth Fayette City *F*
 Donovan, Rita Marie 22 N. Mt. Vernon Avenue, Uniontown *F*
 Ducar, Anna Deane Stockdale *F*
 Furlong, Olive Mary Seventh Street, West Elizabeth *A*
 Garofola, Roger Michael East Millsboro *w*
 Glod, Walter Edward 473 Liberty Avenue, Donora *w*
 Goss, Daniel A. Box 154, Hiller *F*
 Greenawalt, Kathryn Louise R. D. 3, Elizabeth *F*
 Haney, Leora Dee R. D. 1, West Brownsville *F*
 Hann, Lucille P. R. D. 1, Brownsville *F*
 Huseman, Marion Margaret 719 Third Street, California *F*
 Johnson, Margaret Miriam McCelandtown *F*
 Labutta, Steve Michael R. D. 3, Box 243, Uniontown *F*
 Levin, Hilda Gertrude Rices Landing *F*
 Lewis, Ila Jane 928 Jefferson Drive, Clairton *A*
 Madigan, Gertrude Cecelia Box 201, Fredericktown *G*
 Moorhouse, Esther Jean 411 Front Street, Brownsville *F*
 Mussano, Elsie V. 208 Indiana Avenue, Monessen *w*
 Nelson M. Margaret Box 176, Fayette City *F*

| | | |
|-----------------------------|--------------------------------------|---|
| Nagy, Helen Joyce | Elrama | W |
| Noble, Florence Irene | 322 Cook Street, Fayette City | F |
| O'Berg, Thelma Warfel | 42 First Street, North Irwin, Irwin | W |
| Peach, Dorothea Erbe | 23 Norma Drive, R. D. 10, Pittsburgh | A |
| Podboy, Christine Elizabeth | R. D. 1, Washington | W |
| Soles, Helen Lavina | 692 McKee Way, Monessen | W |
| Sutton, Anna Gough | Box 123, Republic | W |
| Trun, Frank Bernard | P. O. Box 37, LaBelle | W |
| Utterback, Helen Bohn | 322 Third Street, California | W |
| Valero, Lucy Ann | Slickville | S |
| Webster, Annette Patricia | Miller Street, Newell | F |
| Welsh, Jeanne Evelyn | Millsboro | G |
| White, Margaret Virginia | Millsboro | G |

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AUGUST 1941

| | | |
|--------------------------|-----------------------------------|---|
| Barrick, Stephen Samuel | 29 Nutt Avenue, Uniontown | F |
| Beveridge, Ralph George | California | W |
| Cuff, Earnestine Juanita | Isabella | F |
| Fienberg, Leroy Douglas | Laurel Terrace, Uniontown | F |
| Lawson, James Dean | Madison | W |
| Leeper, James Oliver | R. D. 2, Belle Vernon | W |
| Meyers, Bernice Sipe | 612 North Center Avenue, Somerset | S |
| Miller, Harold Leroy | Box 86, West Elizabeth | A |
| Moore, Mary Bailey | 800 Donnan Avenue, Washington | W |
| Moore, Wilbur Charles | 800 Donnan Avenue, Washington | W |
| Naylor, Frank McClay | Box 112, Webster | W |
| Neagley, Robert Lehman | 804 Fourth Street, California | W |
| Schwartz, Margaret L. | 810 Conrad Avenue, Lock Four | W |
| Shaffer, Fred B. | 456 West Main Street, Somerset | S |

JANUARY 1942

| | | |
|-------------------------|--|---|
| Connair, Norbert Roger | 843 Heslep Avenue, Donora | W |
| Croushore, Don Chester | Main Street, Fayette City | F |
| DeMedio, Achillio John | 290 Castner Avenue, Donora | W |
| Faulk, Harry Rinaldo | Yukon | W |
| Kula, Anthony Stanley | R. D. 2, Uniontown | F |
| Mooney, James Russell | 161 Schoonmaker Avenue, Monessen | W |
| Owens, Choyce Elizabeth | Coal Center | W |
| Patterson, James D. | 48 East Wheeling Street, Washington | W |
| Price, Virginia Mae | 516 Baltimore Street, North Belle Vernon | W |
| Rogers, James Humbert | 22 Stewart Avenue, Uniontown | F |
| Trexel, Ernest Wilmer | R. D. 1, Boswell | W |

MAY 1942

| | | |
|------------------------------|------------------------------------|---|
| Bennett, Marian Pearl | 916 Butler Street, Tarentum | A |
| Ceglaz, Irene Antoinette | 208 Alliquippa Avenue, Monessen | W |
| Clutter, James Henry | 105-107 Second Street, Monongahela | W |
| DeShields, Frances Sharpnack | 643 Wood Street, California | W |
| Dobosh, Violet Eloise | 723 9th Street, Monessen | W |
| Fike, Robert Clarence | Box 33, Star Route, Connellsville | F |
| Fonner, Dorothy Elizabeth | Scenery Hill | F |
| Gallagher, DeLellis Frances | 523 Church Street, Brownsville | W |
| Huttner, H. Leon | 631 McKean Avenue, Charleroi | W |
| Lebder, Fred Leo | R. D. 2, Uniontown | F |
| Lejohn, Dennise Lenora | Third Street, California | W |
| Lemon, Evelyn Ruth | Howard Street, Brownsville | F |
| Martin, Harold Morgan | 734 Washington Avenue, Charleroi | W |
| Melber, Josephine Marie | Box 133, Terrace | |
| Pringle, Alexander George | Merrittstown | F |
| Schultz, Elsie Bertha | 541 State Street, Wilson | |
| Seese, Gilbert Tannehill | George Street, Scottdale | F |
| Strickler, John Franklin | R. D. 1, Fayette City | F |
| Utterback, John Davis | 322 Third Street, California | W |
| Weber, Robert Lewis | 328 First Street, Donora | W |
| Wood, John Barnard | Utica | F |

THE INDUSTRIAL ARTS CURRICULUM

AUGUST 1941

| | | |
|--------------------------|-----------------------------------|---|
| Dressing, James Howard | 101 Freeport Avenue, Aspinwall | A |
| Edwards, Joseph | Box 273, Denbo | A |
| Grable, John Wise | 254 North Main Street, Washington | A |
| Rothermel, Leonard Harry | 1033 Maplewood Avenue, Ambridge | A |
| Taylor, Edison Haley | 433 Kenneth Street, Donora | W |

JANUARY 1942

| | | |
|-------------------------|--|---|
| Cannistra, Frank Joseph | 2711 Miles Avenue, Dormont, Pittsburgh | A |
| Criswell, James Stanley | 460 Oneida Street, Pittsburgh | A |
| DeMichela, Joseph Paul | Rillton | W |
| Frye, Robert Main | 826 Spear Street, California | W |
| Kornick, Daniel Bennett | Allison | F |

MAY 1942

| | | |
|--------------------------------|--------------------------------|---|
| Black, David Augustus | 614 Second Street, California | W |
| Charney, Ralph F. | Fayette City | F |
| Etsweiler, William Howard, Jr. | 459 Center Street, Millersburg | |
| Ferrari, Louis Joseph | 937 Shady Avenue, Charleroi | W |
| Jarrett, Frederick Henry | Hallowell | |

| | | |
|-------------------------------|------------------------------------|---|
| Kenton, Frank Joseph | 26 Steel Street, Republic | F |
| Knarr, James Lincoln | Luthersburg | S |
| Kuzma, Micheal M. | 296 Beaver Street, Leetsdale | S |
| Landis, Roy Edgar Eugene, Jr. | 2211 West Market Street, York | |
| Lauxen, Walter A. | 284 Beaver Road, Leetsdale | S |
| Lutz, Kenneth Irwin | R. D. 2, Perryopolis | F |
| McCabe, Henry Chambers | 78 Greenbush, Pittsburgh | A |
| Moon, Donald Elwin | 1118 Race Street, Connellsville | F |
| Nicklas, John Martin, Jr. | R. D. 6, Butler | B |
| Ovial, Spirito Charles | 710 Park Street, California | W |
| Robertson, Edmund Bayly | 508 Halcomb Avenue, Clairton | A |
| Stefanik, Henry R. | California | W |
| Stuckrath, William Carl | 5217 Clarwin Avenue, Bellevue | A |
| Tedesco, Joseph Louis | 419 Allen Avenue, Donora | W |
| Yount, Joseph Buffington | 122 E. Madison Avenue, Vandergrift | A |

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The public schools are the first line of defense in the battle to preserve the American Way of life. If they fail, armies and navies cannot make our Nation secure. A consecrated, competent teacher in every classroom in the Nation can make secure for Americans freedom, prosperity, and happiness.

—Robert M. Steele