

Penn State Descriptions.

THE CALIFORNIA BULLETIN

Louise Monschein



Dec. 10, 1946

STATE TEACHERS COLLEGE

1946 - 1947

PUBLISHED BY THE COLLEGE

CALIFORNIA, PENNSYLVANIA

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THE CALIFORNIA BULLETIN

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STATE TEACHERS COLLEGE

1946 - 1947

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



CALIFORNIA, PENNSYLVANIA

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California State College
Archives Collection

MAP OF THE COLLEGE

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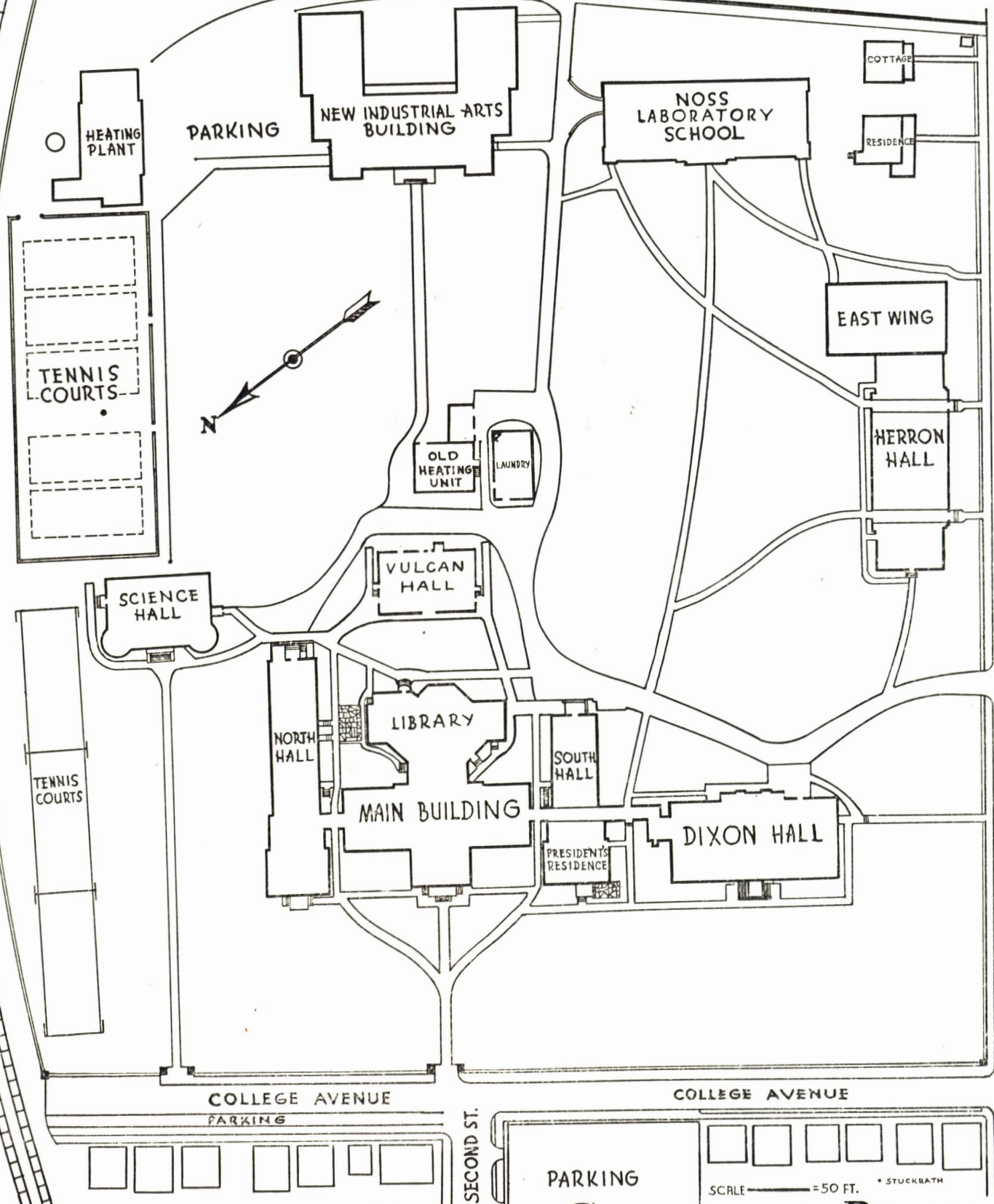
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← MONONGAHELA RIVER →



THE TOWERS — 1870

MONONGAHELA RIVER



STATE TEACHERS COLLEGE CALIFORNIA PENNA.

SECOND ST.

PARKING

SCALE = 50 FT. STUCKRATH

COLLEGE AVE. EXT.

PARK ST.

THIRD STREET

HICKORY ST.

ATHLETIC FIELD

COTTAGE

RESIDENCE

EAST WING

HERRON HALL

VULCAN HALL

LIBRARY

MAIN BUILDING

SOUTH HALL

DIXON HALL

PRESIDENTS RESIDENCE

NORTH HALL

SCIENCE HALL

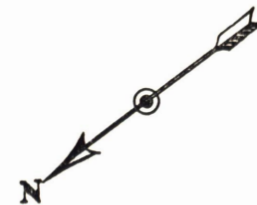
TENNIS COURTS

NEW INDUSTRIAL ARTS BUILDING

NOSS LABORATORY SCHOOL

PARKING

HEATING PLANT



CALENDAR FOR 1946-47

CALENDAR FOR 1946

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

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

CALENDAR FOR 1947

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

COLLEGE CALENDAR

SUMMER SESSIONS 1946

Pre-Three Weeks Session

Registration for Pre-Session Monday, June 3
 Classes Begin 10:00 A. M. Monday, June 3
 Classes End Friday, June 21

Six-Weeks Summer Session

Registration for Summer Session Monday, June 24
 Classes Begin Tuesday, June 25
 Freshmen Entrance and Placement Examinations Friday, July 17
 Classes End Saturday, August 3

Post-Three Weeks Session

Registration for Post-Session Monday, August 5
 Classes Begin 10:00 A. M. Monday, August 5
 Classes End Friday, August 23

FIRST SEMESTER 1946-47

Registration Monday, September 9
 Classes Begin Tuesday, September 10
 Thanksgiving Recess Begins at Noon Wednesday, November 27
 Thanksgiving Recess Ends at Noon Monday, December 2
 Christmas Recess Begins at Noon Wednesday, December 18
 Christmas Recess Ends at Noon Thursday, January 2
 Classes End After Last Class Saturday, January 18

SECOND SEMESTER 1946-47

Registration Wednesday, January 22
 Classes Begin Thursday, January 23
 Easter Recess Begins at Noon Saturday, March 29
 Easter Recess Ends at Noon Wednesday, April 9

COMMENCEMENT 1947

Alumni Day Saturday, May 25
 Baccalaureate Sermon Sunday, May 26
 Commencement Monday, May 27

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

DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

PAUL E. WHITMEYER, *Deputy Superintendent*

DORR E. CROSLY, *Deputy Superintendent*

TEACHER EDUCATION AND CERTIFICATION

HENRY KLONOWER, *Director*

JOHN K. TRAYER, *Assistant Director*

STANLEY A. WENGERT, *Assistant Director*

COLLEGE BOARD OF TRUSTEES

HARRY E. PRICE, <i>Chairman</i>	-	-	-	-	-	-	-	Charleroi
BEN G. BINNS, <i>Vice Chairman</i>	-	-	-	-	-	-	-	Monongahela
CHARLES A. GALLAGHER	-	-	-	-	-	-	-	California
D. C. LONGANECKER	-	-	-	-	-	-	-	Waynesburg
MRS. RUTH ROBB	-	-	-	-	-	-	-	Latrobe
JACOB B. SCHROCK	-	-	-	-	-	-	-	Berlin
S. RAY SHELBY	-	-	-	-	-	-	-	Uniontown
MRS. MARGARET B. THOMPSON	-	-	-	-	-	-	-	Washington
ROBERT WILLIAMS	-	-	-	-	-	-	-	Fayette City

COLLEGE STAFF

ADMINISTRATIVE OFFICERS

ROBERT M. STEELE, Ph.D., LL.D.	.....	<i>President</i>
*THEODORE A. SIEDLE, Ph.D.	.....	<i>Dean of Instruction</i>
PAUL N. WALKER, M.S.	.....	<i>Acting Dean of Instruction; Dean of Men</i>
THOMAS M. GILLAND, Ph.D.	.....	<i>Director of the Laboratory School</i>
JULIA FRAZEE CROFT (MRS.), B.S. in Ed.	.....	<i>Dean of Women</i>
LILLIAN J. CONLON (MRS.)	.....	<i>Bursar</i>
JEAN MOORHOUSE, 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>
ARLENE K. MILLER (MRS.), B.S.	.....	<i>Dietitian</i>
MARY P. BROWN (MRS.)	.....	<i>Matron</i>
LOUISE M. WARD	.....	<i>Manager of Book Store</i>

SECRETARIAL STAFF

IRENE ADAMS	.....	<i>Secretary to the President</i>
MILDRED A. EMMER	.....	<i>Secretary to the Dean of Instruction</i>
SARA E. STEELE	.....	<i>Secretary to Director of the Laboratory School</i>
DOROTHY M. REICHARD, B.S. in Ed.	.....	<i>Assistant in the Library</i>
RUTH UNDERWOOD	.....	<i>Bookkeeper</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.

—
*Military Leave

THE FACULTY

DURING 1945-1946

- 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.
- PAUL N. WALKER, M.S., *Acting Dean of Instruction; Dean of Men*
Bucknell University, B.S., 1924; University of Pittsburgh, M. S., 1930.
-
- ELLA E. BERNSTORF, M.A., *Emeritus Dean of Women, 1945;*
Mathematics
Southwestern College, A.B., 1909; University of Kansas, M.A., 1914;
Teachers College, Columbia University, M. A., 1930.
- O. RAY BONTRAGER, Ph.D., *Education; Mathematics*
University of Iowa, B.A., 1927; M.A., 1930; Ph.D., 1933.
- HENRIETTA CARROLL, M.A., *English; Education; Modern Languages*
Allegheny College, A.B., 1907; University of Pittsburgh, M.A., 1926.
- RALPH F. CHARNEY, B.S., *Industrial Arts*
State Teachers College at California, B.S. in Ed., 1942.
- *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., *Head of the Industrial Arts Division*
Shippensburg State Normal School, 1918; Geneva College, B.S., 1926;
University of Pittsburgh, M.A., 1930; Ed.D., 1941.
- EDWARD H. CUBBON, M.A., *Health and Physical Education*
West Virginia University, B.S., 1932; M.A., 1936.
- MARY JANE DAVIS, B.S. in Ed., *Laboratory School; English*
State Teachers College at West Chester, Pa., B.S. in Ed., 1937.

*Military Leave **Leave of Absence

- 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.
- **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., *Head of Art, Music, and Health Edu-*
cation Division; Music
New York University, B.S., 1928; M.A., 1929.
- GEORGE F. HARDING, M.A., *Geography; Chemistry; Acting Head*
of Geography, Mathematics, and Science Division
Fremont College, B.S., 1915; Ph.G., 1916; Nebraska Wesleyan Univer-
sity, A.B., 1923; University of Nebraska, M.A., 1926.
- GEORGE S. HART, Ph.D., *Head of Social Studies Division; 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.
- HORACE F. HEILMAN, M.S., *Industrial Arts*
Art Institute, Chicago, Illinois; State Teachers College at Kutztown,
B.S., 1937; University of Pennsylvania, M.S., 1941.
- 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., *Acting Head of Industrial Arts Division*
Shippensburg State Normal School, 1923; State Teachers College at
California, B. S. in Ed., 1934; University of Pittsburgh, Ed.M., 1939.

**Leave of Absence

- ROSE C. HUGHES (MRS.), B.S. in Ed., *Laboratory School*
State Teachers College at California, B.S. in Ed., 1932.
- **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., *Head of Language Division; 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.
- MARY C. KING (MRS.), 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.
- JOHN N. LABEKA, B.S. in Ed., *Industrial Arts*
State Teachers College at California, B.S. in Ed., 1943.
- **ROSE A. LEACOCK, M.A., *Industrial Arts; Art*
Edinboro State Normal School, 1922; George Peabody College, B. S., 1927; M.A., 1932.
- JOHN F. LEWIS, Litt.M., *Biological Science*
Susquehanna University, B.S., 1927; University of Pittsburgh, Litt.M., 1945.
- ADA K. MARSH (MRS.), B.S. in Ed., *Laboratory School*
State Teachers College at California, B. S. in Ed., 1943.
- **E. CLAYTON MCCARTY, M.A., *English*
University of Colorado, A.B., 1924; Claremont Colleges, M.A., 1938.
- **HORACE MONTGOMERY, Ph.D., *History*
Ohio Northern University, A.B., 1927; University of Georgia, M. A., 1930; Ph.D., 1940.
- NEVA W. MONTGOMERY (MRS.), M.A., *Laboratory School*
George Peabody College, B.S., 1928; M.A., 1929.

* Military leave ** Leave of absence

- 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.
- WALTER S. NOSAL, Ed.D., *English; Social Studies*
State Teachers College at Indiana, Pa., B.S. in Ed., 1940; George Washington University, A.M., 1943; Ed.D., 1946.
- *KARL F. OERLEIN, Ph.D., *Head of Geography, Mathematics, and Science Division; Physical Science; Physics*
University of Pennsylvania, B.S., 1925; M. A., 1930; Ph.D., 1936.
- EMMA SACCO, M.A., *Social Studies; Spanish*
California State Normal School, 1917; New York University, B.S., 1928; University of Chicago, M.A., 1932.
- ELON G. SALISBURY, Ph.D., *Emeritus Professor of Mathematics, 1943*
Union College, B.S., 1911; George Washington University, M. A., 1917; Ph.D., 1920.
- ELMER E. SCHREINER, *Emeritus Professor of Physical Education, 1941*
Juniata College, B.S., 1901; M. E., 1905.
- NEIL G. SMITH, M.A., *Speech; Speech Correction*
Michigan State Normal College, 1939; University of Michigan, B. A., 1941; M.A., 1942.
- ALEXANDER R. SMOYER, B.S., *Industrial Arts*
State Teachers College at California, B.S. in Ed., 1943.
- **J. RILEY STAATS, Ph.D., *Geography*
Illinois State Normal University, B.Ed., 1929; University of Wisconsin, Ph.M., 1931; Ph.D., 1939.
- 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.
- CLAIR B. WILSON, M.A., *Head of Education Division; Psychology; Education*
Lock Haven State Normal School, 1910; Grove City College, B. S., 1918; Ohio State University, M. A., 1926.

*Military Leave **Leave of Absence

CO-OPERATIVE TEACHERS

1945-1946

SECONDARY

CALIFORNIA HIGH SCHOOL

Georgia L. Gibson (Mrs.)
Helen Carroll
Dolph Hickman
Warren S. Piper

DONORA HIGH SCHOOL

Buelah Boyd
Mary M. Curry (Mrs.)
Fred Davison
Katherine Hayes

PROSPECT JUNIOR HIGH SCHOOL

John L. Miller

SOUTH HILLS HIGH SCHOOL

James W. Heatley

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*
JOHN WERTON *Piano*

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 1945-1946, it served over 400 full-time students and more than 225 teachers-in-service. It has a faculty and administrative staff of 56 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 28 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 as well

as by under water lights. 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 was then used for instruction in machine shop, welding, and related activities on several war work programs, as well as a work shop for the college dramatic groups.

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. This seven-acre tract, located southeast of the main campus and conveniently near the gymnasium, has been recently completed and furnishes adequate facilities for football, track, baseball, tennis, archery, and other outdoor activities.

PROPOSED BUILDINGS

A contemplated building program includes a wing on the west side of Herron Hall and a new auditorium with a little theatre 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 clinic 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 24,000 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.

CLINICAL SERVICES FOR COLLEGE STUDENTS

Each student has the opportunity to use the college clinical services for gaining an understanding of personal characteristics. This study includes a graph of personality traits; inventories of study skills; oral and written English skills; interests and social attitudes; and some study of basic skills.

Opportunity is given for individual interviews, at which time the student has the results of these inventories explained, and related to the profession of teaching. The particular responsibilities of teaching service are carefully explained.

This is not an analysis for the purpose of criticism but for specialized guidance. The information is used in a very confidential manner and for professional reasons, such as interviews with the Dean of Instruction in educational planning.

This service is extended to students at any time while enrolled in this College, or to high school seniors who may plan entering college. It is of particular value to the first year college students.

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 Mrs. J. Riley Staats, '37, President; Marcellus Kunkle-mann, '40, First Vice-President; Mrs. Bess Sloan Jones, '16, Second Vice-President; Aaron J. Hoover, '35, Third Vice-President; Emma Sacco, '17, General Secretary; Gladys Riggs, '14, Recording Secretary; and John R. Gregg, '08, Treasurer. The Board of Directors is composed of Marie T. Escher, '09; Mrs. Mary Wilson Steele, '32; Charles Llewellyn, '04; Charles D. Groff, '46; Stella McDowell, '07; Mrs. Irene Stevens Edwards, '32; 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 7:30 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 7:30 P.M., and until 10:30 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

Sigma Gamma Beta
John A. Brashear Society
Geography Club
Photography Club
Rifle Club
Varsity Club
Veterans 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

Forensics

Debating Association
Discussion Club

Honor Societies

Alpha Psi Omega
Epsilon Pi Tau
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

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

HEALTH EDUCATION AND ATHLETICS

HEALTH EDUCATION

During the freshman year, each student is required to take a course in health education which includes instruction in gymnastic activities, swimming, and personal hygiene. After the first year the student continues the physical activity and also includes work in

health problems and teaching of health. Credit is given for the first three years. Seniors are required to participate in some physical activity without credit if they are not student teaching.

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, located in North Hall, is well-equipped to handle emergency situations, and students who are ill enough to be confined to bed may be cared for in the infirmary. Several local physicians are subject to call in case of necessity.

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

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

ATHLETICS

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

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. Hard-surfaced 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

Dixon Hall, a dormitory for women, 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.

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.

North Hall, a dormitory for men, 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 located in this building.

ACCOMODATIONS 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.

VETERANS AT CALIFORNIA

The educational opportunities for Veterans of World War II as authorized by Public Law 346 and, in special cases, Public Law 16 are available at the State Teachers College at California. The College is cooperating with the Veterans Administration in making available the regular degree curriculums for those desiring to prepare to teach in the elementary, secondary, or industrial arts fields, and certain shop courses lend themselves to a vocational objective.

Graduates of an approved four-year high school are admitted to these educational programs upon application and in conformity with the established entrance requirements.

Veterans of World War II, who are not graduates of a four-year high school, may be admitted to the College under certain provisions as set forth in Bulletin Number 1, "The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examinations and for the Issuance of the High School Equivalent Diploma Under Act Number 212, Approved May 15, 1945"—issued by the Department of Public Instruction, September 7, 1945. Interested veterans should contact the College admissions officer to determine whether they are eligible for admission under this plan.

Evaluation of military and naval training into college credits will be made by the Dean of Instruction and a faculty committee. It will be necessary to furnish certified records before evaluations may be completed. Persons desiring such evaluations should consult the Dean of Instruction at times other than the registration periods.

Credit for educational experiences while in the Armed Forces may be granted by the College in accordance with the policies of the Board of Presidents of the State Teachers Colleges and the recommendations of the American Council on Education as set forth in "A Guide to the Evaluation of Educational Experiences in the Armed Services."

Correspondence courses earned through the Armed Forces Institute will be accepted towards a degree provided they satisfy the requirements of the curriculum.

Veterans seeking information about the College or the educational benefits to which they are entitled should write for an interview with the President of the College.

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

Freshmen are admitted at the opening of each session. Programs of study are planned so that entrance is most effective on one of these dates:

Pre-Session.....	June 3, 1946
First Semester.....	September 9, 1946
Second Semester.....	January 22, 1947

Applicants for admission as freshmen 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 personnel record blank, (2) the report of the medical examination, and (3) the report from secondary school officials.
2. Bring or send the application and personnel record and the medical examination record to the College. 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. 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. The examinations which are mainly used for advisory purposes will be administered on Friday, July 19, 1946, at 9:00 a. m. in Herron Hall.
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, (5) the record of the personal interview, and (6) a citizenship statement. No applicant will be considered for admission until and unless all the requirements have been met.

FRESHMAN WEEK

The adjustment of "going-to-college" is sometimes difficult to make. With a view of 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 reason 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 in all institutions which they have attended.*

2. Present official transcripts of work from the institution 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 issue 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 registration. Under no circumstances will excess credits be honored, whether taken in the College or in another institution to be submitted later for advanced standing, when these are taken without the

approval of the Committee or the Dean. In reviewing applications to carry excess credits, the Committee or the Dean will give consideration not only to the academic standing of the applicants, but also to their health records and extra-class activities.

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

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

EXTENSION CREDITS

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

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 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 complete; 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 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 freshmen, 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.

COMPETENCY IN AREAS OF CONCENTRATION

The competency of a student to continue in any one of the elective areas in the Secondary Curriculum is to be determined upon the following points:

1. Satisfactory skill in communications as determined by tests, oral and written, to be administered during the fourth semester by the English Division.
2. Scholastic ability as demonstrated in the required courses or the first two courses in any elective field by the maintenance of the minimum of a 1.5 quality point average in the subjects in the area of concentration.
3. The possession of desirable personal qualities required in a successful teacher as determined by a conference and vote of the divisional faculty.
4. Before the beginning of the fifth semester or the scheduling of the seventieth credit the student must have been approved by the divisional faculty in at least two areas of concentration. Subsequent changes in areas of concentration must be recommended by the Dean and tentatively accepted by the division head of the new area.
5. The determination of readiness for an assignment to do student teaching and the subsequent supervision are to be the cooperative responsibility of the Director of Student Teaching and the division head of the first field of concentration.

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.

CANDIDACY FOR DEGREE

At the time of registration of the semester prior to that in which requirements for graduation are to be completed, candidates for the Bachelor's degree shall file with the Registrar a written application for admission to candidacy for the degree.

HONORS

A limited number (not more than one-eighth) of the graduating class receive the distinction of being graduated "with honors." Of the number elected, the distinction of some may be raised to graduation "with high honors" 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 teaching student 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 1945-1946, student teaching was done in the elementary schools of California and Donora, 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 Pittsburgh.

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 requirement 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 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 certificate 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.

Subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

Subsequent to September 1, 1944, all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and of Pennsylvania.

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.

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 opportunity

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 I (library).....	4 3	English Language II	3 3
Fundamentals of Speech	3 3	Principles of Geography	3 3
Biological Science I	4 3	Biological Science II	4 3
Health and Physical Education I (Hygiene)	3 1	Health and Physical Education II (Hygiene)	3 1
Place and Purpose of Education in the Social Order	3 3	History of Civilization	4 4
Appreciation of Music	3 2	Appreciation of Art	3 2
Orientation	1		
Total	21 15	Total	20 16
THIRD SEMESTER		FOURTH SEMESTER	
English Literature	3 3	American Literature	3 3
Economic Geography	3 3	Sociology or Economics	3 3
General Psychology	3 3	Educational Psychology	3 3
Physical Science I	4 3	Physical Science II	4 3
Health and Physical Education III (Health Problems)	3 1	Health and Physical Education IV (Health Problems)	3 1
Elective	3 3	Elective	4 4
Total	19 16	Total	20 17
FIFTH SEMESTER		SIXTH SEMESTER	
U. S. History before 1865	3 3	History of Pennsylvania	2 2
Teaching of Reading	3 3	Teaching of English including Handwriting	4 3
Music in Primary Grades	4 2	Music in Intermediate Grades	3 2
Elementary School Art	4 2	Problems in Art Education	3 2
Curriculum in Arithmetic	2 2	U. S. History since 1865	3 3
School Law	1 1	Health and Physical Education VI (Teaching of Health)	3 1
Health and Physical Education V (Teaching of Health)	3 1	Elective	2 2
Elective	3 3		
Total	23 17	Total	20 15
SEVENTH SEMESTER		EIGHTH SEMESTER	
Educational Measurements Curriculum in Elementary Science	2 2	Student Teaching and Conferences	18 12
Visual Education	4 3	Curriculum Materials—Selection and Adaptation	4 3
Children's Literature and Story Telling	3 3		
Evolution of the American Public School	2 2		
Ethics	3 3		
American Government—Federal, State and Local	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 I (library).....	4 3	English Language II	3 3
Fundamentals of Speech	3 3	Principles of Geography	3 3
Biological Science I	4 3	Biological Science II	4 3
Health and Physical Education I (Hygiene)	3 1	Health and Physical Education II (Hygiene)	3 1
Place and Purpose of Education in the Social Order	3 3	History of Civilization	4 4
Appreciation of Music	3 2	Appreciation of Art	3 2
Orientation	1		
Total	21 15	Total	20 16
THIRD SEMESTER		FOURTH SEMESTER	
English Literature	3 3	American Literature	3 3
Economic Geography	3 3	Principles of Sociology or Economics	3 3
General Psychology	3 3	Educational Psychology	3 3
Physical Science I	4 3	Physical Science II	4 3
Health and Physical Education III (Health Problems)	3 1	Health and Physical Education IV (Health Problems)	3 1
Elective	3 3	Electives	4 4
Total	19 16	Total	20 17
FIFTH SEMESTER		SIXTH SEMESTER	
American Government—Federal, State and Local	3 3	Health and Physical Education VI	3 1
Educational Measurements	2 2	Problems of Secondary Education	2 2
School Law	1 1	History of United States including Pennsylvania	3 3
Health and Physical Education V	3 1	Electives	10 10
Electives	10 10		
Total	19 17	Total	18 16
SEVENTH SEMESTER		EIGHTH SEMESTER	
Evolution of the American Public School	2 2	Student Teaching	18 12
Visual Education	2 1	Curriculum Materials — Selection and Adaptation	4 3
Ethics	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 I (library).....	4 3	English Language II	3 3
Place and Purpose of Education in the Social Order	3 3	Fundamentals of Speech	3 3
Applied Science	4 3	Health and Physical Education II (Hygiene)	3 1
Health and Physical Education I (Hygiene)	3 1	Social and Industrial History of U. S.	3 3
Drawing and Design	4 2	Drawing and Design	4 2
Shop	8 4	Shop	8 4
Orientation	1 1		
Total	27 16	Total	24 16
THIRD SEMESTER		FOURTH SEMESTER	
General Psychology	3 3	English or American Literature	3 3
Applied Mathematics	3 3	Principles of Economics	2 2
Drawing and Design	4 2	Educational Psychology	3 3
Shop	8 4	Drawing and Design	4 2
Health and Physical Education III (Health Problems)	3 1	Shop	8 4
Elective	3 3	Health and Physical Education IV (Health Problems)	3 1
Total	24 16	Total	23 15
FIFTH SEMESTER		SIXTH SEMESTER	
American Government—Federal, State and Local	3 3	Principles and Practices of Industrial Arts	3 3
School Law	1 1	Drawing and Design	4 2
Educational Measurements	2 2	Shop	8 4
Drawing and Design	4 2	Health and Physical Education VI	3 1
Shop	8 4	Electives	6 6
Health and Physical Education V	3 1		
Elective	3 3	Total	24 16
Total	24 16	EIGHTH SEMESTER	
SEVENTH SEMESTER		Student Teaching	18 12
Visual Education	2 1	Curriculum Materials — Selec- tion and Adaptation	4 4
History of United States including Pennsylvania	2 2		
Drawing and Design	4 2	Total	22 16
Shop	8 4		
Shop	8 4		
Elective	6 6		
Total	30 19		

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 77 to 81 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. Cold Metal (Wrought Iron)	4 cr.
Shop 59. Comprehensive General Shop	4 cr.
Shop 60. General Metal Work	4 cr.
Shop 61. Elementary Industrial Arts Activities	3 cr.
Shop 62. Textiles	4 cr.
Shop 63. Graphic Presentation and Bookbinding	4 cr.

ELECTIVE AREAS FOR SPECIALIZATION

ELEMENTARY SCHOOL TEACHING

Students in the Elementary Curriculum may qualify for the degree of Bachelor of Science by satisfactorily completing the required courses in the four-year curriculum and 12 semester hours of elective credits for an area of specialization offered by the college.

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 of specialization 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 a first field and at least 18 credits in a second field. The content of the areas of 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:

Aeronautics	Geography
Biology	Mathematics
Chemistry	Physics
English	Social Studies—History
Foreign Language—Spanish	Social Studies—Social Science
General Science (30 credits)	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:

Aeronautics	General Science (30 credits)
Biology	Geography
Chemistry	Mathematics
Elementary Industrial Arts	Physics
English	Social Studies—History
Foreign Language—Spanish	Social Studies—Social Science
	Speech

CONTENT OF AREAS FOR SPECIALIZATION

ELEMENTARY SCHOOL TEACHING

Elementary (Grades 1 to 6 inclusive)

Students who do not elect one of the areas of elementary specialization as listed below will have Elementary written on their certificate.

Required: 12 credits selected from the list as indicated for Early Childhood Education, Intermediate Education, or Rural Education, and courses in academic fields or special curriculums.

Early Childhood Education (Nursery School, Kindergarten, Grades 1, 2, and 3).

Required:	12 credits
Early Childhood Education	3 credits

Student Teaching must be in grades below the fourth and Curriculum Materials: Selection and Adaptation for Early Childhood Grades, and additional courses for 9 credits from among:

Child Adjustment	3 credits
Child Psychology	3 credits
Diagnosis and Remedial Instruction	3 credits
Education for Family Living	3 credits
Mental Hygiene	3 credits
Safety Education	2 credits
School Finance	1 credit
Special Education	3 credits
Teaching of Arithmetic	3 credits

and courses in academic fields and special curriculums approved at the College in which the student is registered, provided that to achieve breadth of background not more than six (6) semester hours may be selected from the foregoing courses listed above and that not more than six (6) may be selected from any one academic field or special curriculum. Three of the twelve credits required for student teaching may be observation and participation at other age levels of the elementary field.

Intermediate Education (Grades 4, 5, and 6)

Required:	12 credits
Teaching of American History and Government	3 credits

and additional courses for 9 credits from among electives approved for Early Childhood Education.

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:	12 credits
Rural School Problems	3 credits

and additional courses for 9 credits from among electives approved for Early Childhood Education.

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:	12 cr.	Elective:	12 cr.
Psychology of Exceptional Children	3 cr.	Diagnosis and Remedial Instruction	3 cr.
Art Crafts for Special Classes	3 cr.	Mental Hygiene	3 cr.
Advanced Art Crafts	3 cr.	Clinical Psychology	3 cr.
Special Class Student Teaching	1 cr.	Abnormal Psychology	3 cr.
Special Class Methods	2 cr.	Education of Exceptional Children	3 cr.
		Mental Tests	3 cr.
		Speech Correction	3 cr.

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:	10 cr.	Elective:	14 cr.
Psychology of Exceptional Children	3 cr.	Diagnosis and Remedial Instruction	3 cr.
Speech Problems	2 cr.	Mental Hygiene	3 cr.
Elementary Speech Clinic	2 cr.	Advanced Speech Clinic	3 cr.
Psychology of Speech	3 cr.	Phonetics	2 cr.
		Speech Pathology	3 cr.
		Mental Tests	3 cr.
		Clinical Psychology	3 cr.
		Voice and Diction	2 cr.

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 requirements 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

Aeronautics. (Total for first field 24 credits; for second field 18 credits.)

Recommended:		Elective:	
Aviation Mathematics	3 cr.	Aircraft Engines	6 cr.
Aircraft Communications and Regulations	3 cr.	History and Identification Aircraft	3 cr.
General Service and Structure of Aircraft including Gliders and Model Airplanes	3 cr.	Climatology	3 cr.
Aerial Navigation	3 cr.	Commercial Air Transportation	3 cr.
Meteorology	3 cr.	Flight Experience	3 cr.
Aerodynamics and Theory of Flight	3 cr.		

Biology. (Total for first field, 28 credits; for second field, 22 credits)

1. Students specializing in Biology shall take Botany I and II or Zoology I and II instead of Biological Science I and II.
2. Students specializing in Biology shall take Chemistry I and II instead of Physical Science I and II.
3. Students using Biology as a first field of specialization take the recommended courses listed below and not fewer than twelve (12) semester hours from the elective courses. In a second field of specialization the recommended courses should be completed and not fewer than six (6) semester hours of elective courses.

Recommended:		Elective:	
General Botany I (Flowering Plants)	4 cr.	Anatomy (Comparative)	3 cr.
General Botany II (Non-Flowering Plants)	4 cr.	Bacteriology	3 cr.
General Zoology I (Invertebrates)	4 cr.	Ecology	3 cr.
General Zoology II (Vertebrates)	4 cr.	Entomology	3 cr.
		Embryology	3 cr.
		Field Botany (Local Flora)	3 cr.
		Field Zoology	3 cr.
		Forestry	3 cr.
		Heredity	3 cr.
		Histology	3 cr.
		Ornithology	3 cr.
		Parasitology	3 cr.
		Physiology	3 cr.
		Plant Propagation	3 cr.

Chemistry. (Total for first field, 24 credits; for second field, 18 credits)

1. Instead of Physical Science I and II, students specializing in Chemistry shall take Physics I and II.
2. Biological Science I and II or the equivalent number of hours in Botany and Zoology are required for students taking chemistry as the first field of specialization.

Recommended:

Inorganic Chemistry I	4 cr.
Inorganic Chemistry II	4 cr.
Qualitative Analysis	3 cr.
Quantitative Analysis	3 cr.
Organic Chemistry I	4 cr.

Elective:

Organic Chemistry II	3 cr.
Industrial Chemistry	3 cr.
Physical Chemistry	3 cr.
Biological Chemistry	3 cr.
Chemistry of Food and Nutrition	3 cr.
Photography	3 cr.

English. (Total for first field, 24 credits; for second field, 18 credits)

Required:

English Composition	12 cr.
English and American Literature	6 cr.
Literature	6 cr.

Elective:

English Philology	6-12 cr.
Advanced Composition	3 cr.
Contemporary Poetry	3 cr.
The Essay	3 cr.
Journalism	2-3 cr.
Modern Drama	3 cr.
Nineteenth Century Novel	3 cr.
Pre-Shakespearean Literature	2 cr.
Romantic Literature	3 cr.
American Poetry	3 cr.
Shakespeare	3 cr.
Short Story	3 cr.
Victorian Prose and Poetry	3 cr.
World Literature	3 cr.
Eighteenth Century Literature	3 cr.
Modern Novel	3 cr.

General Science

Thirty (30) semester hours in scientific fields shall be required for a minimum for specialization in the field of General Science and shall include courses in Chemistry, Physics, Botany, Zoology, Earth Science, and Mathematics.

Geography. (Total for first field, 24 credits; for second field, 18 credits)

Required:

Principles of Geography	6 cr.
Economic Geography	3 cr.
	3 cr.

Elective:

Geography of United States and Canada	12-18 cr.
Geography of Latin America	3 cr.
Geography of Europe	3 cr.
Geography of Asia	3 cr.
Geography of Australasia and Africa	3 cr.
Commercial and Industrial Geography	3 cr.
Meteorology	3 cr.
Conservation of Natural Resources	3 cr.
Field Courses (to be approved)	3 cr.
Geographic Influences in American History	3 cr.
Geography of Pennsylvania	3 cr.
Physiography	3 cr.
Trade and Transportation	3 cr.
Climatology	3 cr.

Mathematics. (Total for first field, 24 credits; for second field, 18 credits)

Required:

None

Elective:

18-24 cr.

College Algebra	3 cr.
College Trigonometry	3 cr.
Analytic Geometry	3 cr.
Differential and Integral Calculus	6 cr.
Statistics	3 cr.
Applied Mathematics	3 cr.
Advanced College Algebra	3 cr.
History of Mathematics	3 cr.
Spherical Trigonometry and Navigation	3 cr.
Synthetic Geometry	3 cr.

Physics. (Total for first field, 24 credits; for second field, 18 credits)

1. Students specializing in Physics must demonstrate competence in mathematics adequate to carry courses in physics.

2. Instead of Physical Science I and II, students specializing in physics shall take Chemistry I and II.

3. Biological Science I and II or the equivalent number of semester hours in Botany and Zoology will be required.

Recommended:

Physics I and II	8 cr.
Mechanics	3 cr.
Electricity and Magnetism	4 cr.

Elective:

Heat	3 cr.
Optics	3 cr.
Sound	3 cr.
Radio Communications	3 cr.
Physical Measurements	3 cr.
Astronomy	3 cr.
Photography	3 cr.
Modern Physics	3 cr.
Aeronautics	4 cr.

Social Studies: Emphasis on History. (Total for first field, 28 credits; for second field, 19 credits)

Required:

13 cr.

Elective:

6-15 cr.

History of Civilization	4 cr.
Principles of Economics	3 cr.
Principles of Sociology	3 cr.
American Government	3 cr.
*United States History	6 cr.
European History	6 cr.
*History of Pennsylvania	2-3 cr.
Social and Industrial History of the United States	3 cr.
Renaissance and Reformation	3 cr.
Contemporary European History	3 cr.
Contemporary American History	3 cr.
History of England	3 cr.
History of Latin America	3 cr.
History of the Far East	3 cr.

Social Studies: Emphasis on Social Science. (Total for first field, 28 credits; for second field, 19 credits)

Required:	13 cr.	Elective:	6-15 cr.
History of Civilization	4 cr.	Contemporary Economic Problems	3 cr.
Principles of Economics	3 cr.	Municipal Government	3 cr.
Principles of Sociology	3 cr.	Comparative Government	3 cr.
American Government	3 cr.	Origin of Social Institutions	3 cr.
		Rural Sociology	3 cr.
		*United States History	6 cr.
		*History of Pennsylvania	3 cr.

Spanish. (Total for first field, 24 credits; for second field, 18 credits.)

Recommended:		Electives:	
Elementary Spanish	6 cr.	Advanced Spanish Conversation	3 cr.
Intermediate Spanish	6 cr.	Commercial Spanish	4 cr.
Introduction to Spanish Literature	3 cr.	Spanish-American Literature	6 cr.
Spanish Conversation	3 cr.	Contemporary Spanish Drama	6 cr.

Speech. (Total for first field, 24 credits; for second field, 18 credits)

Required:	11 cr.	Elective:	10-16 cr.
Fundamentals of Speech but not counted as part of the elective field credits	3 cr.	Argumentation and Debate	2 cr.
Interpretative Reading	2 cr.	Community Dramatics and Pageantry	3 cr.
Phonetics	2 cr.	Costuming and Make-up	2 cr.
Play Production	2 cr.	Creative Dramatics	2 cr.
Speech Problems	2 cr.	Psychology of Speech	2 cr.
		Elementary and Advanced Speech Clinic	4 cr.
		Speech Pathology	3 cr.
		Stagecraft and Scenic Design	2 cr.
		Voice and Diction	2 cr.

* Courses in United States History and History of Pennsylvania are required for all certificates after September 1, 1944.

INDUSTRIAL ARTS TEACHING

Elementary Industrial Arts

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

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 other areas from which students in the Industrial Arts curriculum may select their electives is the same as that indicated in the areas for specialization under Secondary School Teaching on the preceding pages.

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 FEES

For Full-Time Students

<i>Curriculums</i>		<i>Fees</i>
Elementary	@ \$45.00 per semester	\$ 90.00
Secondary	@ \$45.00 per semester	90.00
Industrial Arts	@ \$63.00 per semester	126.00

*For Part-Time Students**

Elementary	per semester hour	6.00
Secondary	per semester hour	6.00
Industrial Arts	\$6.00 AND per semester hour	6.00

*Part-time students take seven or less credits

For Summer Session Students

Elementary	per semester hour	6.00
Secondary	per semester hour	6.00
Industrial Arts	\$6.00 AND per semester hour	6.00

Minimum charge for Summer Session students is \$18.00

LATE REGISTRATION FEE

Each student who enrolls after the date officially set for registration will be charged an additional contingent fee of \$1.00 per 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.

HOUSING FEES

Board, Room and Laundry

Dormitory

Full Time Students	\$288.00
Pre-Session Students	24.00
Summer Session Students	48.00
Post-Session Students	24.00

The foregoing housing fees are subject to increase by the Board of Presidents.

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 one time.

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

GUEST MEALS

Individual meals for guests are charged as follows: breakfast, 35 cents; lunch, 45 cents; and dinner, 60 cents.

ROOM DEPOSIT

A deposit of \$10.00 must be paid when a room reservation is requested. This is a guarantee of the intention of the student to enter the College for the term or 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. Check or money order for this deposit should be drawn to the Commonwealth of Pennsylvania.

ACTIVITY FEE

All Full-Time Students	@ \$15.00 per semester	\$30.00
All Summer Session Students		2.00

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. Checks for this fee should be drawn payable to the Student Activities Association, and this fee is due on or before the date of registration.

SUMMARY OF ANNUAL FEES

<i>Curriculum</i>	<i>Contingent</i>	<i>Housing</i>	<i>Activity</i>
Elementary	\$ 90.00	\$288.00	\$20.00
Secondary	90.00	288.00	20.00
Industrial Arts	126.00	288.00	20.00

The Contingent and Housing fees may be paid on a quarterly basis during the academic year. The first payment must be made on or before registration day.

For the Pre-Session, Summer Session, and Post-Session, these fees are payable at the time of registration.

OTHER FEES

TUITION FOR NON-RESIDENTS OF PENNSYLVANIA

Students who are not residents of the State shall be charged tuition at the rate of \$6.00 per semester hour. Those in the Elementary and Secondary Curriculums who carry the regular 32-credit yearly program will pay \$192 or \$96 per semester. Students in Industrial Arts, for a similar schedule, will be charged \$228 a year, or \$114 per 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 dormitory, the regular housing fee.

DAMAGE FEE

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

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.

INFIRMARY FEE

Boarding students who are ill are entitled to three days of infirmary services 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 requirement for graduation until this fee has been paid.

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. Book Store business is conducted on a cash basis. All bank drafts, checks, express and post office money orders are accepted, and should be drawn to the Commonwealth of Pennsylvania.

The Student Activity Fee must be paid on or before registration day, at the office of the Bursar, 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. HISTORY AND APPRECIATION OF ART (3) 2 cr.

A survey of art through the ages to develop a background for an understanding of contemporary art. The development of an appreciation of art in the home and community; representative examples of architecture, painting, sculpture, and the minor arts are analyzed.

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 background in art is 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 (4) 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 SCHOOL (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 (3) 3 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. EDUCATION FOR FAMILY LIVING (3) 3 cr.

Parent education as a function of the teacher and the school; the teacher in the home, and the parent in the school; parent-teacher and similar associations; school educations as good-home extension; and the problem parent.

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.

61. WORKSHOP IN EDUCATION Var. Cr.

The workshop offers an opportunity for an experienced teacher to work through committees on problems related to their teaching situation.

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.

71. MODERN METHODS IN SECONDARY EDUCATION (3) 3 cr.

An analysis and study of the functions of secondary education and teaching. Problems confronting the teacher of pupils of secondary school age are considered and an attempt is made to give the members of the class some techniques to be used in solving the problems. The course will deal with much of the more recent literature on the present day challenge of secondary education and secondary teaching.

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

Students with special interest in psychology usually do their elective work in speech or special education.

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, 51. PRACTICUM IN PSYCHOLOGICAL CLINIC Var. Cr.

See Special Education 50

ENGLISH

COMPOSITION

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.

LITERATURE

21. ENGLISH LITERATURE (3) 3 cr.

A one-semester survey of English literature, with special emphasis placed on the leading literary movements, writers, and works. Carefully selected extracts from the principal writers are studied as time permits.

22. AMERICAN LITERATURE (3) 3 cr.

A one-semester survey of American literature and Pennsylvania's contribution. Special attention is given to the outstanding literary movements and to the works of those writers who have aided most in the development of our literature.

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: Byron, Shelly, and Keats. Consideration is given to the life and thought of this important period.

37. AMERICAN POETRY (3) 3 cr.

This course offers an opportunity for extensive study and reading in the works of our major American poets.

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 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. SEVENTEENTH CENTURY FRENCH HISTORY AND LITERARY COMPOSITION (3) 3 cr.

22. OUTLINE COURSE IN FRENCH LITERATURE (3) 3 cr.

31, 32. NINETEENTH CENTURY AND CONTEMPORARY FRENCH PROSE AND POETRY (3) 3 cr.

41, 42. ROMANTIC AND REALISTIC MOVEMENT IN FRENCH LITERATURE (3) 3 cr.

43. THE FRENCH NOVEL (3) 3 cr.

44. FRENCH DRAMA (3) 3 cr.

LATIN

1. CICERO AND TACITUS (3) 3 cr.

21. VIRGIL AND OVID (3) 3 cr.

22. LIVY (3) 3 cr.

31. HORACE (3) 3 cr.

32. ROMAN CIVILIZATION (3) 3 cr.

SPANISH

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

Basic grammar and vocabulary, with oral and written exercises. Introduction to the reading of Spanish in carefully graded texts.

21, 22. INTERMEDIATE SPANISH (3) 3 cr.

A review of grammar, reading and translation of modern prose.

23. CONVERSATION (3) 3 cr.

Oral practice based on reading and current topics. Prerequisite: Spanish 21, 22.

24. ADVANCED SPANISH CONVERSATION (3) 3 cr.

Opportunity to speak the language through book reports, special study and oral report of current topics; discussions based on historical and geographical features of the Spanish Americas. Prerequisite: Minor in Spanish.

31. INTRODUCTION TO SPANISH LITERATURE (3) 3 cr.

A general survey of Spanish literature from the Spanish-Latin period to modern times. Readings from representative works.

32. COMMERCIAL SPANISH (4) 4 cr.
A study of the use of Spanish in commercial relations between United States and Spanish America. Forms of correspondence and commercial vocabulary studied.
- 41, 42. SPANISH-AMERICAN LITERATURE (3) 3 cr.
The novel and short story in Spanish-America. Lectures, outside readings, and reports.
- 51, 52. CONTEMPORARY SPANISH DRAMA (3) 3 cr.
Studies in the modern drama with reading of representative works.

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 American, 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.

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.
37. GEOGRAPHY OF ASIA (3) 3 cr.
The chief emphasis of this course is a regional analysis of the Asiatic continent. However, the economic and political phases of the area will be stressed as well as its interdependence with other portions of the world.
38. GEOGRAPHY OF AUSTRALASIA-AFRICA (3) 3 cr.
A regional study of each geographic region relative to its topography, climate, and natural resources. Emphasis will be made to the present adjustment of the people to their changed economic status and their adjustment to the natural environment.
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 (3) 3 cr.
This course is primarily concerned with the climatic regions of the earth, and the limitations and advantages they offer for man's occupance. The course is a valuable aid for students in world problems, and an indispensable one 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.

46. METEOROLOGY (4) 3 cr.

Meteorology is a science of the atmosphere. This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and for a discussion of problems rising from the use of the atmosphere as a medium of travel and transportation.

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. HEALTH AND PHYSICAL EDUCATION FOR FRESHMEN (3) 1 cr.

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

21, 22. HEALTH AND PHYSICAL EDUCATION FOR SOPHOMORES (3) 1 cr.

One period a week is devoted to health problems and two periods for participation in the physical education activities. Required of all sophomores.

31, 32. HEALTH AND PHYSICAL EDUCATION FOR JUNIORS (3) 1 cr.

D & D 3. Engineering Drawing (6) 2 cr.
 Technical sketching, use and care of instruments, orthographic and auxiliary projection drawing with dimensions and sections, reproduction processes, and vertical freehand lettering.

D & D 4. Descriptive Geometry (6) 2 cr.

The theory of projection drawing and its application in solving engineering problems by projection and revolution of points, lines, planes and solids. Prerequisite: D & D 3.

33. 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.

36. HOME NURSING (3) 2 cr.

"Home hygiene and the care of the sick" as given under the standards of the American Red Cross.

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 I, 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 construction of simple electrical apparatus applying the fundamental principles of electricity. 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. COLD METAL (WROUGHT IRON) (8) 4 cr.

Development and construction of ornamental iron projects including lamps, candle holders, wood baskets and other projects suitable for high school shops. The work includes both cold and hot forming.

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. 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.

63. GRAPHIC PRESENTATION AND BOOKBINDING (8) 4 cr.

An elementary unit in graphic arts, including letterpress printing and bookbinding; also preparation and reproduction through a variety of processes of teaching material suitable for classroom use.

64. RADIO (8) 4 cr.

Fundamentals of electronic theory and its application to radio and television. Radio repair and maintenance. Radio receivers are constructed by the students. Prerequisites: Shop 35 and Physics 1.

65. COSTUME JEWELRY (8) 4 cr.

Basic principles of jewelry making presented by the making of a variety of costume jewelry pieces. The course includes both metal and ceramic jewelry.

66. FUNDAMENTALS OF LEATHERWORK (8) 4 cr.

A course planned to give basic experience in the use of tools requisite to cutting, skiving, tooling, embossing, stamping, lacing and braiding. Projects include those suitable for camps, junior and senior high schools.

67. INTRODUCTION TO PLASTICS (8) 4 cr.

A general introduction to the history and development of the plastic industry including the physical properties of plastics; with a laboratory period for the designing and constructing of plastics products.

LIBRARY

1. LIBRARY SCIENCE (1) 0 cr.

Ten class periods of lecture, recitation, and laboratory problems designed primarily to assist students in using the facilities of the college library. This is a required course taken concurrently with English 1.

MATHEMATICS

00. SPECIAL WORK IN MATHEMATICS (3) 3 cr.

Individual work, according to the needs of the students, will be given. Registration only with the consent of the instructor may be in Applied Mathematics, College Algebra, Trigonometry, Analytic Geometry, or Differential or Integral Calculus.

1. APPLIED MATHEMATICS (3) 3 cr.

The need and place of mathematics in science and industry are stressed including practical applications of elementary mathematics. Required of Industrial Arts students. This course will not be counted in the 18 hours minimum for specialization in mathematics.

11. 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.

12. 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 development and application, triangular solutions in all their phases, perfection of abilities in exponentials and logarithms and their application to problems. Prerequisite: Mathematics 11.

21. 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, their application. Prerequisite: Mathematics 12.

22. SYNTHETIC GEOMETRY (3) 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the worlds 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. Techniques and aims in teaching high school geometry are emphasized. This course is especially recommended to those who expect to teach mathematics in the secondary school.

31. 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 21.

32. 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 31.

33. DIFFERENTIAL EQUATIONS (3) 3 cr.

The treatment of the elementary differential equations with special emphasis on such types as the student is likely to encounter in the work in mechanics and physics. Prerequisite: Mathematics 32.

41. ADVANCED COLLEGE ALGEBRA (3) 3 cr.

Emphasis is laid on the theoretical aspects of Algebra. Application and problems will include primarily the more advanced forms and it is therefore expected that the students in this course shall have completed the Integral Calculus.

42. 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.

43. SPHERICAL TRIGONOMETRY AND NAVIGATION (3) 3 cr.

The trigonometry of lines and figures on the surface of a sphere with applications to the earth and navigation. Prerequisite: College Trigonometry.

Math. 13. Algebra and Trigonometry (5) 5 cr.
For engineering students with a minimum of two years of high school mathematics, including $1\frac{1}{2}$ units of algebra, 1 unit of plane geometry, and $\frac{1}{2}$ unit in other mathematics.

Math. 14. Analytic Geometry and Calculus (4) 4 cr.
For engineering students. Loci of equations and equations of loci; straight lines, conics; formal differentiation and application of derivatives to curve drawing; maxima and minima; and rates. Prerequisite: Mathematics 13 or Mathematics 11 and 12.

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. FRESHMEN 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. Lecture and demonstration. Students working toward certification in science should not take this course.

24. NATURE STUDY (5) 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.

25. HISTOLOGY (5) 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. HEREDITY (5) 3 cr.

Principles of genetics, with emphasis on methods and mechanisms of inheritance as they apply to both plants and animals, including man. Lecture and laboratory. Open to all students.

34. BIOECOLOGY (5) 3 cr.

A study of the environmental relationships of plants and animals with special reference to field techniques and ecological principles. Lecture, laboratory, and field work. Prerequisites: Botany 24 or Zoology 24.

35. PROBLEMS IN CONSERVATION OF NATURAL RESOURCES (4) 3 cr.

The study of problems arising from a lack of conservation management in the fields of minerals, water, farm lands, forest areas, wildlife and human resources. Suggested solutions for these problems will be made as the basis for teaching conservation in elementary and secondary schools. Field trips to nearby areas will supplement the lectures and laboratory work.

BOTANY

1. GENERAL BOTANY (VASCULAR) (6) 4 cr.

Principles and problems of plant biology with emphasis on structure, function, distribution, and behavior of *vascular* plants. Lecture and laboratory.

2. GENERAL BOTANY (NON-VASCULAR) (6) 4 cr.

Principles and problems of plant biology with emphasis on structure, function, distribution, and behavior of *non-vascular plants*. Lecture and laboratory.

24. FIELD BOTANY (LOCAL FLORA) (5) 3 cr.

The classification and identification of the seed plants and ferns of Southwestern Pennsylvania for the purpose of acquiring familiarity with the distinguishing features of the various groups. Lecture and field work. Prerequisites: Botany 1 or consent of instructor.

25. PLANT PROPAGATION (5) 3 cr.

Theoretical discussions and practical work on plant propagation. Lecture and laboratory. Prerequisite: Botany 1.

32. BACTERIOLOGY (5) 3 cr.

A general course in the fundamental principles of bacteriology. Lecture and laboratory. Prerequisites: Botany 2 and Chemistry 1.

35. PLANT HISTOLOGY (5) 3 cr.

A microscopic study of plant tissues and organs, the stelar theory, and histological technique. Lecture and laboratory. Prerequisite: Botany 1.

41. FORESTRY (5) 3 cr.

A study of forests, forest products, conservation, identification of trees, the public domain, national parks, and kindred topics. Lecture and laboratory. Prerequisite: Botany 1.

ZOOLOGY

1. GENERAL ZOOLOGY (INVERTEBRATE) (6) 4 cr.

A study of the invertebrates based on structure, function, distribution, and behavior of representative species from all the major phyla. Lecture and laboratory.

2. GENERAL ZOOLOGY (VERTEBRATE) (6) 4 cr.

A study of the vertebrates based on structure, function, distribution, and behavior of representative species from all the various classes. Lecture and laboratory.

21. COMPARATIVE ANATOMY (5) 3 cr.

The fundamentals of comparative anatomy of the vertebrates. Considerable emphasis is placed on mammalian anatomy using the cat as the laboratory specimen. Prerequisite: Zoology 2.

22. ENTOMOLOGY (5) 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.

24. FIELD ZOOLOGY (5) 3 cr.

A study of the various forms of animal life to be found in this region including methods of collecting and preserving. The work is adapted to the needs of teachers in giving an acquaintance with the local fauna.

25. PARASITOLOGY (5) 3 cr.

A study of animal parasites dealing mainly with protozoology, helminthology, and arthropods of importance in disease. Lecture and laboratory. Prerequisite: Zoology 1.

30. EMBRYOLOGY (5) 3 cr.

Comparative embryology of the vertebrates with special reference to

Chem. 3. Inorganic Chemistry (7) 4 cr.

The non-metallic elements; fundamental principles of the science are studied in connection with the descriptive chemistry of non-metallic elements and their compounds; prepares for future study of the science. Lecture 3 hours, recitation 1 hour, laboratory 3 hours. (5) 3 cr.

Chem. 4. Inorganic Chemistry & Qualitative Analysis (7) 4 cr.

A continuation of chemistry 3, with the latter part of the semester given over to qualitative analysis. Lecture 3 hours, recitation 1 hour, laboratory 3 hours.

44. ORNITHOLOGY (5) 3 cr.
A study of the classification and natural history of the birds with particular emphasis on local forms. Field and laboratory work supplemented by lectures.

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 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 consideration.

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.

24. 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.

31. PHOTOGRAPHY (5) 3 cr.
The use of modern camera equipment; essentials of photographic composition; the procedure of making pictures from exposed sensitive materials to the finished print by demonstration and experience.

CHEMISTRY

- 1, 2. INORGANIC CHEMISTRY (6) 4 cr.
General inorganic chemistry introducing the fundamental theories and laws of chemistry, including the study of the non-metals. The second semester includes the study of metals and their compounds with an introduction to carbon compounds.

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, 32. **ORGANIC CHEMISTRY** (6) 4 cr.
An introductory course in organic chemistry which includes a carefully organized study of the aliphatic series. The second semester includes the study of the aromatic series.
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.
42. **INDUSTRIAL CHEMISTRY** (4) 3 cr.
The study of procedures in the chemistry of industrial manufacturing. Visits to leading chemical plants in the area are required of all students as a part of their class work.
51. **BIOCHEMISTRY** (5) 3 cr.
Biochemistry is a course designed to give the student an introduction to the chemical constituents and reactions of living matter.
52. **CHEMISTRY OF FOOD AND NUTRITION** (5) 3 cr.
This course includes an introductory study of carbohydrates, fats, and vitamins as they affect our lives. It includes also an extended study of colloids in their special relation to nutrition.

PHYSICS

- 1, 2. **GENERAL PHYSICS** (6) 4 cr.
An introductory course in the fundamental principles of mechanics and heat. A sufficient knowledge of mathematics is necessary to solve simple algebraic equations and handle the fundamental concepts of plane trigonometry. The second semester includes the fundamental principles of magnetism, electricity, sound, 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 application.
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, and relation of heat and work, and other allied topics.
51. **RADIO COMMUNICATION** (5) 3 cr.
A study of the general principles in radio transmitters and receivers. Practice in the reception and transmission of the code.
61. **PHYSICAL MEASUREMENTS** (5) 3 cr.
Verifying some of the laws and constants of physics through actual experimentation. Prerequisites: Physics 1 and 2.

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 two continents is emphasized. The historical background and geographical environments are woven into their historical backgrounds and geographical environments to give a better understanding of the common problems and interests of the two continents.

Physics 3. General College Physics (3) 5 cr.
This is a one semester course devoted to mechanics, molecular physics, heat, and sound, with special emphasis on mechanics. Lecture-recitation 3 hours, demonstration 2 hours, laboratory 3 hours.
Prerequisite: Mathematics 13 or Mathematics 11 and 12.

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 (1492-1945) (3) 3 cr.
A survey of American development with a consideration of the underlying 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.
23. HISTORY OF THE UNITED STATES AND PENNSYLVANIA (3) 3 cr.
A course based upon the political, economic, and social growth of the Commonwealth, and related to general United States history by a series of collateral readings planned to correlate the two subject areas.
- 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.

37. CONTEMPORARY AMERICAN HISTORY (3) 3 cr.
A detailed study of the economic, political, social, and diplomatic problems of the United States in the twentieth century with emphasis on the last decade.
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, of 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 the 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 (6) 3 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. Enrollment 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 and two hours of laboratory work a week during the semester.

22. PLAY PRODUCTION (3) 2 cr.

Theory and practice in play directing. Each student will make a promptbook and direct and stage 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 adaptation of stories to scripts and 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, the therapies for stuttering on various age levels are considered in the second part.

45. ELEMENTARY SPEECH CLINIC

(4-6) 2 or 3 cr.

Beginning work in clinical procedure. 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.

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 1945

THE ELEMENTARY CURRICULUM

AUGUST 1944

Areford, Margaret Helen.....	Carmichaels
Bowers, Frances 'Hara.....	R. D. 2, Belle Vernon
Crosier, Ruth Weir.....	West Elizabeth
Dix, Helen Jannette.....	Indian Head
Knestrick, Faye Pauline.....	77 Beau Street, Washington
Baceski, Hilda Latini.....	Box 232, Denbo
Mostoller, Rachael Mary.....	Stoystown
Renn, Margaret Hazy.....	Perryopolis
Shaffer, Leah Hazel.....	Box 161 Hooversville
Shultz, Sue Maybury.....	707 Vermont Avenue, Glassport
Smalley, Maude Elizabeth.....	Salisbury
Withers, Ruth Adams.....	1008 Seventh Street, West Elizabeth
Yanow, Jean Rebok.....	Keisterville
Young, Grace Mildred.....	Box 181, Elrama

JANUARY 1945

Darby, Edna Beryl.....	Lemont Furnace
Galich, Rose Marie.....	Box 156, Ronco
Given, Henrietta Louise.....	1117 Graham Avenue, Monessen
Grove, Lois Jean.....	219 Oneida Street, Monessen
McGuffey, Irma Sebben.....	Lower
Piper, Rose Margaret Smith.....	334 Oneida Street, Monessen
Rose, Lena Ruth.....	320 Market Street, Brownsville
Siemon, Marcella Powell.....	130 Third Street, California
Slavkosky Vilma M.....	Box 181, Ronco
Somales, Irene Rose.....	338 11th Avenue, Homestead
Trevorrow, Helen Margaret.....	Holsopple
Wilson, Virginia Mae.....	Box 15, West Elizabeth

MAY 1945

Britz, Liberty Josette.....	Masontown
Burry, Ruth Elizabeth.....	Box 107, Allenport
Chippeaux, Ruth Sarah.....	LaBelle
Clendenien, Janet Dorothy.....	623 Oden Street, Confluence
Davidson, Sylvia R.....	209 Maple Avenue, Clairton
Donovan, Camilla C.....	Brownsville

Edwards, Mildred Wilkins.....664 Wood Street, California
 Erskine, Frances Booth.....Bunola
 Hickle, Dolores Ruth.....Box 286 Fairbank
 Kenton, Jean Centofanti.....Republic
 Kerr, Lois Mae.....404 Parkinson Street, Monongahela
 Landis, Harriet France.....Berlin
 Lomagno, Margaret V.....Perryopolis
 Martina, Jennie Tasson.....Main Street, Republic
 Magill, Ruth Casperson.....722 Ridge Street, Clairton
 McCain, Elisabeth Ann.....316 Wood Street, California
 Merryman, Esther Means.....New Salem
 Monack, Vivian Rose.....705 Sixth Street, Charleroi
 Vanatt, Lorraine Lint.....Perryopolis
 Warren, Jane Elizabeth.....501 Third Street, Monongahela

THE SECONDARY CURRICULUM

AUGUST 1944

Garman, Ann Elisabeth.....950 Washington Avenue, Tyrone
 Jones, Lois Sara.....745 Park Street, California
 Leichliter, Martha Jean.....Labelle
 McAlpine, Clara Louise.....R. D. 2, Box 189, Belle Vernon

JANUARY 1945

Anderson, Lois Anne.....617 Hancock Street, Monongahela
 Boyd, Catherine Marie.....New Salem
 Cope, Sara Elizabeth.....406 Fallowfield, Charleroi
 Deter, Virginia Marjorie.....Box 134, Webster
 Head, Anne Rose.....121 Fallowfield Avenue, Charleroi
 Henck, Jeanne Elizabeth.....Fifth Street, Hiller
 Lauderbaugh, Jean Carson.....R. D. 1, Charleroi
 Simpson, Betty Laverne.....1200 Woodbourne Avenue, Pittsburgh
 Stack, Homer N.....Boswell

MAY 1945

Check, Lorraine Mae.....624 Large Avenue, Clairton
 Clark, Ruth Virginia.....R. D. 1, Scenery Hill
 Fiedler, Marilyn Lou.....Latta Stone House, Roscoe

Gallo, Gloria Dorothy.....107 Fourth Street, California
 Howe, Janice Lisbeth.....R. D. 3, Bradford
 Kaufman, Mary Louise.....117 Monongahela Avenue, Dravosburg
 Lenio, Dorothy Grace.....305 East Schoonmaker Avenue, Monessen
 Miller, Betty Jane.....R. D. 1, Dunbar
 Stahlman, Lucille Margaret.....R. D. 2, Bridgeville

THE INDUSTRIAL ARTS CURRICULUM

AUGUST 1944

Hartley, John Milton.....Adah
 Kenton, Frank Joseph.....Main Street, Republic
 Pell, John William.....210 Bausman Street, Pittsburgh 10
 Zimmerman, Earl Ray.....421 West Main Street, Mechanicsburg

JANUARY 1945

Conrad, Elva Louise.....813 Fifth Street, California
 Haight, Wilbur Thomas.....261 Orchard Drive, Mt. Lebanon, Pittsburgh
 McGibbney, Reid Ward.....164 Steuben Street, Crafton

MAY 1945

Bias, Andrew Wilfred.....Sixth Street, Hiller
 Hutson, Robert Franklin.....254 Seventh Street, California
 Ross, Charles Marion.....Box 88, Carmichaels
 Snyder, Keith Duane.....Timblin

CLASS OF 1946--SENIORS

THE ELEMENTARY CURRICULUM

AUGUST 1945

Blackburn, Jane Louise	49 Aliquippa Avenue, Monessen
Byers, Mauvis, Minerva	133 Pershing Street, Nemacolin
Cadzow, Mary McNaire	Forbes Road
Camlin, Martha Franks	R. D. 3, Box 320, Uniontown
Connoley, Elizabeth McAleer	31 Evans Street, Uniontown
Craig, Mary Frances Spaw	R. D. 1, Box 171, Uniontown
Crawford, Christine McCann	Jerome
Davis, Ann Alberta	Box 233 Renton
Dick, Marie Elizabeth	Hopwood
Eash, Ruth Catherine	Box 214 Holsopple
Ferrere, Pauline Frances	313 Wood Street, California
Fraser, Lois, E.	679 McKean Avenue, Donora
Fray, Marcella A.	Southview
Grefost, Frances Ann	5th & Ferry Streets, Elizabeth
Hartley, Virginia Wood	Main Street, McClellandtown
Krepps, Margaret T.	Republic
Lenhart, Sydney M.	R. D. 2, Meyersdale
McKee, Harriet M.	114 Fourth Street, West Newton
Meikle, Jayne E. Peppel	440 Fourth Street, Charleroi
Moyer, Catherine Christina	Box 283, Dunbar
Roadman, Winifred Melisea	Box 101, Merrittstown
Strickler, Dorothy Warfel	Fayette City
Trevorrow, Jane Elizabeth	Holsopple
Umbel, Thelma Collier	306 Morgantown Street, Uniontown
Van Nosedeln, Madeline Tissue	Mill Run
Wilson, Betty Jane	814 Fourth Street, California
Young, Miriam Aileen	519 West College Street, Canonsburg

JANUARY 1946

Bosetti, Delcinia Margaret	Smithton
Danti, Lillian M.	114 Chess Street, Monongahela
Gee, Ruth Webster	221 College Avenue, California
Grisetti, Ernestine	234 Evans Street, Uniontown
Lewis, Eleanor Lowe	5 East Church Street, Masontown
Mayfield, Howard William	Frank
Paxton, Lorraine Hails	Bentleyville

Phillips, Jean Mildred	R. D. 4, Box 159-C, Uniontown
Phillips, Sara Margaret	R. D. 1, Irwin
Rainone, Jeroldeane Colman	Box 563, Brownsville
Sneed, Alma Ruth	22 Carson Street, Belle Vernon
Sossa, Pauline Germaine	Jacobs Creek
Sprague, Ruth Marsteller	14 Linden Street, Ellsworth
Sutherland, Emogene	Fayette City

MAY 1946

Alderson, Elsie Virginia	Finleyville
Bower, James Edward	Confluence
Brownfield, Margaret M.	102 Murray Avenue, Uniontown
Bush, Ethelyn Whetsel	Upper Middletown
Carson, J. Allen	Perryopolis
Caruso, Eleanor Cretin	Masontown
Cassidy, Mary Catherine	New Salem
Ciszek, Eleanor Sean	Waltersburg
Concilus, Florence	Derrick Avenue, Uniontown
Crawford, Margaret B.	413 Sixth St., Wilson
Custer, Louise	Friedens
Dearth, George	9 West Church Street, Uniontown
DeFigo, Alfred A.	Republic
Drazenovich, Virginia	West Brownsville
Dressler, Ruth Corrine	2612 Cleveland Street, McKeesport
Dumbauld, Mildred K.	Rockwood
Egan, Ann K.	1100 West Green Street, Connellsville
Evans, Margaret J.	127 High Street, Fayette City
Fast, Ethel B.	Mastontown
Flanders, Florence	Daisytown
Francis, Alice Thelma	118 Carnegie Avenue, Connellsville
Genovese, Orlando	633 Park Street, California
Gradisek, Louis J.	Herminia
Groff, Josephine S.	Somerset
Hankins, Jane Mae	Smithfield
Hilling, Eleanor	322 Connellsville Street, Uniontown
Holston, Mary Louise	145 North Avenue, Washington
Keck, Anna Louise	Brownsville
Kollar, Veronica	17 Vernon Street, Uniontown
Kulikowski, Joseph John	Coal Center
Kuzdenyi, Aladar J.	Republic
LaTorre, Rose Marie	Fairbanks
Lewis, Gloria Frances	316 Meadows Avenue, Charleroi
Lilley, Zetta	McClellandtown
Martin, Evelyn Snyder	Somerset

Meyers, Martha Louise	R. D. 1, Connellsville
Montgomery, LaVina E.	Morgantown Street, Fairchance
Mountain, Helen E.	Union Street, Brownsville
Neal, Dorothy Biddle	219 Locust Street, Elizabeth
Newport, Bernice Wilkie	Daisytown
Reese, Violet Walker	Rockwood
Rockwell, Dorothy Badger	303 S. Main Street, Masontown
Ryan, Camille	Brownsville
Schaefer, Genieve	Ohio
Schnatterly, Nellida B.	Lemont Furnace
Sepac, Anne	Mather
Sereda, Edward Michael	Republic
Showalter, Francis A.	Salisbury
Shutok, William Edward	Box 185, Uniontown
Skinner, Carl A.	Mill Run
Smith, James Harold	Somerset
Smith, Virginia J.	208 Bank Street, Brownsville
Sowa, Mary	1011 Fifth Avenue, McKeesport
Trimpey, Elizabeth Patton	404 Fletcher Street, Berlin
Upperman, Alice Boylan	4th Street, Hiller
Vaughen, Betty Jane	351 Pennsylvania Avenue, Charleroi
Vickers, Betty Georgina	New Eagle
Zanot, Virginia M.	Box 125, Fredericktown

THE SECONDARY CURRICULUM

AUGUST 1945

Albright, Clara Grace	Ruffsedale
Beezy, Dorothy	507½ Crest Avenue, Charleroi
Cochran, Ruth Faye	736 Van Kirk Street, Clairton
Lange, Catherine Miller	415 Jones Street, Belle Vernon
Lesko, Verona	R. D. 1, Hickory
Lofgren, John William	569 Mifflin Road, Hays, Pittsburgh
Rutherford, Doris Jean	245 Jefferson Avenue, Washington
Sarada, Ethel Mae	Merrittstown
Wycoff, Mary Lou	268 Bethel Church Road, Pittsburgh

JANUARY 1946

Dipaola, Sabatina Clare	517 East Main Street, Monongahela
Friend, Amy Eleanor	R., D. 1, Uniontown
Gilmer, Thomas J.	Webster
Kasovich, Eleanor Louise	Hibbs
Stauffer, Jane Ruppert	234 Main Street, Irwin

MAY 1946

Boughner, William L.	346 Water Street, West Elizabeth
Brady, George W.	Vanderbilt
Brownfield, Joseph J.	52 Jane Street, Uniontown
Buttermore, Mary I.	306 College Avenue, California
Carpinelli, Angeline Marie	Box 112, Merrittstown
Clingan, Thelma	West Brownsville
Connell, Joseph Lowell	Charleroi
Davis, Ruth Velma	Charleroi
Dragan, Rita Jean	59 Morgantown Street, Fairchance
Flinn, Marcella Jean	Donora
Furnier, Dorothy Elaine	Box 7, Allenport
Greaves, Arlene	515 Euclid Avenue, Dravosburg
Groff, Charles	Somerset
Grubish, Margaret	Fairbank
Hannan, Sarah G.	535 Isabella Street, Charleroi
Hardy, Jacqueline	Beacon Hill, Brownsville
Hawkins, Mary Elizabeth	Water Street, Brownsville
Jenkins, Doris Ruth	546 Bou Street, Stockdale
Keller, Charles Clayton	457 2nd Street, California
Kendrella, Helen Joan	Export
Kennedy, Elma Elizabeth	210 11th Street, Monongahela
Laing, James M.	28 Mullen Street, Uniontown
McCloy, Dorothy Alice	712 Water Street, Brownsville
McKnight, Pauline Frances	Merrittstown
Meese, Thomas J.	118 Broadway, Brownsville
Miller, Theodore R.	Homestead Park
Misher, George L.	Mather
Newman, Carl A.	541 California Avenue, Avalon, Pittsburgh
Nieman, Frances Eberhart	Uniontown
Phillips, Helen Marie	West Brownsville
Pringle, Hannah Margaret	Merrittstown
Ridenour, Ruth Jeanne	Fairchance
Robinson, Carmen	Sutersville
Roby, George	235 Connellsville Street, Uniontown
Romano, John Francis	135 Kendrick Avenue, Donora
Rotunno, Dominic Lawrence	73 Hickory Street, Sharon
Siebart, Joseph H.	California
Smith, Gervin L.	Fayette City
Sterner, James Edwin	West Newton
Swick, Virginia Marie	526 Third Street, California
Wainiske, Joseph Charles	Isabella
Wright, Doris J.	121 High Street, Brownsville

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