

**STATE
TEACHERS
COLLEGE**

**SLIPPERY ROCK
PENNSYLVANIA**



**CATALOG
1938-1939**

part 1

COLLEGE CALENDAR 1938-1939

SUMMER SESSION—1938

Registration Day Monday, June 20
Classes Begin Tuesday, June 21
Session Ends Saturday, July 30

POST SESSION—1938

Session Begins Monday, August 1
Session Ends Saturday, August 20

FIRST SEMESTER 1938-1939

Registration of Freshmen Tuesday, Sept. 13
Registration of all Other Classes Thursday, Sept. 15
Classes Begin Friday, Sept. 16
Thanksgiving Recess Begins Wednesday, 12M., Nov. 23
Thanksgiving Recess Ends Monday, 12M., Nov. 28
Christmas Recess Begins Friday, 12M., Dec. 23
Christmas Recess Ends Tuesday, 12M., Jan. 3, 1939
First Semester Ends After last Class, Saturday, Jan. 21

SECOND SEMESTER 1938-1939

Second Semester Begins Wednesday, 12M., Jan. 25
Easter Recess Begins Thursday, 12M., April 6
Easter Recess Ends Tuesday, 12M., April 11
Class Work Ends Tuesday, 12M., May 23

COMMENCEMENT 1939

Alumni Day Saturday, May 27
Baccalaureate Sermon Sunday, May 28
Commencement Monday, May 29

WHY BECOME A TEACHER

1. Teaching affords one an opportunity of great service to society. It is a public service that will challenge the best one has to offer his fellows. The future of democracy depends upon our nation's schools. The schools need young men and women of high ideals, thoroughly prepared to lead the boys and girls of today to greater accomplishment in the future.
2. The profession of teaching opens a way to some of the finest associations. On the whole, the teachers of our nation are people of culture and enjoy the respect of the community. To belong to this profession is a privilege.
3. Our state, among a number of others, offers security of position to well-qualified teachers.
4. The teacher's continuous contact with young people keeps him youthful in outlook and dynamic in spirit.
5. Teaching affords opportunity for continued growth through reading, study, travel, and meeting people of other professions.
6. Teaching offers a variety of types of service, such as classroom work in elementary school, junior high school, senior high school, college and graduate teaching; special fields as health and physical education, music, art; supervision and administration of schools; school psychologist; and many others. Teaching in the elementary and high schools is often found invaluable experience in preparing for college teaching.
7. Improved education of teachers is rapidly giving the teaching profession a higher standing in the community and among other professions. Society expects many of its most competent young people to respond to the call for educational service.

WHY ATTEND A TEACHERS COLLEGE

1. A teachers college is a professional school devoted exclusively to the preparation for educational service. All the courses, particularly those of the last two years, and all the campus activities in general are planned and organized with a view toward teaching. From the very first day that the student registers, the main thought is the prospective teacher.
2. The members of the faculty are men and women who have demonstrated superior teaching ability. Many, and frequently all, have a number of years of experience on the elementary or secondary level or both. They have first-hand knowledge of the work for which they help young people prepare. This is regarded essential by authorities, for to teach one must know how to deal with the problems of boys and girls as well as know the subject matter which one is to teach.
3. The teachers college provides opportunity for students to observe expert teaching in the grades or subjects for which they may be preparing.
4. Students do their teaching under the guidance of competent supervisory teachers who are prepared to counsel with the students and help them with their problems.
5. The teachers college keeps in close touch with the schools within the service area of the college to help school authorities secure well-prepared teachers and to assist students to secure positions which they can fill with satisfaction to all concerned.
6. General cultural opportunities are provided in the classroom and in campus activities of all kinds.

WHAT SLIPPERY ROCK HAS TO OFFER TO THOSE WHO DESIRE TO BECOME TEACHERS

1. Preparation for the following types of service:

- a. Elementary schools: Kindergarten-primary (kindergarten and grades one to three), intermediate (grades from four to six), and rural.
 - b. Secondary: English, social studies, geography, biological science, physical science, science, and mathematics.
 - c. Speech: special certification in speech correction and in the field of dramatics.
 - d. Health and physical education: a four-year preparatory curriculum for the teaching and direction of all physical education activities, in both elementary and secondary schools, recreational activities, and the teaching of health.
2. The first two years of study are set up as a general background for the more intense professional work in the last two years. Students are given an opportunity to master important fundamentals before they are asked to turn their attention specifically to a definite field of teaching. The entire first year's work can be taken without choosing any special field. A tentative choice can be made at the end of the first year and the electives chosen with this end in view. Even at the end of the second year the student can change his field of preparation tentatively chosen at the end of the first year. Students who decide at the close of either the first or second year that they do not desire to go into teaching after all, can transfer to other colleges without serious loss of credit.

The above does not apply to health and physical education. This field is special from the very beginning.

3. A faculty of competent men and women of wide experience in public school work, specially prepared by academic study and previous service to guide young people in the preparation for teaching.
4. Personal problems of students as well as problems growing out of their studies are dealt with by friendly, helpful counselling, as explained on page 63. The Student's health is constantly checked through the health service of the college.
5. With the completion of the new dormitory, now under construction, to replace North Hall destroyed by fire last year, the housing facilities for both men and women will be of the best. Until then housing accommodations in the town adequately supplement those on the campus. A temporary dining hall erected the past year can accommodate a sufficient number of students.
6. With other new buildings under construction nearing completion (science building, library, junior-senior high school), the college facilities for a more efficient instructional program will be enhanced appreciably. These facilities open up new opportunities for improved preparation for teaching.
7. Out-of-class activities of an intellectual, social, and recreational character provide ample opportunity for the all-around development of the student.

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Coach of Soccer
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A.M., Bucknell University
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A.M., Columbia University

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B.S., A.M., University of Pittsburgh
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A.M., Ph.D., Harvard University
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A.B., Pennsylvania College for Women; *Laboratory Schools*
A.M., University of Pittsburgh



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A.M., Ph.D., University of Wisconsin
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A.B., Ursinus College; Coach of Football and Basketball
A.M., University of Pittsburgh
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B.S., A.M., University of Pittsburgh Laboratory Schools
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A.M., Lehigh University; Ph.D., University of Pittsburgh
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B.S., Westminster College; Coach of Track
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B.S., in Ed., Geneva College

ANNA M. DODDS - - - - - First Grade
B.S. in Ed., Geneva College

HELEN KYLE - - - - - Fourth Grade
B.S., in Ed., Slippery Rock State Teachers College

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A.B., Geneva College; M.Ed., University of Pittsburgh

MARGARET LOWERY - - - - - Fourth Grade

HELEN A. MAXWELL - - - - - First Grade
A.B., University of Pittsburgh

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B.S., in Ed., Indiana State Teachers College

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B.S. in Ed., Geneva College

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BLANCHE D. GARVIN - - - - - First Grade
B.S., University of Pittsburgh; A.M., Columbia University

CARRIE LYON - - - - - Fourth Grade
B.S., University of Pittsburgh; A.M., Columbia University

McKEESPORT SCHOOLS

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DOROTHY SIEBER - - - - - First Grade

RURAL SCHOOL

MARION LEFEVER - - - - - First-Eighth Grades

ANNA McDEAVITT - - - - - First-Eighth Grades

LOIS THOMPSON - - - - - First-Eighth Grades

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JOHN A. ENTZ, B.S., Litt.D., A.M. - Dean of Men

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LOUISE S. KELLY - - - - - Secretary to the Deans

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BERNICE SPARGO, R. N. - - - - - Nurse

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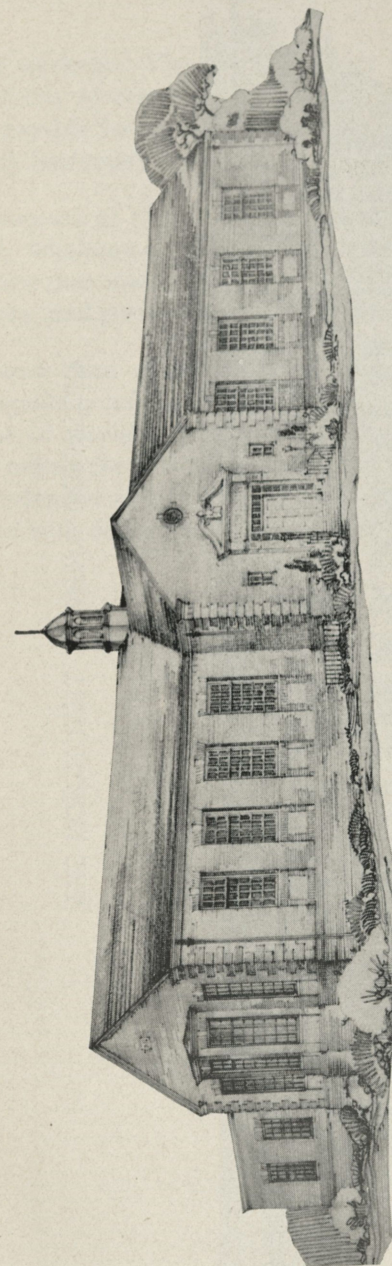
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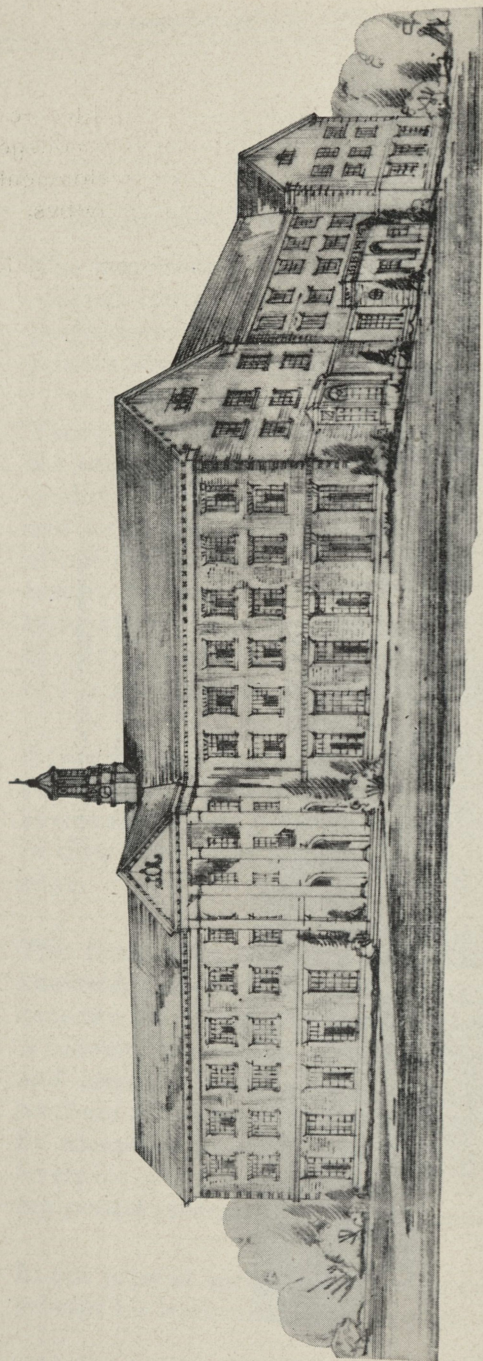
THE CURRICULA

UNDERLYING PRINCIPLES OF TEACHER EDUCATION

1. The preparation of teachers for our public schools is a specialized function in the general field of higher education, a professional task in which the entire educational program centers about and is dominated by this one objective.
2. Though specialized in purpose and professional in outlook, the education of teachers has a content definitely of college quality. Teachers cannot qualify for our schools of today and tomorrow unless they have mastered the fundamentals of our civilization. If education is to "keep alive memories, linking the past with the present and tempering the sensations of the hour by reference to the long experiences of the race," teachers must be well grounded in the background of the sciences and philosophy of today.
3. Education is not merely to transmit the valued culture of the past, but to "kindle and feed the imagination," to develop new ways of thought and action. Teachers must be creative in their profession, aspire to ever greater skill and knowledge.
4. The thoroughly grounding of prospective teachers in the knowledges and skills demanded in the profession and their capacity for continued growth demand appropriate facilities: a substantial program of studies; a library adequate for wide and intensive reading; an instructional staff of competent teachers and masters in their respective fields; schools readily accessible to observe the best in teaching today on the levels for which the students are preparing; a student-teaching period professionally supervised and directed.
5. In our present social turmoil, democratic society looks to its schools for leadership and direction, and through the schools



THE MALTBY LIBRARY
(Now under construction)



THE NORTH HALL WOMEN'S DORMITORY

to the teachers. The teacher cannot escape this added responsibility of community leadership. The teachers college must provide for adequate preparation for the development of such leadership through a program of varied activities.

6. The success of the teacher depends as much upon a balanced, wholesome personality as upon any other of the qualities that make for good teaching. Health, emotional stability, and personal integrity are absolute essentials.
7. No more than democracy can long survive without the undergirding influence of a compelling ethic, can the profession of teaching prove an uplifting force in modern society unless the ethical relationships of individuals and of the profession as a whole be observed. A college life permeated with noble ideals can promote the ethical life.

BASIC TWO YEARS OF THE CURRICULUM of the State Teachers Colleges of Pennsylvania

All students who are preparing to teach the academic subjects in the elementary and secondary schools, will follow the same curriculum during the first two years.

Students who desire to teach on a limited certificate after three years of residence will note the re-arrangement of the regular curriculum as shown at the bottom of page 20:

FIRST SEMESTER

	Clock Hours	Semester Hours
English	4	3
Speech	3	3
Biological Science	4	3
Health Education, including Physical Education and Personal Hygiene	4	2
Place and Purpose of Education in the Social Order, including classroom observation	3	2
Appreciation of Music	3	2
	<u>21</u>	<u>15</u>

SECOND SEMESTER

English	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science	4	3
Health Education, including Physical Education and Personal Hygiene	4	2
Appreciation of Art	3	2
	<u>21</u>	<u>17</u>

THIRD SEMESTER

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science	4	3
Elective	4	4
	<u>17</u>	<u>16</u>

FOURTH SEMESTER

Literature II	3	3
Educational Psychology	3	3
Principles of Sociology or Principles of Economics ..	2	2
Physical Science	4	3
Elective	6	6
	<u>18</u>	<u>17</u>

Note:

- (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the students' future program of studies.
- (2) The electives in the last two years shall be selected with reference to the fields of service for which the prospective teacher is preparing.

TWO YEARS OF PROFESSIONAL SPECIALIZATION IN THE ELEMENTARY CURRICULUM

FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government	3	3
Teaching of Reading	3	3
Music in the Primary Grades	4	2
Graphic Arts	4	2
Curriculum in Arithmetic	3	2
School Law	1	1
Elective	3	3
	<u>21</u>	<u>16</u>

SIXTH SEMESTER

Child Psychology	3	3
Teaching of English	4	3
Music in the Intermediate Grades	3	1½
Art Methods	3	1½
Teaching of Health	3	2
U. S. History to 1865	3	3
Elective	3	3
	<u>22</u>	<u>17</u>

SEVENTH SEMESTER

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story Telling	3	3
Evolution of the American Public School	2	2
Philosophy of Education	2	2
Elective	3	3
	<u>18</u>	<u>16</u>

EIGHTH SEMESTER

Student Teaching and Conferences	15	12
Curriculum Materials, Selection and Adaptation	4	3
	<u>19</u>	<u>15</u>

ELECTIVES IN THE FIELD OF ELEMENTARY EDUCATION

GROUP I. (PRIMARY — KINDERGARTEN — GRADES 1-3)

Pre-School Child	2	2
Kindergrarten-Primary Theory	2	2
U. S. History since 1865	3	3
Child Adjustment	3	3
Special Education	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Parent Education	3	3
Handicrafts	4	2
Courses in Speech or other approved courses from subject fields		
Descriptive Astronomy	2	1

GROUP II. (INTERMEDIATE — GRADES 4-6)

Teaching of Arithmetic	3	3
Civic Education	3	3
U. S. History since 1865	3	3
Industrial Arts	4	2
Geog. of Western Hemisphere	3	3
Geog. of Eastern Hemisphere	3	3
Descriptive Astronomy	2	1
Courses in Speech or other approved courses from subject fields		

GROUP III. (ONE-ROOM RURAL SCHOOLS)

Rural Sociology	3	3
Rural School Problems	2	2
Agriculture & Nature	3	2

Any other electives approved for Kindergarten or Grades 1, 2, 3, 4, 5 and 6

Candidates for State Standard Limited Certificates will be admitted in September.

Students who wish to qualify for teaching at the end of the third year must elect the following courses in the Second Year:

Teaching of English	Teaching of Reading
Curriculum in Arithmetic	
and must take as electives in the Third Year:	
Student Teaching	6 Sem. Hrs.
Children's Literature & Story Telling	3 Sem. Hrs.
Curriculum Materials	3 Sem. Hrs.
Elem. Science Curriculum	3 Sem. Hrs.

Note: A student is required to take part in a Physical Education activity each semester except in those semesters in which he is doing student teaching or in which Physical Education is carried as a curricular requirement. Students are required to participate in one co-curricular activity at least once each semester. These are part of the curricular requirements for graduation.

TWO YEARS OF PROFESSIONAL SPECIALIZATION IN THE SECONDARY FIELD

FIFTH SEMESTER

American Government	3	3
School Law	1	1
Educational Measurements	2	2
Electives	10	10
	<hr/> 16	<hr/> 16

SIXTH SEMESTER

Adolescent Psychology	2	2
Problems of Junior-Senior High School	2	2
Electives	12	12
	<hr/> 16	<hr/> 16

SEVENTH SEMESTER

Evolution of American Public School	2	2
Visual Education	2	1
Guidance	2	2
Philosophy of Education	2	2
Electives	9	9
	<hr/> 17	<hr/> 16

EIGHTH SEMESTER

Student Teaching and Conferences	15	12
Curriculum Materials, Selection and Adaption	4	3
	<hr/> 19	<hr/> 15

AREAS OF CONCENTRATION IN THE SECONDARY FIELD

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours, and at least one field of not fewer than eighteen semester hours. A second field of not fewer than eighteen semester hours is often desirable. There are seven elective fields. As early as possible in the student's enrollment he must demonstrate competence in the fields chosen, before permission is granted to complete requirements for certification.

To elect mathematics, a student must present three high school units of mathematics, of which units algebra and plane geometry must have been taken in the senior high school.

ENGLISH FIELD			SOCIAL STUDIES FIELD		
REQUIRED	Clock Hrs.	Sem. Hrs.	REQUIRED	Clock Hrs.	Sem. Hrs.
English I	3	3	History of Civilization	4	4
English II	3	3	Sociology or Economics	2	2
Literature I	3	3	American Government	3	3
Literature II	3	3	U.S. History before 1865	3	3
English Philology ...	3	3	Social & Industrial History of U.S. ...	3	3
Advanced Composition	3	3	Modern European History	3	3
ELECTIVES			ELECTIVES		
Shakespeare	3	3	Early European History	3	3
Short Story	3	3	Principles of Economics	2	2
Modern Novel	3	3	Principles of Sociology	2	2
World Literature	3	3	Latin American History	3	3
Contemporary Poetry	2	2	Comparative Government	3	3
Victorian Prose and Poetry	3	3	European History since World War	3	3
Journalism	2	2	Origin of Social Institutions	3	3
Pre-Shakespearean Lit.	2	2	History of England	3	3
Romantic Period	3	3	U.S. History since 1865	3	3
Essay	3	3	History of Far East	3	3
Modern Drama	2	2	History of Pennsylvania	3	3
19th Century Novel ...	3	3	History of Ethics	3	3
			Renaissance & Reformation	3	3
			Industrial Relations	3	3
			Family Relations	3	3
			Social & Economic Problems	3	3
GEOGRAPHY FIELD			MATHEMATICS FIELD		
REQUIRED	Clock Hrs.	Sem. Hrs.	REQUIRED	Clock Hrs.	Sem. Hrs.
Principles of Geography	3	3	College Algebra	3	3
Economic Geography	3	3	College Trigonometry	3	3
Geog., U. S. & Canada	3	3	Analytic Geometry	3	3
Geog. of Latin Amer.	3	3	Calculus I	3	3
Geog. of Europe	3	3	Calculus II	3	3
Geog. of Pacific Realm	3	3	Statistics	3	3

	Clock Hrs.	Sem. Hrs.		Clock Hours	Semester Hours
ELECTIVES			ELECTIVES		
Climatology & Meteorology	3	3	College Algebra II	3	3
Physiography	3	3	History of Mathematics	3	3
Conservation of Natural Resources	3	3			
Field Courses (To be approved)	3	3			
Commercial & Industrial Geography	3	3			
Trade and Transportation	3	3			
SCIENCE					
PHYSICS FIELD			CHEMISTRY FIELD		
REQUIRED			REQUIRED		
Physical Science	8	6	Physical Science	8	6
Advanced Physics	8	6	Inorganic Chemistry	8	6
			Qualitative Analysis	4	3
			Quantitative Analysis	4	3
ELECTIVES			ELECTIVES		
Mechanics	4	3	Organic Chemistry	4	3
Heat	4	3	Physical Chemistry	4	3
Mag. & Electricity	4	3	Industrial Chemistry	4	3
Hydrostatics	4	3	Physiological Chemistry	4	3
Optics	4	3	Food Chemistry	4	3
Modern Physics	4	3	Colloidal Chemistry	4	3
Pneumatics	4	3			
BIOLOGY FIELD			GENERAL SCIENCE FIELD		
REQUIRED			REQUIRED		
Biology	8	6	Biological Science	8	6
Advanced Botany	8	6	Physical Science	8	6
Advanced Zoology	8	6	Qual. Analysis	4	3
			Advanced Physics	4	3
ELECTIVES			ELECTIVES		
Physiology	4	3	Descriptive Astronomy	2	1
Bacteriology	4	3	Physical Chemistry	4	3
Comparative Anatomy	4	3	Organic Chemistry	4	3
Histology	4	3	Quant. Analysis	4	3
Genetics	3	3	Mechanics	4	3
Embryology	4	3	Magnetism & Electricity	4	3
Entomology	4	3	Hydrostatics	4	3
			Physiology	4	3
			Comparative Anatomy	4	3
			Histology	4	3
			Physiography	3	3
			Geology	4	3

SCIENCE FIELD

REQUIRED	Clock Hrs.	Sem. Hrs.
Biological Science . . .	8	6
Physical Science . . .	8	6
(To cover General Physics 4-3 & Chemistry I . . . 4-3)		
Qualitative Analysis . .	4	3
Advanced Physics . . .	4	3
ELECTIVES		
Quantitative Analysis .	4	3
Organic Chemistry . . .	4	3
Physical Chemistry . . .	4	3
Mechanics	4	3
Magnetism & Electrici- ty	4	3
Hydrostatics	4	3
Bacteriology	4	3
Physiology	4	3
Comparative Anatomy .	4	3

FIELD IN SPEECH

Speech is open as an elective field: first; to students pursuing the secondary curriculum, to be administered on the same basis as existing fields in this curriculum; second, to students pursuing the elementary curriculum, as free electives during the course of the curriculum or subsequent to graduation. The course in Speech Problems is required for all elementary curriculum students. When a minimum of 18 semester hours of work in Speech shall have been completed, holders of the College Certificate valid in the elementary field may have SPEECH added to the certificate.

I. Required of all Freshmen:

	Clock Hours	Semester Hours
a. Fundamentals of Speech	3	3
(This course may not be counted in the 18 hour minimum required for certification)		

II. Required for Speech Field:

a. Speech Problems	3	2
b. Play Production	3	2
c. Interpretative Reading	3	2
d. Phonetics	2	2

Clock Sem.
Hrs. Hrs.

III. Electives:

Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

PROFESSIONAL INTEGRATION

In addition to a comprehensive background in the various fields of human learning and a mastery of the field of specialization, the prospective teacher must be well schooled in the body of theory and practice which has been developing in the general field of education. Such courses are generally labeled education courses, though their real function is the study and mastery of the total learning process, the process of integration in the experience of the learner. In the professional school for teachers the entire curriculum is educational, and specialized to serve the educational field. If prospective teachers are to acquire the understanding and the skills necessary to make teaching functional in the entire personality of the learner, the college needs to make a definite attempt to integrate in the student's thinking and in his performance theory and practice. Such integration is no mere by-product, but should constitute a well-defined objective.

The college has these means of developing this integration. First, courses giving the student perspective in the general field of education. Second, observation of classroom learning situations directed by master teachers. Third, actual teaching under professional guidance.

COURSES

EDUCATION 101. PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER—A student's first study of the general field of Education should orientate him to the social objectives of all levels of education. The exploratory purpose of this general survey guides the student in the selection of his major field and directs his thinking in basic changes schools are undergoing in these modern times. The laboratory schools facilities on the campus are used to give concreteness to reading and discussion. 3 semester hours.

DR. WRIGLEY, DR. JAARSMA

EDUCATION 301. SCHOOL LAW—The teacher as an agent of the State has certain legal rights and responsibilities which are set forth in the School Laws of the Commonwealth. This course is designed to familiarize the student with those portions of the School Laws which affect the teacher's relationship with: (1) the Commonwealth of Pennsylvania; (2) her supervisory officers; (3) her board of school directors; (4) her pupils; (5) the patrons of the school; (6) her professional colleagues. 1 semester hour.

DR. WAGENHORST

EDUCATION 302. PROBLEMS OF THE SECONDARY SCHOOL—Prospective secondary school teachers should be familiar with the problems in education which are peculiar to this age group (12-18). The evolution of secondary education is given preliminary consideration; the present status analyzed and appraised; and needed revisions are considered. 2 semester hours.

MR. DENNISTON

EDUCATION 306. KINDERGARTEN-PRIMARY THEORY—The development of the kindergarten and pre-school movements is traced. Consideration is given to the physical, mental, social-moral, and emotional needs of the primary child. The theory underlying best current practices in kindergarten-primary education is developed and applied as the student organizes materials and selects teaching techniques suitable for integrated activities in the primary school. Through frequent observations in the campus laboratory school, students are guided in studying and evaluating children's enterprises. 2 semester hours.

MISS CONLEY

EDUCATION 361. THE TEACHING OF READING—Prospective teachers are acquainted with the problems of teaching reading according to modern scientific methods. Desirable procedures in developing appreciation of content, ability to grasp thought, and effective interpretation are stressed. The relationship is shown between reading and the rest of the school program. Observations at each level are an integral part of this course. 3 semester hours.

MISS THOMPSON, MISS RAY

EDUCATION 366. DIAGNOSTIC AND REMEDIAL INSTRUCTION IN READING—Students will become acquainted with methods and materials for the diagnosis and remedial treatment of children with reading disabilities. The resources of a modern, well-equipped Reading Clinic will be available to aid students in solving problems in this field. Each student will make a careful case-study of a child and will have guidance in applying remedial treatment. The application of remedial reading techniques to classroom situations will be made. Prerequisite: The Teaching of Reading. 3 semester hours.

MISS OUSLEY, MISS BEERY

EDUCATION 401. EDUCATIONAL MEASUREMENTS—The selection and use of standardized tests for measuring both achievement and intelligence receives primary emphasis. Due consideration also is given to informal objective testing, requisite statistical procedure, and the interpretation and use of testing results for both individual and group classification and diagnosis. 2 semester hours.

DR. WRIGLEY

EDUCATION 403. VISUAL EDUCATION—The theory and practical application of the various types of visual-sensory aids to typical fields of education is essential in modern classroom teaching. Students learn how to use the necessary apparatus and through classroom observation of successful employment of visual-sensory aids, how to incorporate this equipment into their teaching techniques. 1 semester hour.

DR. WALDRON, MISS STADTLANDER

EDUCATION 405. THE EVOLUTION OF THE AMERICAN PUBLIC SCHOOL—The problems of contemporary public education have their origin in the past, the remote as well as the immediate. In order to understand the vital issues of education today, the student needs this historical perspective. The development of our modern public school system is traced through the various changes in educational theory and practice. 2 semester hours.

DR. JAARSMA

EDUCATION 406. PARENT EDUCATION—Two agencies most concerned in education are the school and the home, the home (parents) probably being the greater force. Major emphasis is placed on methods of bringing about home and school cooperation. Study is made of the history, theory, and survey of Parent Education, types of programs provided, and methods and materials of Parent Education. 3 semester hours.

DR. WEISENFLUH

EDUCATION 411. THE PHILOSOPHY OF EDUCATION—Toward the close of a teacher's pre-service education, he needs to summarize, organize, and evaluate his previous thinking on vital issues in education. The formulation of a student's own philosophy of education receives the major emphasis. Wide and intensive reading in connection with certain formulated contemporary issues in education constitute the approach. 2 semester hours.

DR. JAARMA

EDUCATION 412. CURRICULUM MATERIALS, SELECTION AND ADAPTATION—An analysis is made of the content of the Pennsylvania State courses of study, outstanding syllabi from other states and from research associations, in the fields for which certification is sought. Emphasis is placed upon classroom management, lesson planning, the assignment, questioning, socialization, preparation of seatwork, unit-study materials, guide sheets, and the technique of unit construction. The course is closely integrated with student teaching. 3 semester hours.

DR. WAGENHORST, MR. DENNISTON, AND
LABORATORY SCHOOLS STAFF

EDUCATION 413. GUIDANCE—Adjustment to complex society is one of the major problems of youth. The prospective teacher is given opportunity to become acquainted with approved techniques and procedures, both group and individual, whereby this adjustment may be facilitated. 2 semester hours.

MR. DENNISTON

EDUCATION 414. STUDENT TEACHING—The content of student teaching is selected and administered: (1) to develop teaching ability of high order; (2) to provide practice in stimulating and guiding the educational activities of pupils; (3) to develop an appreciation through some participation of a teacher's responsibility toward community life; (4) to establish high standards of professional interest and activity; (5) to contribute to the development of those personal and social traits which are necessary for successful teaching.

With Curriculum Materials, it is the equivalent of a semester's work. 12 semester hours.

LABORATORY SCHOOLS STAFF

PSYCHOLOGY—The courses in psychology aim to bring together psychology and living in the home, school, church, and elsewhere. Their purpose is two-fold: (1) to guide and direct the prospective teacher's behavior through an understanding and improvement of himself so as to develop a balanced, integrated personality, and (2) to help him guide and direct the behavior of others through a knowledge and practice of the means and methods of control. Methods of achieving these objectives include: observation, oral and written reports, individual case reports, case studies, self-appraisal of one's own thinking, personality ratings and tests, socialization of classroom procedure, reading, and experimentation.

EDUCATION 241. GENERAL PSYCHOLOGY—A study is made of the facts and principles of psychology in order to better understand one's self and guide and direct the lives of others. Emphasis is given to the physical basis of human nature, mental activities, learning, individual differences, and personality. Demonstrations and experiments help to vitalize the work of the course. 3 semester hours. DR. WEISENFLUH, DR. WRIGLEY

EDUCATION 242. EDUCATIONAL PSYCHOLOGY—Major emphasis is given to the application of the fundamental facts and principles of psychology to the educative process. Important phases include: the basic equipment of the individual with which the process of education must deal, the learning process, principles underlying materials and methods of the classroom, intelligence, individual differences, and personality and adjustment. Individual case reports, case studies, and directed observation tend to make the work practical. Self-improvement is fostered through continuous self-appraisal, individual case reports, and personality ratings. 3 semester hours.

DR. WEISENFLUH

EDUCATION 342. CHILD PSYCHOLOGY—A study of the growth and development of child life. The development and organization of personality traits, personality adjustments of children, and child hygiene constitute important phases. Actual case studies of children will be discussed and followed by a critical analysis of problems of child growth and adjustment. The psycho-educational clinic at the college also constitutes a center for first-hand information and study. 3 semester hours.

DR. WEISENFLUH

EDUCATION 344. ADOLESCENT PSYCHOLOGY—Adolescent psychology covers that period of human behavior extending from pre-pubescence to maturity. The principles of general psychology are utilized in discovering how the physical, mental, social, moral, and religious development conditions the adolescent. Problems pertaining to juvenile delinquency and its control likewise receive consideration. 3 semester hours.

DR. WRIGLEY

EDUCATION 447. PRE-SCHOOL CHILD—An intensive study of child development from the pre-natal period through the kindergarten. A technique for scientific child study is formulated, and literature pertaining to the mental, physical, emotional, social, and educational growth of the child is reviewed and appraised. Pre-requisites: general and child psychology. 2 semester hours.

DR. WRIGLEY

EDUCATION 448. CHILD ADJUSTMENT—The mental hygiene of child life involves adequate adjustment to himself and to his physical and social environment. Prevention of maladjustment, or how to keep the child normal receives major emphasis. Special emphasis is placed on the forces that make personality, varieties of adjustive behavior, environmental stresses, and methods of reconstructing personality and behavior problems. Actual case studies, the college Psycho-Educational clinic, and visits to nearby institutions provide vital sources for study. 3 semester hours.

DR. WEISENFLUH, DR. CARTER

EDUCATION 449. SPECIAL EDUCATION—A study of the recognition and diagnosis of individual differences, variability in instructional procedure, and curricular content and adjustment for the atypical child, which includes the gifted, the subnormal, and those suffering from certain disorders. 3 semester hours.

DR. WRIGLEY, DR. WEISENFLUH

THE LABORATORY SCHOOLS

The facilities for practice teaching at Slippery Rock are unique. It is the only teacher-preparing institution in Pennsylvania having a Laboratory School with all the grades from the kindergarten through the senior high school on the campus under its jurisdiction. All the children of school age in the borough attend the campus school, since there is no other public school in the district. Five rural schools in the adjoining township have also been closed and the children are transported by bus to the Laboratory School. This arrangement provides a total enrollment of approximately five hundred fifty pupils for the elementary grades and the junior-senior high school.

The system is administered and supervised by the Director of the Laboratory Schools, who is assisted by a staff of twenty-four demonstration or supervising teachers. The minimum qualifications of these teachers are three years of successful public school teaching experience and a master's degree in the field of teacher education.

The pupils of the elementary grades are housed in a spacious building especially designed to accommodate student teaching. The furniture, textbook, and library facilities impress visiting teachers and superintendents. There is a separate and well-equipped building on the campus for the use of the junior-senior high school, and a new building is now under construction.

Additional practice teaching facilities are offered in co-operating schools established in New Castle, McKeesport, Turtle Creek, and four selected rural schools of the service area. The supervising teachers of these co-operating schools are master teachers with superior personal and professional qualifications for the work which they are doing.

STUDENT TEACHING

Each senior spends the equivalent of a semester as a full-time cadet or interne in the Campus Laboratory School or one of the co-operating schools. This period is the capstone of the student's preparation for teaching—the time when he begins to assume teaching responsibilities. It provides the opportunity for him to develop his capacity to direct teaching-learning situations in a modern public school setting under the sympathetic guidance of master teachers.

Approximately two-fifths of the student teaching period is devoted to observation and participation in the teaching procedures of the supervisor. From the beginning, every effort is made to have the student appreciate that he is a vital member of the classroom group.

As soon as the student's confidence and insight warrant, he is assigned simple duties such as marking papers, preparing short tests, assisting during library or supervised study periods, telling a story, or making a class assignment. Frequent conferences are held in which the supervisor and student-teacher discuss purposes, plans, and problems involved in teaching an assigned group of pupils. In these initial steps he becomes familiar with the routine of classroom management, the preparation of teaching materials, and the measurement and charting of pupil growth.

Students in the elementary field spend the entire day in one grade and really live with one group of children for half of their teaching period. During the second nine weeks' period, a similar experience is provided on another grade level.

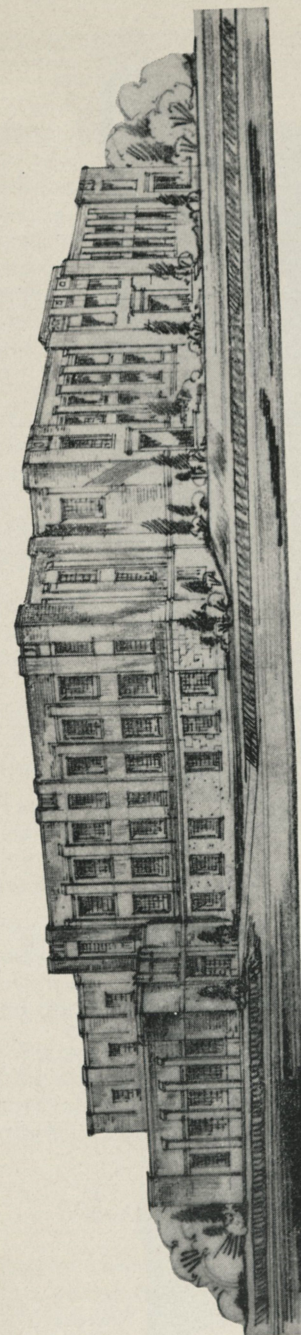
Students in secondary education are assigned to four classes for one full semester. These assignments are determined by the fields in which the student is seeking certification and are made on several grade levels. This plan provides practice in teaching situations in both the Junior and Senior High Schools. Instructional materials are organized on the basis of units which vary in length from one to four weeks. The student has ample opportunity to observe and confer with the supervising teacher in each subject matter field before he is required to develop and teach a unit under guidance.

EDUCATIONAL CLINIC

The educational clinic is housed in a suite of rooms on the second floor of the elementary laboratory school. It now has the necessary equipment to carry on a full clinic program. Among the college staff, specialists in clinic procedures are available.

OBJECTIVES

The major objectives of the clinic are better adjustment and placement of pupils in the laboratory school and students in the college, assisting teachers and parents of pupils in the service area in the solution of problems pertaining to pupil adjustment, and the training of pre-and post-service teachers in clinical techniques.



THE COLLEGE LABORATORY SCHOOL

ideational and performance tests. A psychiatric examination is made when there seems to be evidence of mental unbalance. In cases of questionable vocational or professional choice, an aptitude test is administered. Whenever the problem is one of either inattention or faulty hearing, an auditory examination is made. The necessary eye examinations are made when eye disability is suspected as the cause of maladjustment.

The *reading clinic* serves not only pupils in the laboratory school and in the public schools of the service area but also college students who are handicapped by a reading disability. The reading examination includes a battery of standardized tests and informal diagnostic tests devised to indicate the individual's present accomplishment in this field and the characteristics of his reading. The results of the psychological examination and those derived through the use of the scientific and technical instruments found in the clinic are also utilized to throw additional light on the probable causes of the pupil's difficulty. As a result of the diagnosis, remedial materials and procedures are recommended. From time to time the pupil may be returned to the clinic so that progress may be checked and additional suggestions made.

The *speech clinic* offers a two-fold service: examination, diagnosis, and remedial treatment for students on campus in the college and in the laboratory schools; and examinations, diagnosis, and remedial advisory service to out-of-town patients. Any school system in the service area may arrange with the director of the clinic to hold the speech clinic in the home community. Such arrangements are particularly desirable for schools that recognize as a responsibility of free education the removal of speech deficiencies and who wish to aid in developing a program of corrective speech.

ENGLISH

English is the most fundamental of all subjects, since training in it functions in almost every life situation. It serves both as a tool of expression and as a medium for interpreting thought. Broadly considered, the ultimate goal of English, therefore, is to equip the student, through mastery of English, for socially efficient participation in the activities of life.

Courses in composition consist of English I, English II, and Advanced Composition. The purpose of the work of the freshman year (English I and II) is to give students an effec-

tive command of the principles of construction, diction and style and to provide opportunities for the formation of habits of correctness leading to clear and effective expression. The methods used are (1) a study of the principles of rhetoric and good usage, (2) a study of good prose models, and (3) constant practice, both written and oral. Since desirable habits of expression are formed as a result of constant practice in correct usage, the student is expected to maintain these standards in all of his college courses and in his campus life.

In Advanced Composition opportunity is given to attempt many types of expository, narrative, and descriptive writing. Some types are given for the purpose of aiding the student in his own problems of self-expression; others are given because they may later be used to advantage in stimulating students in the public schools.

The courses in literature are arranged in such a way that the general surveys of English and American literature provide an introduction to this subject on the college level. These surveys present in chronological order the major writers and writings of England and America. It is expected that the student will obtain from them not only esthetic and ethical values but also an understanding of the historical development of these literatures.

Later courses make intensive studies of certain periods, such as the Romantic period, or of certain types of writing such as the short story, the essay, the novel, or the drama. In all of the upperclass courses special attention is given to the problems connected with the teaching of English in the junior-senior high schools, and materials are selected with a view to their cultural and professional uses.

ENGLISH 101 A. ENGLISH COMPOSITION

The introductory course in composition for freshmen. 3 semester hours. ALL MEMBERS OF THE DEPARTMENT

ENGLISH 101 B. ENGLISH COMPOSITION

A continuation of English 101 A. 3 semester hours. ALL MEMBERS OF THE DEPARTMENT

ENGLISH 201 A. ENGLISH LITERATURE

A survey of the leading writers and writings in English Literature. 3 semester hours. DR. SPOTTS, DR. NICHOLS

ENGLISH 201 B. AMERICAN LITERATURE

A survey of American Literature with emphasis on the major writers and the part they have played in American ideals and culture. 3 semester hours. DR. SPOTTS

ENGLISH 204. ENGLISH PHILOLOGY

The development of the English language; modern grammar. 3 semester hours. DR. THOMAS

ENGLISH 306. SHAKESPEARE

An intensive study of the plays most frequently taught in high school and a rapid survey of others. 3 semester hours. DR. SPOTTS, MRS. DUBARD

ENGLISH 307. MODERN NOVEL

A study of some contemporary English and American novelists. 3 semester hours. DR. NICHOLS

ENGLISH 308. MODERN DRAMA

This is a course in comparative literature dealing with the plays of the major dramatists from Ibsen to the present day. 2 semester hours. DR. NICHOLS

ENGLISH 309. SHORT STORY

A critical study of a large number of short stories of all lands. Teaching technique, literary values, and type are stressed. 3 semester hours. DR. SPOTTS, MRS. DUBARD

ENGLISH 316. WORLD LITERATURE

An introduction to translations of non-English foreign classics. 3 semester hours. DR. NICHOLS

ENGLISH 317. ESSAY

English and American essays from Bacon to our modern writers. 3 semester hours. DR. SPOTTS

ENGLISH 318. ROMANTIC PERIOD

A review of the chief works of the pre-Romantic poets will precede the study of the principal works of Wordsworth, Coleridge, Keats, Shelley, Byron, and Scott. 3 semester hours. DR. THOMAS

ENGLISH 342. TEACHING OF ENGLISH AND HANDWRITING

Problems in the teaching of English in the elementary grades. 3 semester hours. MISS BAILEY AND MISS DEAN

ENGLISH 402. ADVANCED COMPOSITION

Practice in the composition of many forms of narrative, descriptive, and expository writing; the development of a mature style. 3 semester hours. DR. SPOTTS

ENGLISH 406. CONTEMPORARY POETRY

Poetry of the American and British writers who have produced their principal works since 1914. 2 semester hours. DR. SPOTTS, MRS. DUBARD

ENGLISH 407. PRE-SHAKESPEAREAN LITERATURE

Chaucer, Spenser, and the early drama. 2 semester hours. DR. THOMAS

ENGLISH 408. NINETEENTH CENTURY NOVEL

A study of the rise of the novel precedes reading of some of the important novels of Scott, Thackeray, George Eliot, Dickens and others. 3 semester hours. DR. NICHOLS

ENGLISH 409. JOURNALISM

The writing of news stories, editorials, feature stories, the conducting of a school paper. 2 semester hours. DR. THOMAS

ENGLISH 416. VICTORIAN PROSE AND POETRY

Tennyson, Browning, and others 3 semester hours. DR. SPOTTS

ENGLISH 432. CHILDREN'S LITERATURE AND STORY TELLING

Wide reading in the literature written for children, and practice in telling stories to children. Materials are judged according to their value to the child at the various stages of his development in reading interests and ability. 3 semester hours. MRS. DUBARD

GEOGRAPHY

Modern methods of communication and transportation are linking the interests of the people of the world more closely together. International relationships are fostered by developing more sympathetic understanding of world cultures under varying geographic conditions. This may be accomplished through the study of descriptions and interpretations of the natural and man-made features of the landscape.

The explanation of the forms, patterns, and associations depends upon the application of geographic principles. Thus geography is taken out of the realm of pure memory into a field of reasoning.

The introductory course in geography is a world survey with emphasis upon the natural features of the earth and the establishment of basic principles. The application of these principles to the economic activities of the people of the world provides the subject matter for the second survey course. Following the two survey courses, four detailed regional analyses are made of (a) The United States and Canada, (b) Latin America, (c) Europe, and (d) The Pacific Realm. Two less detailed regional courses designed primarily for students who are limited in the number of courses they can take, are (a) The Western Hemisphere and (b) The Eastern Hemisphere.

For students who wish to continue their work in geography, five systematic courses are offered: (a) Meteorology, an analysis of weather and climate, (b) Physiography, a study of land forms, (c) Conservation of our Natural Resources, (d) Commercial and Industrial Geography, and (e) Trade and Transportation.

As a part of the post session of the summer school, some part of North America is chosen to be studied in the field. The class travels by bus and observes, analyzes, and records the geographical features of the section studied. This provides an opportunity for applying geographic principles to a specific area and for comparing features and regions.

The courses offered are:

- GEOGRAPHY 102. PRINCIPLES OF GEOGRAPHY
3 semester hours
All members of the Department

- GEOGRAPHY 201. ECONOMIC GEOGRAPHY
3 semester hours
All members of the Department
- GEOGRAPHY 202. GEOGRAPHY OF THE PACIFIC REALM
3 semester hours
Dr. Strain
- GEOGRAPHY 301. GEOGRAPHY OF EUROPE
3 semester hours
Dr. Strain
- GEOGRAPHY 302. GEOGRAPHY OF LATIN AMERICA
3 semester hours
Miss Rice
- GEOGRAPHY 303. GEOGRAPHY OF THE UNITED STATES
AND CANADA
3 semester hours
Dr. Strain
- GEOGRAPHY 206. GEOGRAPHY OF WESTERN HEMISPHERE
3 semester hours
Dr. Strain
- GEOGRAPHY 207. GEOGRAPHY OF EASTERN HEMISPHERE
3 semester hours
Miss Stadtlander
- GEOGRAPHY 306. TRADE AND TRANSPORTATION
3 semester hours
Dr. Strain
- GEOGRAPHY 307. CONSERVATION OF NATURAL RESOURCES
3 semester hours
Miss Stadtlander
- GEOGRAPHY 308. COMMERCIAL AND INDUSTRIAL GEOGRAPHY
3 semester hours
Miss Rice
- GEOGRAPHY 406. PHYSIOGRAPHY
3 semester hours
Dr. Strain
Science Dept.

GEOGRAPHY 407. CLIMATOLOGY AND METEOROLOGY

3 semester hours

Dr. Strain

GEOGRAPHY 418. FIELD COURSE IN ECONOMIC GEOGRAPHY

3 semester hours

Dr. Strain

MATHEMATICS

The remarkable advance in scientific achievement during this century has been possible because of the mathematical achievements of former generations. The designs for, and construction of, such marvels as trans-oceanic flying ships, giant bridges, smooth-running automobile engines and most of today's mechanical conveniences; the manufacture of synthetic materials of all kinds; the projection of man's thought and vision into space through the use of powerful telescopes; the search into the realm of the microscope for the basis of life and health and of the final constitution of matter, - all these accomplishments would be impossible but for the groundwork of pure mathematical theory. If provision is to be made for continued advance in these technical fields, the present cannot ignore the field of mathematics, - nor should it be negligent in conserving this invaluable cultural heritage. The technical experts of tomorrow are always in the schools of today. Their accomplishments in the future depend on the help and inspiration they are now having in the classroom; and that, in turn, depends on the social and scientific vision of the teacher and his comprehension of the central position of mathematics in the scheme of progress.

To this end, the College offers a program of work in this field which attempts at every point to be of service to the student in the mastery of subject matter and to the prospective teacher in laying a broad basis of understanding for teaching mathematics in the public schools. In the six units of work required of those who choose mathematics as an elective field, the department aims to extend the power for solution of algebraic equations to the general rational, integral function; to provide a brief survey of Euclidean geometry of space for those who have had no experience with that phase of the subject; to stress algebraic trigonometry, thus rounding out the secondary school concept of computational trigonometry; to extend the study of plane geometry to include the conic sections through the use of the Cartesian coordinate system; to lay the foundation for an under-

standing of that phase of measurement which is the basis of statistical method; and to afford an introduction to the nature and method of the calculus. In the electives needed to complete the twenty-four hours required, those phases of more advanced algebra, geometry and calculus, which may be broadly interpreted in terms of secondary school curriculum materials, are stressed in the courses offered.

The main objective of the program is the preparation of teachers, - not technicians. On the other hand, the student who satisfactorily completes a course as outlined will have no serious difficulty in continuing his studies in the graduate field.

MATHEMATICS 201. COLLEGE ALGEBRA I.

Maintenance of skills in using the subject as a tool; general theory of equations; Horner's method for irrational roots. 3 semester hours. Mr. Lady

MATHEMATICS 202. COLLEGE TRIGONOMETRY

Point of view algebraic and analytic rather than computational. 3 semester hours. Mr. Lady

MATHEMATICS 301 A-B. CALCULUS I AND II

Interpretation of derivative; its use as slope, rate of change, basis for maxima and minima, etc.

Integration as basis for differential equations and as methods for areas, volumes, lengths of curves, etc. 6 semester hours. Mr. Lady

MATHEMATICS 303. ANALYTIC GEOMETRY

Straight line, circle, conic sections. Equations and loci. 3 semester hours. Mr. Lady

MATHEMATICS 304. STATISTICS

Meaning and significance of measurements as the basis of calculations and interpretations called statistics. 3 semester hours. Mr. Lady

MATHEMATICS 321. CURRICULUM IN ARITHMETIC

Students preparing to teach in the grades of the elementary field are requested to take this course. Mastery of subject matter is of prime importance; class discussions deal with objectives and arrangement of materials; presentation of various points of view and of different modern courses of study. 2 semester hours. Dr. Entz, Mr. Lady

MATHEMATICS 406. COLLEGE ALGEBRA II

Theory of complex number, progressions, variation, permutations, and combinations, determinants, series. 3 semester hours. Mr. LADY

MATHEMATICS 407. HISTORY OF MATHEMATICS

Biography and chronological development of subject matter; development of the modern textbook in secondary field; modern movements in the field of instruction. 3 semester hours. Mr. LADY

MATHEMATICS 426. TEACHING OF ARITHMETIC

For the average student a gap of four to six years exists between his last formal contact with arithmetic and his first experience in teaching the subject. This course aims to equip the student with *conscious* possession of the facts and processes necessary in the teaching of arithmetic; to demonstrate good methods of teaching; to develop an understanding of the values of arithmetic, both computational (tool) and informational (cultural). 3 semester hours. Dr. ENTZ, Mr. LADY

SCIENCE

In this age of science, with all human beings influenced by the use of scientific developments which touch life in the home, school, and the world at large, successful teaching demands extensive information of a scientific nature.

An understanding of science is essential before one can benefit fully from the wide range of experiences which are continually presenting themselves. A board knowledge of science is essential for writing capacity, for intelligent reading in history and literature, and as background in any field of endeavor.

The Science Department Aims:

- to present facts through laboratory experiments
- to clarify thinking on controversial theories of a scientific nature.
- to develop a scientific attitude and facility in the use of techniques
- to present an esthetic appreciation of nature
- to form a basis for understanding the fundamentals of all other fields of information

- to develop skills with things and life
- to help in the adjustment to the social conditions of the day
- to develop skills in the teaching of all these to others

SCIENCE 101 A-B. BIOLOGICAL SCIENCE

The first semester of this course covers biological principles and problems. The second part is a survey of the plant and animal kingdom. 6 semester hours.

Dr. WALDRON, Mr. SHELAR, Mr. RUFF

SCIENCE 221 A-B. PHYSICAL SCIENCE

A—Orientation in the physical universe achieved by the consideration of the world from the viewpoint of astronomy and geology.

B—A continuation of the orientation in the physical universe by consideration of the newer concepts of matter and energy as revealed by physics and chemistry, together with their application to modern methods of communication, travel, and life enrichment. 6 semester hours.

Dr. DIMIT, Mr. RUFF, Dr. WALDRON

SCIENCE 302 A-B. ADVANCED BOTANY

The first semester stresses the structure and physiology of seeds, plants, field work in the study of trees, weeds, flowers, fruits. The second semester includes field, laboratory, and life history work with all the groups of plants. 6 semester hours.

Dr. WALDRON

SCIENCE 303 A-B. ADVANCED ZOOLOGY

First semester - the course presents a study of the invertebrate phyla. Second semester - continuation of the course, presenting a study of fish, amphibians, birds, reptiles, and mammals. 6 semester hours.

Mr. SHELAR

SCIENCE 306. PHYSIOLOGY

A comparative study of the physiology of all forms of life. 3 semester hours.

Dr. VINCENT

SCIENCE 307. BACTERIOLOGY

The technique of study, staining and culturing of bacteria and related forms is studied, keeping in mind the problems of the teaching of health. 3 semester hours.

Mr. SHELAR

SCIENCE 406. COMPARATIVE ANATOMY

An advanced anatomical study of fish, amphibians, reptiles, birds, and mammals is presented, emphasizing gradual changes from the lower forms to, and including, man. 3 semester hours.

MR. SHELAR

SCIENCE 407. HISTOLOGY

A microscopic study of normal, as well as pathologic, tissue of the organs of the higher animals, including man. 3 semester hours.

DR. WALDRON

SCIENCE 408. GENETICS

This is a study of the physical basis of heredity. Eugenics, as well as plant and animal breeding, is included. 3 semester hours.

MR. SHELAR

SCIENCE 409. EMBRYOLOGY

This is a study of developmental anatomy, with emphasis on the earlier stages of life in the higher animal forms. 3 semester hours.

DR. WALDRON

SCIENCE 416. ENTOMOLOGY

The objective in this course is to present insect types and life histories, with emphasis on economic forms and control. 3 semester hours.

MRS. SHELAR

SCIENCE 323 A-B. ADVANCED PHYSICS

A thorough investigation of the fundamental facts of mechanics and heat, during the first semester, and during the second, of magnetism, electricity, and light. 6 semester hours.

DR. VINCENT

SCIENCE 327. HISTORICAL GEOLOGY

This course is designed to cover a study of earth periods, emphasizing changes in climate and life throughout earth history. 3 semester hours.

DR. WALDRON

SCIENCE 328. OPTICS

Optics is now in the center in physical research. This course provides the student with the fundamentals of spectroscopy, atomic physics, the quantum theory, and relativity. 3 semester hours.

DR. VINCENT

SCIENCE 329. MECHANICS

Mechanics is essentially applied mathematics. As such it treats of the action of forces on bodies, of those producing rest, as well as those producing motion. 3 semester hours.

DR. VINCENT

SCIENCE 336. HEAT

A detailed study of radiant energy, as it manifests itself in changes of state, calorimetry, thermal behavior, work, heat, and transfer of heat. 3 semester hours.

DR. VINCENT

SCIENCE 361. ASTRONOMY

The aims in this course are to present non-mathematical descriptive studies of units on the study of the universe and earth, and its relation to the growth of human thought. 3 semester hours.

MR. RUFF

SCIENCE 426. MAGNETISM AND ELECTRICITY

The phenomena studied in this course include the full range of magnetic and electric manifestations. 3 semester hours.

DR. VINCENT

SCIENCE 427. HYDROSTATICS

This course presents the basic principles of statics as applied to pressure and equilibrium of incompressible liquids such as water, mercury, and some oils. 3 semester hours.

DR. VINCENT

SCIENCE 428. PNEUMATICS

The mechanical properties of air and other well-known gases, as shown by their density, pressure, and elasticity; together with the practical applications of these properties, constitute the objectives of this course. 3 semester hours.

DR. VINCENT

SCIENCE 429. MODERN PHYSICS

This course embraces a detailed study of the more practical interpretations of the current developments in theoretical physics. Since most of this work has been done in the field of theoretical mathematics, the deductions are reduced to more non-mathematical terms. 3 semester hours.

DR. VINCENT

SCIENCE 341 A-B. INORGANIC CHEMISTRY

Interpretation of fundamental chemical concepts in terms of the modern ideas of atomic structure; laboratory practice and techniques involve their application to inorganic products in daily life situations. 6 semester hours.

DR. DIMIT

SCIENCE 342. QUALITATIVE ANALYSIS

Actual practice with thorough grounding in the theoretical principles underlying the methods of chemical analysis. Typical problems test the student's mastery of such phases as ionization, chemical equilibrium, solubility product, oxidation and reduction. 3 semester hours.

DR. DIMIT

SCIENCE 343. QUANTITATIVE ANALYSIS

Introductory training in the theory and practice of volumetric, gravimetric, electrolytic, and colorimetric quantitative separations and calculations. 3 semester hours.

DR. DIMIT

SCIENCE 346. ORGANIC CHEMISTRY

A brief presentation of the more important properties and class reactions of the aliphatic and aromatic organic substances. 3 semester hours.

DR. DIMIT

SCIENCE 347. PHYSIOLOGICAL CHEMISTRY

The chemistry of the important classes of foodstuffs and the changes which they undergo in the body. Digestive and metabolic reactions are studied by test meals, urine and blood analyses. 3 semester hours.

DR. DIMIT

SCIENCE 446. PHYSICAL CHEMISTRY

A treatment of the fundamental laws governing chemical phenomena from the viewpoint of their more precise applications in actual problems. 3 semester hours.

DR. VINCENT

SCIENCE 447. INDUSTRIAL CHEMISTRY

The analysis and study of typical local products of industrial application, such as limestone, coal, building stone, steel, cement, water, soap, oils, feeds, etc. 3 semester hours.

DR. VINCENT

SCIENCE 448. FOOD CHEMISTRY

Intensive consideration of various food products with drill in recognizing both normal constituents and adulterations. 3 semester hours.

DR. DIMIT

SCIENCE 449. COLLOIDAL CHEMISTRY

Discussion and laboratory work dealing with the theory of colloidal behavior including proteins and other colloidal materials of importance in nature or industry. 3 semester hours.

DR. DIMIT

SCIENCE 461. CURRICULUM IN ELEMENTARY SCIENCE

An intensive study of the content of science in the elementary schools together with a development of methods of approach. 3 semester hours.

DR. WALDRON

SCIENCE 141. HEALTH EDUCATION FRESHMAN CHEMISTRY

A survey of the elementary principles of chemistry applicable in the study of nutrition and hygiene. 3 semester hours.

DR. DIMIT

SCIENCE 142. CHEMISTRY OF NUTRITION

A study of the chemistry and functions of foodstuffs; the nutritive values and amounts of food required for optimum nutrition; digestion metabolism, and selection of foods from the standpoint of economy and modern trends in food production. 3 semester hours

DR. DIMIT

SOCIAL STUDIES

One reason for a great deal of confused and superficial thinking, and for unintelligent but costly experimentation in the fields of economics, politics, social legislation, and international affairs in our society today is that the great masses of people have no clear understanding or adequate knowledge of the historical development of western civilization, of the essential nature of our complex changing social order, or of our most pressing and vital social problems. Rapid economic, political, and social changes, swift developments in science and invention, intensive application of science to the machine and industrial processes, and enormous improvements in communication and transportation have made the modern world small and closely interdependent, multiplied opportunities for conflict between opposing interest groups and aggressive world powers, created a confused, complex social order, and tremendously increased our social and economic problems. With the greater development of techniques of propaganda and the increased means, such as the press and the radio, spreading emotional appeals, the uncritical masses now may easily be whipped into a frenzy for

war or other mob-like acts. Thus a great need arises for teaching critical thinking, unbiased scientific attitudes and open-mindedness in considering important issues and problems. Although great advances have been made in the solution of technical and physical problems, the very rapidity of progress in the material world has created a great lag in the techniques of control and efficient administration in social, economic, and political fields.

These facts indicate the necessity for more and more intensive study of social, economic, and political developments, of the nature of the social heritage, and of the most pressing social problems of the changing social order, if further social disorganization is to be prevented and a well-balanced, efficient democracy created. Recently a consciousness of this great need has been growing and much more emphasis is being placed on social studies. Schools are increasing the number of social studies courses, and, as they do so, teachers will be expected to place greater emphasis on this field, and to be much better prepared to deal with these problems intelligently and adequately.

There is a growing tendency to use social studies as a core for the integration of learning in elementary and junior high schools. Moreover, most of the discussion, debates, and public lectures in high schools involve controversial issues in social, economic, and governmental affairs. The course in Problems of American Democracy falls entirely in this field. These tendencies show the vital need for a broad background of knowledge in the fields of sociology, economics, history, and government, and a knowledge of the technique of conducting discussions without bias.

SS 101 A-B. HISTORY OF CIVILIZATION

An effort is made to emphasize the continuity of civilization and give an orientation into the development of civilization, while the cultures and leaders of peoples and times are presented for appreciation. 4 semester hours.

MR. HEADLAND

SS 201. PRINCIPLES OF ECONOMICS

The principal objectives are to give the student a realistic description of business enterprise as a going concern, an understanding of how our economic system actually works, and of our most vital economic problems. Some of the major topics studied are: the characteristics of modern industrialism, the machine process, organization of business enterprise, corporations, financial institutions, market practices, types of competitive indus-



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tries, changing prices, business cycles, controlling depressions, the position of the consumer, and consumers' co-operatives. 2 semester hours.

DR. CARTER

SS 202. PRINCIPLES OF SOCIOLOGY

An introduction to the field of sociology designed to give the teacher the essential background for an understanding of our complex changing society, of our social heritage of institutions, customs, and traditions; as well as a comprehension of such vital social problems as race conflict, war, immigration, rural-urban conflict, community disorganization, class conflict, and personality development. 2 semester hours.

DR. CARTER

SS 204. MODERN EUROPEAN HISTORY

The changes which have taken place in Europe in the last century, are analyzed in terms of present problems. Countries are dealt with as an integral part of Europe; forces and problems common to the whole of European History are considered. 3 semester hours.

MISS BRUBAKER

SS 301. AMERICAN GOVERNMENT

Our political heritage, the evolution of constitutional government, and the problems incident to political life today are studied in federal, state, and local organizations. 3 semester hours.

MR. HEADLAND

SS 306. EARLY EUROPEAN HISTORY

The important political, economic, and intellectual achievements from the 16th century to the beginning of the 19th century will be studied. 3 semester hours.

MISS BRUBAKER

SS 307. LATIN AMERICAN HISTORY

Due to the proximity of the United States to the Latin American countries, and our ever increasing relations with these countries, it is necessary for every teacher of Social Studies in our public schools to know something about the economic, political, social, and cultural history of these countries. The various interpretations of the Monroe Doctrine since their independence over a century ago will be stressed. 3 semester hours.

MISS BRUBAKER

SS 308. ORIGIN OF SOCIAL INSTITUTIONS

The origin, development, characteristics, functions, and improvement of such basic social institutions as the family, marriage, school, state, church, public library, social settlement, health center, recreation center, court, and newspaper are studied in their setting in a complex, changing society. 3 semester hours.

DR. CARTER

SS 311. AMERICAN HISTORY TO 1865

In the presentation of this course students are led to understand and appreciate the ancestral background, the development of American civilization, and the problems of interdependence of sections in the evolution of our federal development. 3 semester hours.

MR. HEADLAND

SS 312. SOCIAL AND INDUSTRIAL HISTORY (AMERICAN HISTORY SINCE 1865)

The problems of an adjustment to changing conditions and concepts in political, economic, social, scientific, religious, and cultural life in America as a world power are emphasized. 3 semester hours.

MR. HEADLAND

SS 316. COMPARATIVE GOVERNMENT

Emphasis is placed upon the constitutional structure and political machinery of the governments of the principal countries of the world. The philosophies of the present day dictatorships and practices in international relations will be discussed. 3 semester hours.

MISS BRUBAKER

SS 318. SOCIAL AND ECONOMIC PROBLEMS

The chief objective is to give the student a realistic knowledge of such significant social and economic problems as juvenile delinquency, crime, maladjusted personalities, poverty, unemployment, social insurance, industrial conflict, mental deficiency, mental diseases, recreation, and housing. Objectives, scientific attitudes and critical analysis and evaluation will be emphasized in considering each problem. This course is designed especially to prepare those who will be called upon to teach courses in Problems of Democracy and similar courses in secondary schools. 3 semester hours.

DR. CARTER

SS 326. RURAL SOCIOLOGY

An understanding of the nature, problems and significant changes which have occurred in rural communities is becoming a matter of vital concern to teachers in rural areas. Case studies of different types of rural communities illustrating the various changes, problems, and constructive programs are critically analyzed. 3 semester hours.

DR. CARTER

SS 407. INDUSTRIAL RELATIONS

A comprehensive knowledge of critical analysis of the problems growing out of conflicting relations between capital and labor are the main objectives. The historical background of industrial relations, extent and causes of unemployment, wages and division of income, causes of labor unrest, weapons employed in industrial disputes, unemployment insurance, old age pensions and types of governmental intervention in settling disputes, are some of the topics studied. 3 semester hours.

DR. CARTER, MISS BRUBAKER

SS 409. FAMILY RELATIONS

An important set of modern problems center around the difficulties of achieving well-adjusted relations in regard to marriage, child training in the home, and around significant changes in the family as a basic social institution. The origin and development of the family and marriage, important changes in the family and their causes, analysis of the causes of divorce and desertion, preparation for marriage, factors in successful marriages, causes of parent-child conflicts, problems of child training, and careers for married women, are other major topics studied. 2 semester hours.

DR. CARTER

SPEECH

Elementary and secondary school systems are recognizing the importance of: good speech in all teachers, and speech training as a vital factor in the social development and school success of all children in school. It is the purpose of this department, therefore, to meet these rapidly increasing demands by: first, aiding all prospective teachers to acquire good speech; second, giving intensive training to those students who wish to specialize in the field of Speech.

Fundamentals of Speech is required of all freshmen. Students with special vocal or articulatory problems will receive

remedial instruction in the College Clinic. Credit for the course will not be given until there is satisfactory evidence that the speech deficiencies have been completely removed.

The teacher of Speech should have a background of knowledge and skill in both the artistic and scientific aspects of the field, as provided in the schedule of required courses. In the elective courses, however, the student may concentrate, if he wishes, on either dramatic activity or speech correction. The laboratory theater, adequately equipped for instruction in the division of drama, will make possible the presentation of numerous projects and plays. The clinical laboratory is designed to serve members of the college, the laboratory schools, and surrounding communities, and at the same time to offer to prospective teachers practical training in modern clinical methods of voice recording, audiometer testing, diagnostic technique, and remedial treatment.

SPEECH 101. FUNDAMENTALS OF SPEECH

Required of all freshmen. Specific objectives: acquisition of skill in effective formal and informal speaking; improvement of voice, articulation, and diction. 3 semester hours.

DR. BACKUS, MR. SHEEHY

SPEECH 202. INTERPRETATIVE READING

A study of literature from the point of view of vocal interpretation. Emphasis upon improvement of comprehension and development of techniques of oral expression, with the purpose of arousing appreciation and response in the listeners. 2 semester hours.

MR. SHEEHY

SPEECH 203. PLAY PRODUCTION

Practical phases and general practices of play direction, acting, staging, and production. Laboratory projects. Theater practice. 2 semester hours.

MR. SHEEHY

SPEECH 206. VOICE AND DICTION

Intensive instruction to remove problems of vocal quality, tone placement volume, melody, rhythm, enunciation, pronunciation, and diction. 2 semester hours.

DR. BACKUS

SPEECH 207. STAGECRAFT AND SCENIC DESIGN

Intensive study of technical problems of the stage: design, handling of scenery and properties; use of modern stage lighting equipment; stage and auditorium layouts. Theater practice. 2 semester hours.

MR. SHEEHY

SPEECH 208. COSTUMING AND MAKEUP

Intensive study of the design and preparation of costumes, analysis of historic costume, relation of costume to character, technique and art of applying makeup materials. Laboratory projects. Theater practice. 2 semester hours.

MR. SHEEHY

SPEECH 301. SPEECH PROBLEMS

Practical problems of speech education in elementary and secondary schools; recognition and remedial treatment for speech defects; program of speech improvement for all children; methods of coordinating program with other phases of the curriculum. 2 semester hours.

DR. BACKUS

SPEECH 304. PHONETICS

The science of speech sounds: anatomy of vocal and hearing mechanism, analysis of sounds, muscular movements involved, laws governing sound changes. 2 semester hours.

DR. BACKUS

SPEECH 306. SPEECH PATHOLOGY

Study of pathological conditions which lead to or manifest themselves in speech disturbances. Emphasis on physiologic, anatomic, and psychogenic types of causation. 3 semester hours.

DR. BACKUS

SPEECH 307. CREATIVE DRAMATICS

A study of curricular and co-curricular dramatic activity in the elementary and secondary schools. 2 semester hours.

MR. SHEEHY

SPEECH 308. ARGUMENTATION AND DEBATE

A study of the principles of logic and persuasion used in argument, applied specifically to the intercollegiate debate question. Members of the debating teams will ordinarily be drawn from this class. 2 semester hours.

DR. SPOTTS

SPEECH 406. COMMUNITY DRAMA AND PAGEANTRY

Selection of material, preparation and staging of the masque, the pageant, and the festival in relation to the community needs and development. 2 semester hours.

MR. SHEEHY

SPEECH 407. PSYCHOLOGY OF SPEECH

Factors governing the development of normal speech; laws of thought and language; speech a response to social stimulation and stimulus to further response; psychology of attention and persuasion. 3 semester hours.

DR. BACKUS

MUSIC

In adjusting our living to the changing social and economic world, the individual and the social group must consider those factors which can be made to contribute to a richer life. Of the arts, music is most available and holds possibilities of understanding for all sorts and dispositions of people. No educational program for the individual or the group can be considered complete without an intimate contact with this field of the fine arts.

The program of music begins with an introductory opportunity for the individual to establish and expand his own personal technique in listening to music (Music 102). The aim here is to make meaningful much of the ample environment of music which we constantly experience. The co-curricular program of music activities on the campus is planned so as to integrate with this introductory course. The two opportunities offer the possibility of expanding or discovering one's musical capacities.

Later on in the professional training, opportunities are given to further the individual's training through two courses in music for the primary and intermediate grades respectively (Music 301 and 302.) It is suggested that those intending to teach at those levels avail themselves of all the possibilities for improving their singing through participation in the co-curricular activities program prior to the work in these courses. Two additional courses are offered following this for those who are particularly interested in teaching music or handling extra-curricular music activities.

MUSIC 102. APPRECIATION OF MUSIC

Aiming to give the student a listening technique suitable to his capacities as a broad base on which he may build a lifetime of enjoyment of the tonal art. The approach is historical with a view to sociological implications. Opportunity is afforded for variation of material to suit individuals' needs. 2 semester hours.

MR. YINGLING

MUSIC 301. MUSIC IN THE PRIMARY GRADES

Materials, traditional methods, psychological approach and singing technique. 3 semester hours.

MRS. ARNOLD

MUSIC 302. MUSIC IN THE INTERMEDIATE GRADES

Advanced singing technique, modern methods, and discrimination in materials. 1½ semester hours.

MRS. ARNOLD

MUSIC 401. CO-CURRICULAR DIRECTION OF OPERETTAS, FESTIVALS, AND PAGEANTS

Actual production of musical activities in the laboratory schools, with an overview of methods, organization, and materials. Correlates with Pageantry course in Health Education Curriculum. 2 semester hours.

MR. YINGLING, MRS. ARNOLD

MUSIC 402. TEACHING MUSIC CREATIVELY

Emphasis on the more recent objectives in music education, stressing the individual's musical preparation. (Enrollment by consent of the instructor only). 2 semester hours.

MR. YINGLING

ART

By means of creative activities, technical skills, and appreciations there is realized an abundant field for self-development and self-discovery in a progressive educational program. To develop teachers for the commonwealth who can lead students into an enriched life through a love for the beautiful, to satisfy creative instincts through the manipulation of tools and materials, to develop skills, good tastes, and appreciations in every-

day living which will manifest itself in more beautiful homes, costumes, parks, gardens, and cities, and to develop culture leading to a more worthy use of leisure time is a worthy undertaking not only for the individual but for modern society as a whole.

ART 102. APPRECIATION OF ART

A cultural and esthetic understanding of painting, sculpture, and architecture through the ages. A knowledge of the minor arts, processes, trends and art personages. The principles of art, art of the home. Excursions are encouraged. 2 semester hours.

MR. MILLER

ART 301. GRAPHIC ARTS

Self-expression through skills in drawing, perspective, principles of design, color theory, lettering, and illustration. Studio practice in handling media used in public school art: paper, crayons, scissors, ink, water color, blackboard. 2 semester hours.

MR. MILLER, MISS GRIFFIN

ART 302. ART METHODS

Progressive art teaching methods for children on different school levels. Art class and school system visitation. Advanced studio practice in the use of cardboard construction, paper mache, cloth, wood, paste, weaving, elementary book-binding, plastics. 2 semester hours.

MR. MILLER, MISS GRIFFIN

ART 406. HANDICRAFTS

Self-expression through skills in bookbinding, leather work, innertube toys, masks, linoleum cutting, metal, wood, weaving, bead work, whittling, color and design. For those who plan for handicraft work in camps, playgrounds, schools. 2 semester hours.

MR. MILLER

HEALTH AND PHYSICAL EDUCATION

Special Major Curriculum

The preparation of health and physical education teachers is delegated by the State Council of Education to certain accredited colleges where equipment, instructional staff, curriculum, and co-operative student teaching situations are adequate to carry on a worthwhile program. Slippery Rock is the State Teachers College of Western Pennsylvania thus approved and has developed over a period of years all the factors that are essential for this program.

Slippery Rock also fully meets the requirements as set by the American Association for Health and Physical Education. This committee through a national study of professional education, has drawn up a set of standards with which to evaluate the ability of institutions to prepare men and women health and physical education teachers.

The field of health and physical education offers opportunities for those interested in teaching to work in situations that are particularly rich in educational content. The teacher comes into such close and intimate contact with his pupils in activities which call for important decisions and guidance, that the type of leadership provided is highly important. The teacher must have high ideals and a strong, wholesome personality if good results are to accrue.

The main purpose of this curriculum is to prepare teachers and supervisors of health and physical education for the elementary and secondary schools. The curriculum has been developed to furnish a broad cultural as well as professional background.

Successful completion of this curriculum qualifies a prospective teacher for state certification to teach and supervise hygiene and physical education in the elementary and secondary schools. Through the selection of electives, certification is also granted to teach in at least one minor field in the secondary schools.

INSTRUCTIONS ABOUT UNIFORMS FOR PHYSICAL EDUCATION CLASSES

1. ELEMENTARY AND SECONDARY FRESHMEN

Regulation uniforms are worn in all classes in physical education. Students will be measured for these uni-

forms on registration day. The approximate cost will be: for men, \$8.00; for women, \$5.00.

2. HEALTH AND PHYSICAL EDUCATION FRESHMEN.

A. WOMEN

Orders will be taken by instructors on registration day for gymnasium suits, special white blouses, gymnasium shoes and outdoor slip-on-jersey. Students should bring tennis rackets and hockey sticks. Approximate cost of uniforms, \$15.00.

B. MEN

Measurements for uniforms will be taken on registration day. The cost of this outfit which includes trousers, jersey, shoes, sweat shirt, etc., will be approximately \$20.00. Students should bring high school gymnasium suits to wear until uniforms arrive.

3. JUNIOR HEALTH AND PHYSICAL EDUCATION WOMEN.

A dancing costume will be required. Approximate cost, \$5.00.

4. SENIOR HEALTH AND PHYSICAL EDUCATION MEN AND WOMEN.

A uniform for teaching will be required. Approximate cost, \$5.00.

Freshman Year

PE 101-102 HEALTH EDUCATION, INCLUDING PHYSICAL EDUCATION AND PERSONAL HYGIENE.. (For those not taking the Health Education Curriculum).

Hygiene, offered one period a week, provides opportunity for the discussions of health adjustment problems centering in college life. Physical education, offered three periods a week, helps the student develop skill in a wide range of activities suited to his needs, abilities and interests. 2 semester hours.

MISS HEFFERNAN, MR. THOMPSON

PE 111. PERSONAL HYGIENE

An analysis of the essentials of healthful living for the purpose of helping the individual student develop his own highest potentiality for health in a college environment, with special application for prospective teachers of health education. 3 semester hours.

MISS HEFFERNAN, MR. THOMPSON

PE 132. INTRODUCTION TO PHYSICAL EDUCATION

An orientation course presenting in elementary forms the problems of physical education. 1 semester hour.

MR. DODDS

PE 141-143. AQUATIC ACTIVITIES

Analysis and practice of the various swimming strokes and dives. Competitive swimming, life saving methods, water sports, control of the health and supervisory relationships in aquatic activities, and teaching methods furnish additional material for this course. 2 semester hours.

MISS COMPTON, DR. COTTRELL

PE 142-144 ATHLETIC AND GYMNASTIC ACTIVITIES

Introductory courses in athletic and gymnastic activities. An acquaintance with a wide range of activities and the development of a fair degree of skill are the ends sought. 4 semester hours.

MISS COMPTON, MR. FISCHER

Sophomore Year

PE 212 A-B. PHYSIOLOGY I AND II

A general course in human physiology, with special emphasis upon the physiological effects of physical education activities. 6 semester hours.

MR. FISCHER

PE 214. DESCRIPTIVE ANATOMY

A study of the bony structure, the joints, the muscles, the organs in the body cavities, and the various systems of the body. 3 semester hours.

MR. FISCHER

PE 222. COMMUNITY HYGIENE

A survey course in bacteriology is given as a background for the consideration of the problems in school and community hygiene. 3 semester hours.

DR. WALDRON

PE 241-242. PHYSICAL EDUCATION ACTIVITIES

These are advanced courses in athletic and gymnastic activities. A broad knowledge of content material and skill in performance is expected. 4 semester hours.

MISS COMPTON, MR. DODDS

Junior Year

PE 302. TEACHING OF HEALTH

A detailed study of the principles involved in the teaching of health at different age levels. 2 semester hours.

MISS HEFFERNAN

PE 332. PHYSICAL EDUCATION TESTS

A study and evaluation of achievement tests in physical education; methods of constructing achievement tests; relationships of capacity, ability, and achievement. 3 semester hours.

DR. COTTRELL

PE 341-343. DANCING

Folk and athletic dancing, with special emphasis on rhythmic expressions. 2 semester hours.

MISS MATHENY

PE 342-344. ATHLETIC AND GYMNAS TIC ACTIVITIES

These courses professionalize the content of the physical education program for the elementary and secondary schools. 4 semester hours.

MISS MATHENY, MR. FISCHER

PE 351. MECHANICAL ANALYSIS OF ACTIVITIES

An analysis of the techniques or mechanics of the movements in the classified groups of physical education activities; an analysis of the teaching explanations of how to make movements or coordinations; an analysis of skills; a study of the nomenclatures used and the formulation of a working nomenclature for all the activities. 2 semester hours.

ALL MEMBERS OF THE DEPARTMENT

PE 352 MECHANICAL-ANATOMICAL ANALYSIS OF ACTIVITIES

An anatomical analysis of the effects of the mechanics of different physical education activities with special reference to posture. 2 semester hours.

ALL MEMBERS OF THE DEPARTMENT

Senior Year

PE 431. NATURE AND FUNCTION OF PLAY

A study of the play activities of childhood and youth; a classification of the activities; general analysis of the mental processes in the activities and of the functions of the activities; a critical study of the theory of play. 2 semester hours.

MISS HEFFERNAN

PE 432. FESTIVALS AND PAGEANTS

The theory and practice of writing and producing festivals and pageants. Projects in the laboratory schools furnish opportunities for the integration of music, dramatics, and art, with physical education activities. 2 semester hours.

MISS MATHENY

PE 433. LEADERSHIP AND PROTECTIVE PROCEDURES

Prevention and emergency care of injuries of all types, but with special reference to first aid, bandaging, and massage. A practical course for the advanced student in health and physical education involving experience under instruction, and emphasizing the hazards of non-medical responsibility. 2 semester hours.

DR. COTTRELL

PE 434. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

The basic principles for the administration and supervision of health and physical education are studied. The activities, standards, policies, and procedures in this phase of education are studied to aid the prospective teacher in formulating programs and establishing administrative practices. 4 semester hours.

MR. DODDS

PE 443. PHYSICAL EDUCATION ACTIVITIES

This course provides material and opportunities for practice in arranging work for demonstration and exhibition purposes. 2 semester hours.

DR. COTTRELL

STUDENT LIFE DIVISION

The program of the modern college must extend its activities beyond what is generally known as the curricular. Every phase of life is educative, and can be made conducive to the development of a balanced, wholesome, integrated personality. Particularly in a professional school for teachers must this be evident in the entire college program. The teachers college needs to take into account the entire individual in guiding this development. Classwork and extra-class activities constitute an integral part of the prospective teacher's education. The former aims at the development and enrichment of personality through study or intellectual achievement, and the acquisition of necessary accompanying skills, while the latter has the same broad objective of the personality growth but attains this end by less formally directed situations than the academic work of the classroom.

The student life division has a broad scope of activity including:

1. Guidance, both personal and professional
2. Co-curricular activities
3. Social life
4. Student health
5. Religious activities

GUIDANCE

From the very beginning of their freshman days, students need the continuous counsel of those who understand student problems of all kinds and are glad to be of help. To that end the college has set up the means by which students can secure the advice they need. The personal growth and professional advancement of the prospective teacher is the major aim of all who share the responsibilities of counseling students.

PERSONNEL COMMITTEE

A Personnel Committee, consisting of the Dean of Instruction, the Dean of Men, the Dean of Women, and six members of the faculty, is charged with the responsibility of administering the guidance program. This Committee has been assigned executive and advisory responsibilities. It formulates policies, which after adoption by the faculty, are administered by the committee.

ADVISORY PROGRAM

The guidance program for advising or counseling the student through his three or four years of college is conducted by two groups:

1. Upperclassmen
2. Faculty

These two groups act as counselors or advisers. Student counselors consist of certain members selected from the sophomore, junior and senior classes, and from the Student Council. For the present, these student counselors advise freshmen during Freshman Week and the two or three weeks immediately following it. Each of these student counselors is assigned a group of freshmen whom they are to greet when the freshmen arrive on the campus. The student counselors act as guides and advisors in assisting the freshmen to make the proper adjustments at the beginning of their college career. The function of the student counselors is to supplement the guidance and counseling of the faculty counselors. Through the combined efforts of these two groups of counselors, the freshman is enabled to make a quick, efficient, and satisfactory adjustment to his new environment.

Faculty advisers are selected from those members of the faculty who will teach first-semester freshmen so that each freshman will have as his faculty adviser some member of the faculty who has that student in his classes.

Each freshman will ordinarily have the same faculty adviser throughout his freshman and sophomore years. However, as soon as a student has selected his major field, a new adviser is chosen.

From time to time each faculty counselor arranges conferences with his advisees individually and as a group. However, the student should feel free at all times to approach his faculty counselor and ask him for assistance throughout his college life.

The one aim of this college is to provide each of its students with every opportunity to prepare himself to be a good teacher. It has been said that "advising is teaching in one of its highest forms." As teachers, students will be called upon to advise with their students. Through the advisory system at Slippery Rock State Teachers College, students will become familiar with one method of conducting an advisory program, and they will be better prepared to fulfill the objectives of education in a democracy.

Co-CURRICULAR ACTIVITIES

Student organizations are essential in any college which is interested in the personal, broadly cultural, and recreational development of its students as well as the academic. Especially is this true in a college preparing teachers. The teacher in the modern school of democracy is called upon to exercise initiative far beyond the confines of his special field of preparation. He is looked to as a leader in many activities in and out of school.

To this end the students at Slippery Rock have organized clubs, fraternities, etc., of many kinds to meet the needs and interests of all. Participation in one or more of these organizations should do at least three things for every student: (1) develop certain avocational interests necessary in the life of every teacher; (2) develop qualities of leadership, responsibility, initiative, cooperation, etc., not adequately provided for in a more formal curriculum organization of class work; (3) afford the student the opportunity to develop the knowledges and skills required to sponsor co-curricular activities when they assume teaching responsibilities.

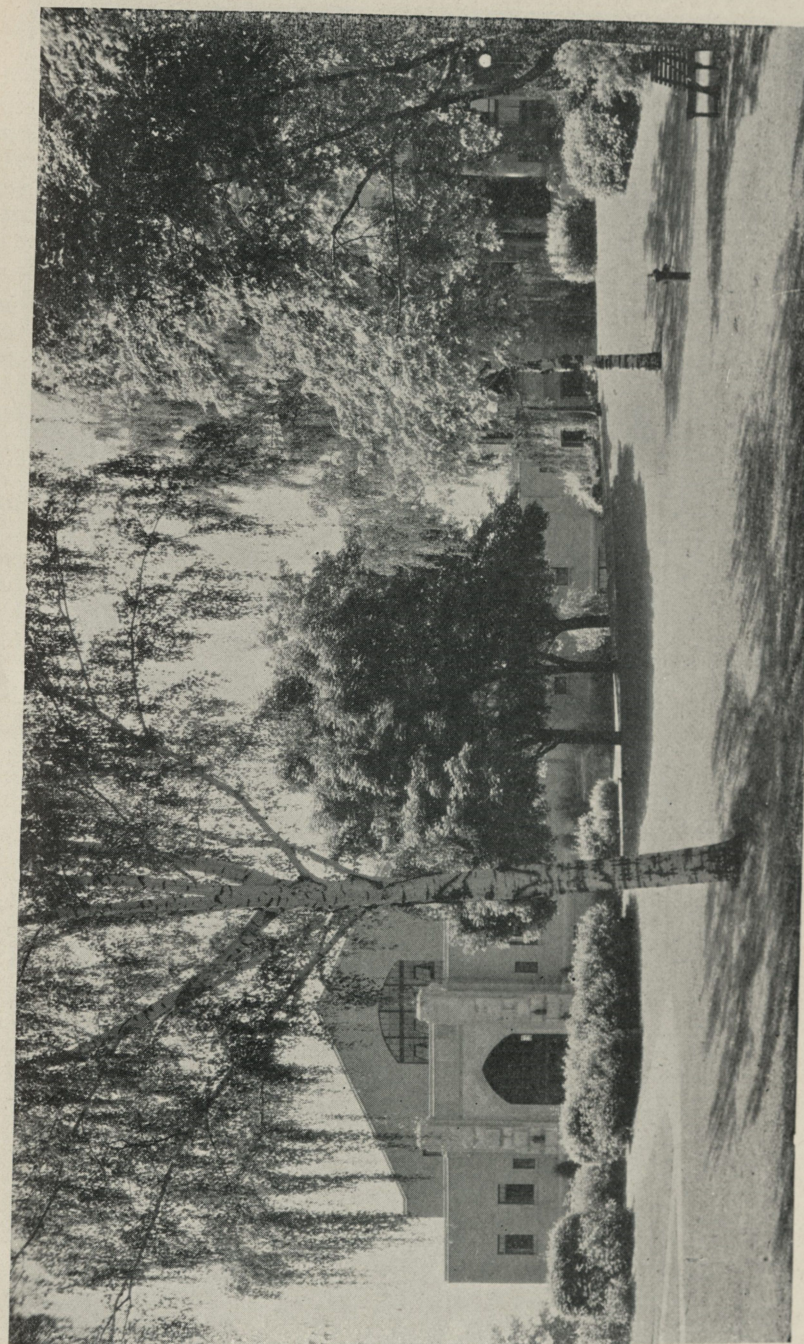
The term "co-curricular" is preferred to "extra-curricular" because activities of this kind are regarded as parallel to, or necessary complements of, the regular curricular work of the student.

All students are required to take part, without credit, in one co-curricular activity for one semester each year.

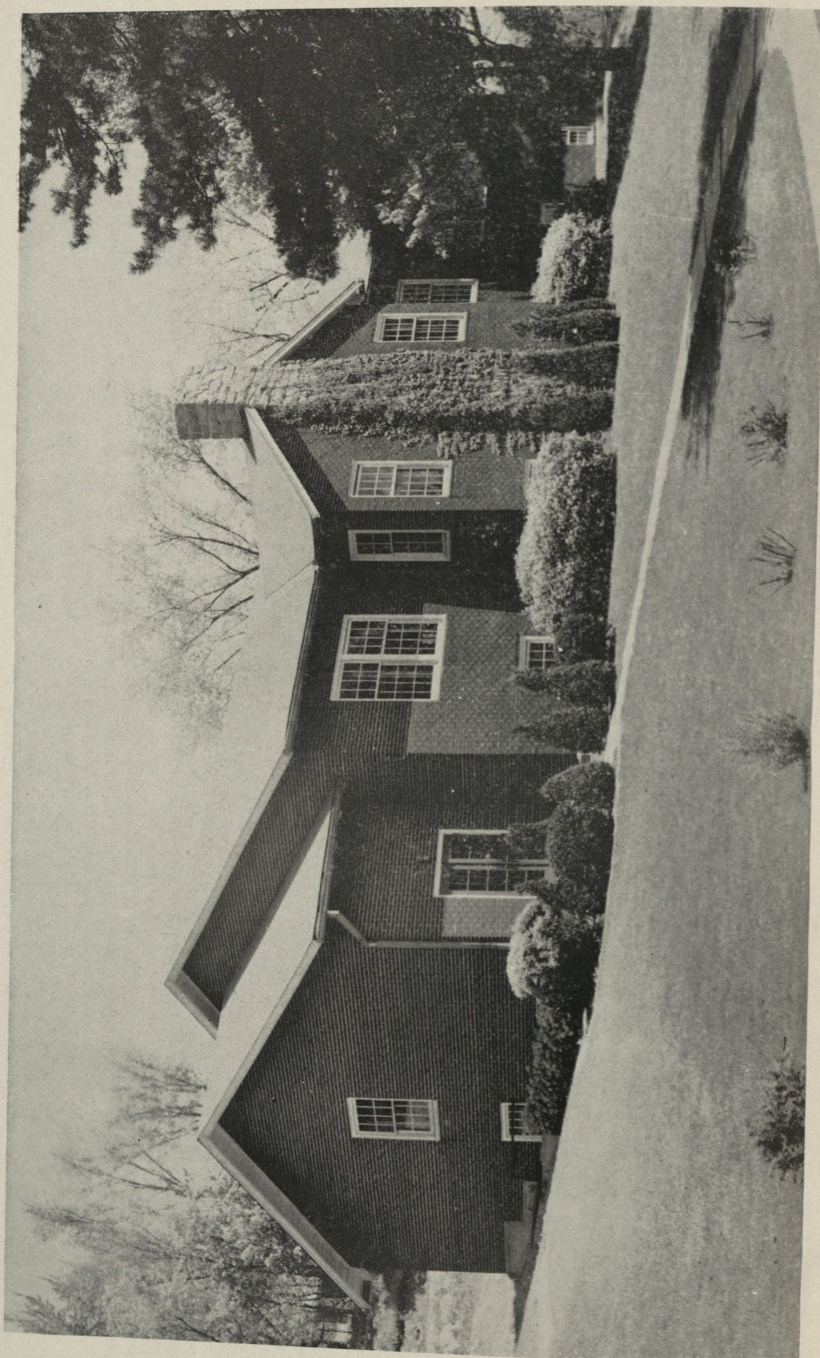
STUDENT COUNCIL

The past year a student council was organized upon the initiative of the students themselves. The members of the council are representatives of the various curricula and student groups of the college. They function as a student government group for the entire student body which is organized as the Student Government Association. The association adopted a constitution to guide its own activities and those of the council. Important beginnings have been made along the lines of democratic cooperation of the college administration and the representatives of the student body.

The Student Government Association sponsors a program for broad cultural enrichment by bringing outstanding men and women lecturers and musicians to the campus. The past year's program included the following: Countess Skariatina, Senator Gerald P. Nye, Harold Bauer, the Choristers of the Canadian Singers Guild, Dr. Victor Heiser, and the Master Singers.



THE GYMNASIUM



THE HUT — RECREATIONAL CENTER

VESPER CHOIR. The Vesper Choir is an organization of men and women selected because of special musical ability. Any student is eligible who meets the requirements, but the total number is about thirty. The choir furnishes music for the regular Sunday evening vesper service.

THE A CAPPELLA CHOIR. This organization is open to both men and women through competitive try-outs. There is an approximate membership of fifty. Through the study of the standard and modern a cappella literature, a sound choral musicianship is built for the group as well as for the members comprising it.

WOMEN'S GLEE CLUB. This is an organization of the young women selected for their singing ability and interest in music. Any woman student may try out for membership. The club adds to the musical performances of the school and appears in concert during the year.

BATON CLUB. This club was organized by students who wished to learn to direct music. The club meets once a week in the chapel and practices the directing of choral music. Opportunities are given for directing high school assemblies, church activities, and college meetings.

MADRIGAL CLUB. This is a choral club for young women in the college. This club may have a membership of more than fifty voices. The organization meets regularly once a week and studies three-part music. Diction, tonality, and interpretation are stressed.

SYMPHONY ORCHESTRA. This orchestra meets for an hour weekly in the college Chapel. Any student who plays an orchestral instrument is eligible for membership. Only compositions of the classical type are studied by the group and most of them are in symphony arrangement. Tonality, and interpretation are the first points stressed in practice. As the rehearsals progress, more technique is emphasized.

COLLEGE BAND. The college band meets once a week for an hour in the college Chapel. Any student playing a band instrument is eligible for membership. The band learns marches and school songs to be used at athletic events but also studies various types of program music for use in Campus Concerts.

YOUNG MEN'S CHRISTIAN ASSOCIATION. This association has been active on the campus for many years, striving to create and maintain an atmosphere in which character may develop and radiate its influence. Meetings are held regularly on Wednesday evening at seven o'clock in the Men's Hut where the "Y" has furnished and maintains a game room, bowling alleys, pool tables, and other recreational facilities.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION. The chief purpose of the Young Women's Christian Association is to develop Christian leadership among the women students of the college. Since membership is open to all women students, this organization has a larger enrollment than any other co-curricular activity on the campus. Aside from holding its regular weekly devotional and program meetings, the organization finances a social and entertainment program, a student loan fund, a definite welfare program, and participation in conferences and summer camps for representatives from the association.

DEMOSTHENIAN DEBATING CLUB. The purpose of the debating club is to provide an co-curricular activity that will offer opportunity to exercise and develop argumentative, forensic, and general speaking powers. It offers training in parliamentary drill and practice. In addition to its weekly meeting, there are social activities for cultural development. Membership is open to all college students. Debates with other colleges are held throughout the year.

LITERATURE CLUB. The Literature Club was organized in response to the wish of the members of the student body who desire (1) to become more familiar with the best in literature, (2) to be associated with others who have a sincere appreciation of good literature, and (3) to present to those connected with the college, literary programs of high character.

Only those students who have had at least three semesters of college work and one semester of literature, when favorably reported by the membership committee, are eligible for membership in this club.

PRESS CLUB. For those students who desire to develop ability in newspaper reporting or who seek training as advisers for school publications, the Press Club offers unusual opportunities. In addition to holding regular meetings, where differ-

ent phases of journalism are discussed, this club assumes the responsibility for publishing *The Rocket*, the official college newspaper.

Membership in the Press Club is limited to twenty-five. Candidates for membership must be recommended by instructors in the English department and are selected on the basis of a competitive examination in journalistic writing.

CURRENT PROBLEMS CLUB. This club is open to all students of the college who are interested in clarifying their views on present day problems through discussion. The discussions are based upon information gathered from the best current magazines. The meetings are held once a week.

ELEMENTARY COUNCIL. The Elementary Council is open to all those students interested in teaching in the elementary field. Its programs feature professional speakers and discussions balanced with handicraft periods, informal get-togethers, and social events. The Club meets every other Wednesday at four o'clock.

THE HONOR SCIENCE CLUB. The Honor Science Club was one of the first honor groups to be organized in the college. It recognizes juniors and seniors who have done meritorious work in all fields and who have elected science as a field. Members are elected by the science faculty. Meetings are held monthly.

NATURE GUIDE CLUB. This club is for advanced nature students. Weekly field trips are taken to study particular groups of living things. Indoor meetings supplement and review these trips. The club aims to prepare students for nature teaching and guiding in schools and camps. A Nature Guide Certificate is presented at graduation to those who remain members of the club and become skilled in field work.

OPEN ROAD CLUB. This is the elementary nature club for biology and nature students and is composed chiefly of first-year students. Its work consists of field trips and studies of the out-of-doors. Camp-fire techniques are developed.

SCIENTIFIC SOCIETY. There is usually a group of congenial students interested in science who wish to meet together for discussions during their college course. It is for these that this club is formed.

STUDENT GRANGE. The Student Grange exists to acquaint students, many of whom will teach in rural districts, with rural problems and a representative rural organization. The students cooperate with the local grange but have their own meetings and Lecturer's Hour twice each month in the local Grange Hall. A wider acquaintance with the rural conditions of the service area is secured by exchanging programs with other granges.

WOMEN'S ATHLETIC ASSOCIATION. The W. A. A. came into being in 1929, when women's intercollegiate competition was eliminated, and has been one of the most active clubs on the campus. The motto, "A sport for every girl and every girl in a sport," gives opportunity for every student to be eligible and to enjoy the privileges of the club which include hockey, basketball, volley ball, bowling, apparatus, swimming, hiking, mush-ball, tennis and instruction in handicraft.

VARSIITY CLUB. The Varsity Club is an organization of men students that have earned their Varsity letter in some one of the major sports of the college.

PI GAMMA MU. Theta Chapter of the honorary social science society of Pi Gamma Mu was organized in November, 1929. Students in the last two years of the college who have completed 20 hours in social studies with honor grades are eligible to membership. The purpose is the development of a scientific attitude in the study of modern social problems.

PHI SIGMA PI. This is a national honorary fraternity installed at Slippery Rock in 1930. Membership is limited to sophomore, junior, and senior men who maintain a high standard of scholarship, and who are recognized as good citizens on the campus.

GAMMA THETA UPSILON. Zeta Chapter is the local organization of the fraternity which is a national professional organization in the field of geography. The chief purposes of the fraternity are to further professional interest in geography and to advance the professional status of geography as a cultural and as a practical subject for study and investigation. The active membership is selected from those who have completed one year's work with a standing equal to or above the median of the school and who have signified their intention of using geography as a major subject or sequence. The programs

are made up largely of round-table discussions dealing with the geographic aspects of current national and international problems, and illustrated talks by the students or outside speakers with travel experience.

KAPPA GAMMA. Delta Chapter of Kappa Gamma was organized at Slippery Rock in 1932. The purpose of Kappa Gamma is to give recognition to proficiency in the forensic arts. Any student of the college who has participated in at least four inter-collegiate debates is eligible for membership into this honor society.

ALPHA PSI OMEGA. The Delta Phi Cast of Alpha Psi Omega, national honorary dramatic fraternity, was installed in Slippery Rock in 1934. The purposes of this fraternity are to stimulate interest in the dramatic activities on the campus. A regularly enrolled student of this college who has satisfactorily participated in one major role in two long plays, or two minor roles in two long plays and who has done efficient work as stage manager, business manager, carpenter, property man, electrician, or work in scene painting, costume making and designing is eligible for membership.

SIGMA TAU DELTA. The Eta Delta Chapter of Sigma Tau Delta, honorary English fraternity, was installed at State Teachers College, Slippery Rock, May 22, 1935. This organization is for the purpose "of promoting the mastery of written expression, encouraging worthwhile reading, and fostering a spirit of fellowship among men and women specializing in English." Active membership is limited to juniors and seniors majoring in English who have completed a minimum of two college courses in literature in addition to the usual requirements in freshman English. The candidates must have a grade of A or B in the courses in freshman English.

PHI DELTA PI. A chapter of Phi Delta Pi, the national professional physical education fraternity for women, is active at Slippery Rock. Membership is honorary. Scholastic standing and professional interest are prime factors in a student's selection for membership.

MU EPSILON THETA. With the purpose of recognizing outstanding musical ability and leadership in musical activities, Mus Epsilon Theta has been established. It affects all the music on the campus and fosters an interest in music in after-graduation activities.

SOCIAL LIFE

A well organized program is fostered by the College in order that the students may have an opportunity for full cultural and social development.

Every Tuesday and Thursday nights following dinner there is social dancing in the Gymnasium. For those who do not dance and are eager to learn, the opportunity is given to enroll in a social dancing class sponsored by the Health Education Department. About every six weeks a Saturday evening dance is given, and during the year each class has its own social function.

Each fall a formal reception is given by the faculty for all the students, thus giving an opportunity for each student to meet the instructors at the beginning of the college year.

Parties are given throughout the year at appropriate times, such as Hallowe'en, Christmas, and Valentine's Day and are so planned that everyone attending may find some interest and pleasure.

Various living and club groups take the responsibility for after-Vesper pours at the Hut on Sunday evenings. Sometimes there is a definite program; at other times group singing or just conversation around the fireplace. This activity gives many students the opportunity of being hosts and hostesses to the larger group.

The college chapel is equipped for talking motion pictures and movies are given each week which are included as part of the activity fee. The committee choosing the films for the college has been fortunate in securing the best films within a short time after their release.

STUDENT HEALTH

The college employs a full time resident directing nurse who watches closely the health of students. The infirmary is located on the second floor of South Hall, and girls requiring particular care are brought here for observation. No medical service is provided, but local physicians are called for patients requiring medical attention.

Student health is directed entirely on a positive basis. Yearly medical examinations are given and students are advised in case of remedial defects. Students whose health is such as to make them unfit for teaching will be advised to withdraw from the college.

The Department of Health and Physical Education also emphasizes personal health in all its activities.

When new North Hall is completed, there will be every facility provided for the care of the health of the student. An infirmary for the men as well as the women will be maintained.

RELIGIOUS LIFE

There are in Slippery Rock five churches which students are urged to attend—the Methodist Episcopal, the Presbyterian, the United Presbyterian, the Lutheran, and the Catholic.

VESPER SERVICES. As a State school, religious denominationalism is barred. Regular vesper services, however, are held at 6:15 each Sunday evening in the chapel to which all students are invited. Members of the faculty, ministers, and laymen usually provide addresses. The vesper choir provides the music.

CHRISTIAN ASSOCIATIONS. A Young Women's Christian Association and a Young Men's Christian Association have been organized. Most of the young people of the college have identified themselves with these organizations. Regular devotional meetings are held at 6:45 each Wednesday evening.

BUILDINGS. On the campus proper are the twelve principal buildings of the college, together with a half-dozen less important buildings. The campus is attractively landscaped and all of the buildings are bound to the green of the spreading lawns by carefully kept shrubbery, while the broad concrete walks joining the various buildings are in many places bordered with evergreens and flowering shrubs. Splendid trees add to the attractiveness. The aim is to have on the campus samples of every kind of tree and shrub native to Pennsylvania, as well as many others which may be grown in this latitude. One portion of the campus is given over to a formal garden bordered with roses, which throughout the months of flowers is an oriental rug of harmonious color.

THE MAIN BUILDING houses many of the classrooms, the laboratories, the library, the reading room, the student bookstore, the administration offices, and the offices of many of the faculty.

THE CHAPEL is a splendid stone building seating about a thousand. It is used for student assemblies, the Sunday vesper service, dramatic performances, lectures and concerts, and for talking pictures. It is equipped with a modern sound picture machine. The college aims to bring before the students, both at vesper service and at the week-day assemblies, speakers who will instruct and inspire. A pipe organ adds constantly to the effectiveness of services held in the Chapel.

SCIENCE BUILDING. The new science building will house all the laboratories and lecture rooms for the biological and physical sciences. This building is likewise now under construction. The modern equipment planned for this new unit will provide for science teaching according to the latest developments in this field.

THE LABORATORY SCHOOLS. Upon the completion of the Junior-Senior High School building now under construction, the Laboratory Schools will constitute one unit, the Elementary School occupying one wing and the Junior-Senior High School the other wing of a modern building. These schools provide ample facilities for demonstration and such experiment work as is found necessary on the campus. The entire building is well-equipped to function in a modern school program, from the kindergarten through the twelfth grade.

LIBRARY. The library is located on the third floor of the Main Building. When the new library, which is now under construction, is completed, additional facilities for study and general reference work will be available. It now contains about 20,000 well-selected volumes, which, with a large pamphlet file, and a mounted picture collection, furnish an abundance of reference material. Here are also found the current and bound numbers of more than 165 general and special subject periodicals and the latest issues of 9 local and national newspapers.

A high school library in the high school building, a professional reading room and classroom libraries in the elementary laboratory school are maintained under the direction of the college librarians.

Murphy Memorial History Library. The class of 1924 gave as its memorial to the college a history library in memory of Dr. D. C. Murphy. As a result, about four hundred books have been added to the library in the field of history, and a permanent endowment fund has been created.

MALTBY MEMORIAL COLLECTION. A collection of books, at present numbering more than one hundred volumes dealing with the fields of Psychology and Education is maintained in the library in memory of Dr. A. E. Maltby, Principal of the school from 1890 to 1916. A sum has been invested so that the collection can be added to each year.

RURAL SCHOOL LIBRARIES. A number of collections of books suitable for rural schools have been secured and are available for distribution among the rural schools of Butler, Lawrence, Beaver and Allegheny counties. Application for these libraries should be made to the Librarian, State Teachers College, Slippery Rock, Pa.

DORMITORY. Since the destruction of North Hall by fire, South Hall is occupied by women students only. A new North Hall, entirely fire proof, which will adequately care for the housing of all the women students, is now under construction. In the building of this new dormitory modern educational needs—health (lighting, heating, ventilation, and sanitation) proper study conditions, safety, and social life—have been given scientific consideration. A terraced inner court with a fountain is a special feature that will lend comfort and charm to this residence. When completed, it will be one of the finest and most up-to-date student residences in the state of Pennsylvania.

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GYMNASIUMS. On the south side of the campus are the two gymnasiums demanded by the physical education work of the entire student body and by the special training given to students preparing to teach health education. These two buildings are joined by a third smaller building in which is a beautiful modern swimming pool measuring twenty by sixty feet, well designed both for instructional and recreational purposes. Adequate provisions have been made for maintaining sanitation and for keeping the water in healthful conditions.

THE WEST GYMNASIUM is the home of the music department of the college with studios and practice rooms for music students. This building contains several classrooms as well as offices for some of the physical education staff, a running track, handball court, a small gymnasium, and a large floor measuring fifty by ninety feet. Here are found also rooms for visiting teams, and the locker rooms and shower rooms for men. It is completely equipped with all types of heavy apparatus.

THE EAST GYMNASIUM has a floor space of sixty-eight by eighty-two feet. A dividing net makes it possible to play two games of basketball or volley ball at the same time. In this building are additional offices, locker rooms and showers for women, two rooms for corrective gymnastics, a dancing room, and rest rooms.

THE HUT is a distinct asset to Slippery Rock. Designed as a recreational center for the college, its main room paneled in chestnut, is most attractively furnished with appealing rugs, artistic draperies, comfortable davenports and chairs, and, always a center of cheer, a great fireplace in which usually glows a comforting fire. Smaller rooms furnish a place for committee meetings, a place for games, and a living suite for the men in charge. In the room below are three bowling alleys, ping-pong tables, and tables for pool and billiards. Throughout the building are hardwood floors. The facilities of the hut are set aside for women students at definite times.

DINING ROOM

For the present, the dining room is located in a temporary building. The room is attractive, well lighted, thoroughly ventilated, and warmed to the proper temperature by unit heating. A dietitian who supervises the selection, preparation, and service

of the food is in charge. The group at each table is considered a social unit, and through a student host and hostess plan, good table technique is emphasized.

Upon the completion of North Hall, the dining room and kitchen facilities will be the best that can be provided. Every attention is being given in the plans to make the new dining room a place that will contribute to the student's health, happiness, and social development. The surroundings will be artistic and the atmosphere that which contributes to culture and education.

STUDENT HOUSING

The young women attending the college are housed in South Hall and in approved houses in the town.

The student rooms are furnished with single beds, chairs, tables, dressers, and clothes closet. The beds are supplied with sheets, pillows, pillow cases, and bedspreads. Students should bring their own blankets, towels, dresser covers, window curtains, table napkins, and such personal effects as they may desire. All rooms are good size and well lighted.

The resident young men of the college live in private homes in the town and take their meals in the college dining room. A list of desirable and available rooms can be furnished by the Dean of Men. Upon the completion of new North Hall, South Hall will be used as the men's dormitory.

DAY STUDENTS. Rooms for study and rest have been provided for day and commuting students. The girls' day student rooms are in the basement of the East Gymnasium and include individual lockers, rest rooms, and tables for lunch. The rooms for men are located in the West Gymnasium and include similar equipment.

LAUNDRY

Laundry work, including ironing, not to exceed twelve plain pieces per week, will be done by the college. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification.

An excellent laundry and pressing room is maintained in

each dormitory for the convenience of the women students.

ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and to cultivate the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to develop loyalty, confidence and self-control, stamina and courage, quickness of decision, clean living, and a spirit of friendly rivalry, there is much to be urged in their favor.

Football, soccer, hockey, basketball, swimming, gymnastics, tennis, and track are the leading activities.

A broad program of intramural athletics for women as well as for men is in operation.

All students are encouraged to take part in athletic activities. The college will make every effort to prevent injury. First aid is available, but the college will not be responsible for doctors' bills.

One physical activity is required of every student in the elementary and secondary field every semester.

EXTENSION AND SATURDAY COURSES

For students who wish to complete the four-year curricula, credit for extension work may be secured by teachers in service up to a total of twenty-five per cent of the courses included in the curriculum, provided that it fits into the curriculum being pursued and that it is given by an accredited institution. Classes will be organized in any center where a sufficient number of students desire a course.

Many courses are offered on the campus each semester on Saturday forenoons. Extension or Saturday classes should appeal to teachers in service who are eager to make progress toward the completion of a degree curriculum.

A fee of five dollars is charged for each semester hour credit.

SUMMER SESSION

The summer session will open June 20 and close July 30. The courses will be offered by regular members of the college

faculty. Special courses for teachers in service will be given. Those interested in attending should send for the special summer bulletin.

POST SUMMER SESSION

A three weeks' post summer session will extend from August 1 to August 20. By attending the regular and post sessions, a student may earn a total of nine semester hours credit.

FEES

CONTINGENT FEES

	SEMESTER
Regular Term—Elementary Curriculums	\$36.00
Secondary Curriculum	36.00
Health Education Curriculum	54.00
Summer Session—\$5.00 per semester hr.—Min. fee	\$15.00
Health Education Curriculum . .	\$6.00 additional

HOUSING FEE:

1. The housing rate for students is \$126.00 per semester, and \$42.00 for the Summer Session. This includes room, meals, and limited laundry.

(a) No reduction in the rate is to be made for laundry done at home or for students who go home for a few days at a time.

(b) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 or \$12.00 for the Summer Session.

(c) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the summer session is made.

(d) A student living outside the dormitories may take meals in the dining room at a cost of \$5.00 per week.

2. The rate for transient meals is:

Breakfast, \$.40; Lunch, \$.40; Dinner, \$.50.

DAMAGE FEES:

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

INFIRMARY FEES:

After three days in the College Infirmary, the College charges an additional \$1.00 for each day.

Day students who are admitted to the infirmary pay board at the rate of \$2.00 per day. This does not include special nurse or special medical service.

TUITION FEES:

Students whose residence is out of the State are charged a fee of \$105.00 per semester; \$35.00 per Summer Session.

Out-of-state students pay the contingent fee in addition to the tuition fee.

DEGREE FEES:

A fee of \$5.00 is paid by each candidate for a degree to cover the cost of degree diploma.

RECORD TRANSCRIPT FEE:

One dollar (\$1.00) is charged for the second and each subsequent transcript of records.

DELINQUENT ACCOUNTS:

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

ADVANCE REGISTRATION DEPOSITS:

A deposit of \$10.00 is made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the State Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of his deposit will be made through the Revenue Department on application from the student through the College authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania at Harrisburg, Pennsylvania.

REPAYMENTS

Repayment will not be made (1) to students who are temporarily suspended, dismissed, or who voluntarily withdraw from college, (2) 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, the same being 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 not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the College.

STUDENT GOVERNMENT ASSOCIATION DUES

The students of the college belong to the Student Government Association. The Association collects dues to the amount of \$10.00 per semester which is used to cover the cost of admission to all athletic events, lectures, entertainments, motion pictures, etc., as well as paying all class dues and providing copies of the school newspaper, "The Rocket," and a copy of the year book, "The Saxigena." A separate check is required for these dues, payable to Student Government Association.

ANNUAL COST

For Boarding Students living on the campus the cost of a year at Slippery Rock (exclusive of the Summer Session) is as follows:

Contingent Fee

\$36.00 per semester (Elementary or Secondary Curriculum) -	\$ 72.00
\$54.00 per semester (Health Ed. Curriculum)	108.00

Activity Fee

\$10.00 per semester - - - - -	20.00
<i>Board, Room and Laundry</i>	
\$7.00 per week—36 weeks - - - - -	252.00
<i>Books (approximately) - - - - -</i>	25.00,
<i>Total - - - - -</i>	\$369.00
	or \$405.00

For day students living at home or with near relatives, the annual cost is \$88.00 or \$124.00. Those rooming in private homes may secure board and laundry at the college by paying \$5.00 per week. No student will be permitted to register as a day student who does not live at home, unless permission has been secured *in advance* from the President of the College.

TIME OF PAYMENT

June 20, payment in full of all summer session fees.
 September 13-15, payment for first half of first semester.
 November 14, payment for second half of first semester.
 January 25, payment for first half of second semester.
 March 27, payment for second half of second semester.

Permission to pay fees other than by the semester or half semester may be secured from the President of the College.

REQUIREMENTS FOR ADMISSION

Admission to a State Teachers College will be made on the basis of the following principles:

1. General Scholarship
2. Character and personality
3. Health and physical vigor
4. A personal interview

Candidates for admission must satisfy these four general requirements in detail as outlined below:

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduating class in high 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, provided:

- (1) They are recommended by their high school principal as being able to do creditable work, and
- (2) Appraisal of the detailed high school record indicates to admission authorities of the college that the candidate can do satisfactory college work, and
- (3) A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.

Applicants satisfactorily meeting requirements 1, 2, and 3 above will be admitted for one semester on probation. At the end of the probationary period such students will be required to withdraw from the college unless they meet the required standard of scholarship in at least nine (9) semester hours of work.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.

- a. All students for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for this 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 reexamination.

- b. Applicants may be rejected for the following reasons:

- (1) Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid.

- (2) Defective vision of marked degree.
- (3) Permanently impaired hearing.
- (4) Marked speech defects.
- (5) Unsightly deformities.
- (6) Marked obesity.

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

4. A personal interview with 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, making this inventory available to instructors and officers concerned with personnel work done in the college.

b. The interview will be conducted at the college or at other places and at times designated by the President of the College.

All applications should be made to the Director of Personnel, State Teachers College, Slippy Rock, Pennsylvania.

CREDITS AND EVALUATIONS

1. Advanced credit will be given for equivalent courses completed in approved institutions of collegiate grade, but no student may obtain a certificate or degree without a minimum residence of one year in this College. A student transferring from another college will be required to present a statement of honorable dismissal from that college and to meet the same entrance requirements as any other applicant.

2. No candidate for a college certificate shall receive more than thirty-two semester hours credit toward graduation for work done in extension classes.

3. All persons who have completed the work of the two-year Kindergarten-Primary, Intermediate, or Rural curricula, are admitted to Junior standing for a degree, provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum

which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from ten to twelve hours.

4. Former graduates of a two or three-year curriculum at the State Teachers College, Slippy Rock, and who become candidates for a degree from this school must do at least one-half the work required beyond previous graduation, at Slippy Rock. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to the required courses here.

5. No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation, shall be granted or counted toward meeting the requirements for entrance to or graduation from the four-year curricula.

REQUIREMENTS FOR GRADUATION AND CERTIFICATION

1. All students in the State Teachers College, Slippy Rock, Pennsylvania, except those who elect the health education curriculum, must select one of the four degree curricula offered in elementary or secondary education before the end of their second year. All curricula are definitely four years in length and all lead to the degree of Bachelor of Science in Education or Bachelor of Science in Health Education and entitle the graduate to the Provisional College Certificate in the appropriate curriculum.

2. Students entering the Kindergarten-Primary, Intermediate, or Rural curriculum who feel unable to remain more than three years will modify their curriculum as shown on page 20. A certificate to teach in the elementary schools of Pennsylvania for three years will then be granted. During these three years the holder of the certificate must secure at least twelve additional hours of approved credit toward the degree in this field. The certificate will then be renewed for three years, and within this period he will be expected to secure his degree. All students entering January, 1939 and thereafter must complete four years of college work to secure a certificate for the elementary field.

3. The completion of a four-year curriculum for the preparation of elementary teachers entitles the student to the degree of Bachelor of Science in Education and a Provisional College Certificate, which after three years of successful teaching and the earning of six additional semester hours of prescribed credit becomes a Permanent College Certificate.

4. Upon the completion of the four-year curriculum for the preparation of secondary teachers the student is entitled to the degree of Bachelor of Science in Education, and a Provisional College Certificate, which authorizes the holder to teach in any public Junior or Senior High School any subject in which he has earned 18 or more semester hours of credit, and the subjects of the Elementary Curriculum in the seventh and eighth grades. After three years of successful teaching and the earning of six additional semester hours of prescribed credit, a Permanent College Certificate in the foregoing fields is awarded.

5. Upon the completion of the four-year curriculum in Health Education the student is entitled to the degree of Bachelor of Science in Health Education and a Provisional College Certificate, which authorizes the holder to teach and supervise health and physical education in any public school of the Commonwealth. Graduates of this curriculum are required to have completed 18 semester hours of work in one of the elective fields offered to students of the Secondary Curriculum.

6. Graduates of teacher preparation institutions who prepared specifically to teach the subjects of the secondary field and then decided to teach in the lower elementary grades, may secure the proper certification for this work upon the completion of thirty semester hours of approved courses in the field of elementary education including six semester hours of elementary student teaching.

SCHOLARSHIP REQUIREMENTS

Students are informed at regular intervals of poor work in their classes, and full reports are given to them at the end of each semester. Reports are sent to parents at the close of each semester. Parents or guardians may have mid-semester reports at any time upon request.

The following system of marking has been adopted by the faculty:

- A—Excellent
- B—Good

- C—Satisfactory
- D—Credit
- I—Incomplete
- F—Failure

The grade symbols are translated into quality points as follows: each semester hour of credit with a grade of A counts three quality points; B, two points; C, one point. D and F grades have no quality point values.

1. Any student who at the end of his first semester receives as many as two-thirds of the number of hours on his program with grades F and D shall be automatically suspended from privileges of the college. Such student will be permitted to return not earlier than a year from his first registration and will be required to repeat the courses in which a grade below C was earned.

A student who at the end of any other semester receives as many as one-half of the number of hours on his program with grades F or D shall be automatically suspended from the privileges of the college for one full semester. Upon returning such students will be required to repeat all subjects in which, during the preceding semester, they received either an F or D grade.

2. Before a student is eligible to do student teaching, he must have as many quality points as semester hours of credit. Students doing student teaching in the secondary field must have as many quality points as semester hours of credit in their fields of certification.

3. Only those students shall be recommended for graduation whose total quality points equal in number the credit hours required for graduation.

MEMORIAL FUNDS AND SCHOLARSHIPS

J. V. RITTS SCHOLARSHIP. Through the kindness of Mr. J. V. Ritts, six scholarships are available each year for residents of Butler County who could not otherwise attend the State Teachers College at Slippery Rock. Applications for these scholarships must have the recommendation of a business man, a high school principal, and the county or district superintendent of schools, in addition to meeting the regular entrance requirements of the college. Application for these scholarships should be made to the President of the College in writing.

MEMORIAL OF THE CLASS OF 1925. The class of 1925 has created a loan fund for students attending the State Teachers College at Slippery Rock. This fund is approximately \$1,500. Loans will be granted upon proper recommendation to students who are attending college.

MEMORIAL OF THE CLASS OF 1926. The class of 1926 created a fund similar to that of the class of 1925. The amount subscribed and paid was about \$800.00. The administration of the fund is handled in the same manner as that of the class of 1925.

MEMORIAL OF THE CLASS OF 1927. A fund similar to the above was subscribed by the members of the class of 1927, and about \$1,000.00 was paid. Its administration is along the same lines as the funds of the other classes.

THE Y.W.C.A. FUND. The Young Women's Christian Association has established a loan fund of about \$700 available for women seniors who have done faithful work in that organization during their junior year and who will continue to do so during the senior year.

THE WHAT-TO-DO CLUB FUND. Two loans of \$50.00 each are available on the What-To-Do Club Scholarship fund for women during their final semester's work. These loans are returnable during the first semester of the following year.

ALUMNI STUDENT AID FUND. The alumni and friends of the college have established a fund for the purpose of aiding students to obtain an education in this school. Each application for a loan shall be signed by three reputable persons, one of whom shall be a member of the Alumni Association.

Application for any of the above funds should be made to the President of the College.

STATE SCHOLARSHIP. Since the State Council of Education has authorized the State Teachers College at Slippery Rock to grant the degree of Bachelor of Science in Education, the Department of Public Instruction has ruled that holders of State Scholarships may attend this college, provided they take courses leading to a degree.

ENROLLMENT BY COUNTIES 1937-1938

County	Total
Allegheny	165
Armstrong	5
Beaver	45
Blair	2
Butler	113
Cambria	3
Chester	1
Clarion	1
Clearfield	2
Crawford	7
Erie	9
Fayette	4
Greene	1
Huntingdon	1
Indiana	4
Jefferson	3
Lawrence	68
McKean	1
Mercer	40
Mifflin	3
Montgomery	1
Somerset	5
Venango	18
Warren	5
Washington	12
Westmoreland	25

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ROSTER OF GRADUATES 1937

BACHELOR OF SCIENCE IN HEALTH EDUCATION

Andrew, Dorothy C.	Evans City	Matuschak, Stephen M. R.D.	Connellsville
Axtell, Clair L.	Franklin	McQuiston, Phyllis M.	Sharon
Christy, Marjorie L.	Grove City	Parsons, Gifford W.	Punxsutawney
Cowden, Ethel J.	Washington	Peacock, Mabel W.	Houston
Fuszek, Joseph E.	West View	Puskar, Marie	Imperial
Gibson, Josiah A.	Slippery Rock	Sallinger, Phyllis M.	Johnstown
Haynes, Raymond E.	Whitaker	Sowa, Rose	McKeesport
Hochheimer, Elizabeth D.	Uniontown	Strippy, Nicholas	R. D., Johnstown
Houck, Mary G.	Altoona	Toth, Mary Ethel	Pittsburgh
Krelling, Mercedes A.	McKeesport	Truman, Harry	Brookville
Kunkle, M. Elfrida	R. D., Irwin	Uram, Nicholas	New Castle
Lennox, Maurice R.	Beaver	Weikal, Pauline I.	Clark
Mallon, Carl W.	McKeesport	Welch, James T.	Pittsburgh
Massie, George E.	New Castle	Wright, Elsie A.	R. D., Coraopolis

BACHELOR OF SCIENCE IN EDUCATION (SECONDARY)

Areida, James	Portage	Miller, Ralph C.	Harmony
Bauman, George S.	New Castle	Moore, Charles J.	Coraopolis
Bowers, S. Augustus	Slippery Rock	McCandless, Weir G.	Slippery Rock
Brincko, John G.	New Castle	McClaren, Everett F.	New Castle
Campbell, Ethel I.	Slippery Rock	McLaughlin, James F.	R. D., Coraopolis
Carnahan, William W.	Tidioute	Patterson, Gladys L.	R. D., Slippery Rock
Cooper, Dorothy V.	Apollo	Popko, Henry W.	Monaca
Cratty, Mary Jane	Butler	Robbins, Jack A.	Pittsburgh
Danner, Marguerite K.	Millvale	Schaffer, Edward C.	Zellenople
Elder, Dorothea A.	R. D., Mercer	Sillman, Arthur C.	New Castle
Englert, Avis V.	Pittsburgh	Stewart, Hugh L.	New Castle
Francis, Elliott S.	Slippery Rock	Thaler, David	Windber
Frazier, Joseph S.	Portersville	True, Melvin C.	Lash
Garritty, Ruth E.	New Castle	Urick, Stanley P.	Portage
Henderson, Doris	McKeesport	Vincent, Merrill D.	Grove City
Kelly, Joseph	Trafford	Ward, Isabelle M.	Sergeant
Lachner, Ernest	New Castle	Wilhelm, Margaret M.	Brackenridge
Lang, Fred C.	Marwood	Williams, Ruth E.	Slippery Rock
Mann, Nettie Irene	New Castle		

BACHELOR OF SCIENCE IN EDUCATION (ELEMENTARY)

Allison, Kathleen L.	Mt. Lebanon	Morrison, Hulda M.	Mars
Barkley, Marion R.	Baden	Phillips, Lydia P.	Allquippa
Beacham, Richard J.	Slippery Rock	Rice, E. Jeanne	Harrisburg
Brosius, Gertrude	Harrisville	Rose, Jane M.	McKeesport
Boyer, E. Suzetta	Butler	Sankey, Leona	New Castle
Cowmeadow, A. Laura	New Castle	Shaw, Dorothea M.	New Brighton
Davis, Agnes J.	Grove City	Silverblatt, Miriam	Imperial
Faux, Charlotte V.	Slippery Rock	Smith, Lois M.	New Castle
Hofacker, Evelyn S.	Coraopolis	Snyder, Garnet C.	Butler
Holliday, Annette I.	New Castle	Wadsworth, Jean C.	McKeesport
Jackson, Mary Margaret	Butler	Weiner, Florence L.	Beaver Falls
Jones, Ruth E.	Butler	Whisner, Valma O.	Butler
Grossman, Josephine R.	Slippery Rock	Williams Cleora N.	New Castle
Means, Evelyn L.	New Wilmington	Yeomans, Barbara	Ellwood City

ROSTER OF STUDENTS

1937 - 1938

FRESHMEN

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Alsnauer, Hazel	Farrell	Jacobansky, Catherine	McKeesport
AmBrose, Dolores	North Braddock	Jackson, Mary	Sewickley
Ander, Ellen	Aliquippa	Johnston, John	Wilkinsburg
Anderson, Lois	Gibsonia	Kennedy, Jane	Slippery Rock
Andolina, Mary	Braddock	Kerr, Helen	Harmony
Angelcyk, Stella	Lash	Kroll, Julia	Pombell
Bair, Mary	Ellwood City	Krupar, Wanda	Jeannette
Bennett, James	Bellevue	Kunz, Robert	Pleasantville
Bolton, Helen	Homestead	Landis, Helen	Berlin
Boutwell, Mary	Centerville	Leslie, Betty	Sarver
Braine, David	Grove City	Lewis, Lovina	Conway
Braun, Ruth	Sharpsburg	Lezek, Caroline	Turtle Creek
Brest, Leroy	Sharon	Linaman, Elizabeth	Butler
Cleland, Elizabeth	Portersville	Love, Reva	New Castle
Copeland, Enid	McKeesport	Lytle, Joseph	Blawnox
Corsetti, Louis	McKees Rocks	Mack, Louis	New Castle
Cotton, Dorothy	New Castle	Marburger, Eleanor	Evans City
Coval, Betty	Parnassus	Mayne, Ruth	Ellwood City
Cowles, Ethel	New Castle	Mercer, Louise	Hookstown
Dart, James	New Castle	Miller, Dorothy	Pittsburgh
Defasio, Andrew	New Kensington	Monnin, Margaret	New Castle
Denbow, Alfred	Evans City	Moore, Mary	Slippery Rock
DePaola, Mary	Clairton	McConnell, Esther	Sharpsville
Dice, Audrey	Pittsburgh	McDeavitt, Mary	Slippery Rock
Dickson, George	Branchton	McGirr, Mabel	McKeesport
DiMeolo, Frederick	Coraopolis	Nafsmith, George	Pittsburgh
Docchio, Loretta	Wampum	Nesbit, Dawn	Coraopolis
Dodds, Shirley	Adamsville	Nicoletti, Frank	New Castle
Drysdale, Elizabeth	Tarentum	Olaszewski, Chester	Glassmere
Duffield, Betty	Wilkinsburg	Owens, Marthalee	Pittsburgh
Eagleson, Robert	New Wilmington	Patterson, John	Slippery Rock
Eakin, Kenneth	Grove City	Petuch, Winifred	Beaver Falls
Elliott, Mary	Slippery Rock	Potts, Marian	Butler
Ellis, Elizabeth	Stoneboro	Pratt, Dorothy	McKeesport
Engle, Betty	Beaver	Pritchard, Donald	Sharon
Faulk, Edith	Bellevue	Puscar, Alice	Versailles
Fergus, Mary	Slippery Rock	Quinton, Elizabeth	North Braddock
Fleeger, Virginia	Chicora	Ramsey, Sterling	Wilkinsburg
Forges, Ethel	Springdale	Reed, Robert	Indiana
Forges, Helen	Springdale	Reesman, Maxine	Slippery Rock
Francis, Marta	Slippery Rock	Reynolds, Josephine	Brookville
Frusco, Dominic	New Castle	Rhodes, Wilda	Beaver Falls
Graham, Carl	Industry	Rhodes, William	New Castle
Griffiths, Edna	Karns City	Riddle, Charles	Enon Valley
Grine, Paul	Slippery Rock	Riley, Richard	Roaring Spring
Gross, Elmer	North Braddock	Ristich, Samuel	Aliquippa
Hall, Mary Jane	Sharon	Ritter, Mary	New Kensington
Hammerle, Richard	Freedom	Robson, Stanley	Pittsburgh
Hart, Berenice	Beaver Falls	Rogers, Frank	Irwin
Hayden, Lilye	Beaver Falls	Sarricks, Elsie	Glenshaw
Headland, Charles	Aliquippa	Scarem, Helen	Spartansburg
Heath, Betty	Slippery Rock	Scott, Edith	Ellwood City
Hild, Donald	New Castle	Scott, Perry	Oil City
Hilliard, Vevia	Springdale		
Holben, Glendora	Slippery Rock		
Hunziker, Louis	Pittsburgh		
Irwin, Edna	Clintonville		

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Shaffer, Elnora	New Castle	Wagner, Lucille	Emlenton
Sleeth, Alice	Cambridge Springs	Walker, Reberta	Darlington
Smetak, Esther	Universal	Walter, Nicholas	Jeanette
Solomon, Jane	New Castle	Ward, William	Pittsburgh
Sonntag, Archie	Slippery Rock	Warner, Edwin	Indiana
Sowa, Peter	McKeesport	Warnock, Gail	New Castle
Stallard, Juanita	Cardale	Watson, Mary	Oil City
Strain, Italy	Pittsburgh	Weber, Virginia	Grove City
Stringer, Martha	Pittsburgh	West, Avel	Slippery Rock
Stunkard, Lydia	Volant	Westlake, Virginia	Aliquippa
Sutherland, Marian	Grove City	White, Mary	Sharon
Temple, Charles	Lewistown	White, Vernon	Honey Brook
Thompson, Alice	Canonsburg	Williams, Caroline	Pittsburgh
Valin, Jean	Erie	Wilson, Margaret	Pittsburgh
Vanderwulp, Paul	New Kensington	Wilson, Mary	New Wilmington
		Wise, Emma	Greensburg

SOPHOMORES

Adams, Clyde	Volant	Eakin, Miriam	Wilkinsburg
Adams, Isabelle	Volant	Ed, William	Irwin
Agnew, Florence	Emsworth	Ervin, Lucille	Georgetown
Aiken, Mary	New Castle	Ewing, William	Slippery Rock
Alkey, Clarence	Clearfield	Fink, Harry	Arnold
Arnold, Ruth	Weirton, W. Va.	Furman, William	East McKeesport
Atkinson, Thelma	Ellwood City	Gates, Mary Virginia	Braddock
Aylsworth, Virginia	Grove City	Gerner, Gladys	Butler
Badger, Dorothy	Farmington	Gerlach, Patricia	Slippery Rock
Bagnato, Lewis	Carnegie	Gibson, Ruth	Pittsburgh
Baker, Geraldine	Slippery Rock	Gilchrist, Ruth	Mahoningtown
Banichar, Josephine	Leechburg	Gill, Mary	Titusville
Barris, Dorothy	Mahoningtown	Glendenning, Frances	Pitcairn
Beatty, Laura	Harrisville	Goaziou, William	Ellsworth
Bell, Aline	Pittsburgh	Gooch, Theda	New Castle
Betts, Helen	Clairton	Goss, Wayne	Coraopolis
Bickerton, Helen	W. Elizabeth	Grandey, Melvin	Volant
Blevins, Clark	Volant	Grossman, Melville	Butler
Bohinc, Victor	Irwin	Gustafson, Dorothy	Munhall
Bonczek, Martha	Canonsburg	Gwin, June	New Castle
Book, Harriet	Greenville	Halles, Mary Jane	Ford City
Boya, Bertha	New Castle	Hallstein, Edith	Butler
Bradford, Jean	Beaver	Hanna, Louis	Masontown
Brich, John	Lyndora	Hartman, John	Pittsburgh
Brown, Betty	New Castle	Heidenreich, Martha	Natrona Heights
Brown, Mary	Millvale	Hicks, Elizabeth	Gibsonia
Bunney, Kenneth	Ellwood City	High, Alice	Midland
Butler, Paul	Butler	Hoagland, Eleanor	Sharon
Butler, Shirley	Erie	Hofacker, Louise	Coraopolis
Buzash, Gabriel	Lyndora	Hogue, Earl	Beaver Falls
Byler, Carroll	Grove City	Horst, Helen	Wilkinsburg
Cadwallader, Helen	Pittsburgh	Irinda, Eva	Curtisville
Campbell, Frank	Mt. Lebanon	Hundagan, Julia	Treveskyn
Catalo, Jan Andree	Pittsburgh	Hutchison, Grace	Parkers' Landing
Chellman, John	Pittsburgh	Jackovac, Elsie	McKees Rocks
Claypoole, Annabelle	Worthington	Jacobs, Alice	Emlenton
Coon, Ila	Reno	Johnson, Lois	Manorville
Cornelius, James	Portersville	Jordan, Michael	West Newton
Cubbon, Lucille	Oil City	Kaliney, Josephine	Farrell
Davidson, Mildred	Beaver	Kaufman, John	Evans City
DeMark, Mary	Wampum	Kelso, George	McDonald
DeSimone, Leora	Renton	Kemper, Ruth	Butler
Detrick, Eleanor	Beaver Falls	Kerr, Wallace	Turtle Creek
Dettore, Constance	Canonsburg	Kidd, Sylvia	Mars
Dight, Edna	Grove City	King, Winifred	Coraopolis
Dolinar, Katherine	Imperial	Kirila, Paul	Mercer
Duffer, Mary	Lyndora	Kislig, Ethel	New Kensington
Eakin, Margaret	Prospect		

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Klimenko, Mike	Cheswick	Price, Dorothy	Chicora
Kline, George	Westmoreland City	Proudfoot, Helen Jane	Homestead
Knepper, Jane	Clairton		
Koontz, John	Turtle Creek	Ramsey, Walter	Altoona
Krause, Charles	New Castle	Reed, John	Slippery Rock
		Reeher, Wilda	New Castle
Lavery, Gertrude	Butler	Rehm, Margaret	Turtle Creek
Lawson, Florence	Rochester	Reibold, Doris	Evans City
Lehman, Douglas	Aliquippa	Rhodes, Raymond	Slippery Rock
Lentz, Virginia	Mt. Lebanon	Riddle, Adaline	Emmenton
LeSage, Dorothy	Jeannette	Ringer, Lois	New Castle
Leslie, Mary	Enon Valley	Ritter, Louise	New Kensington
Lloyd, Alma	Brackenridge	Rommies, Thelma	Bulger
Logan, William	Turtle Creek	Ropp, Margaret	New Bedford
Loss, Elsie	Ellwood City		
Lucas, Helen	Butler	Sacari, Katherine	Aliquippa
Lyons, Autumn	Union City	Sage, Vera	New Castle
Lytte, James	New Brighton	Sample, Howard	Springdale
		Schamberg, Charles	Wilkinsburg
Mamula, Samuel	Butler	Scheidemantel, Clyde	Harmony
Marshall, Gertrude	Cheswick	Schermer, Sylvia	Farrell
Marsteller, Janet	Fredonia	Schilling, Dorothy	Glenshaw
Martin, Ruby	W. Alexander	Schlossberg, Edward	New Castle
Mellon, Agnes	East McKeesport	Sedler, Betty	East Pittsburgh
Mellott, Carolyn	Ambridge	Shadish, Agnes	Bridgeville
Michaels, Jane	East Pittsburgh	Shaffer, Dorothy	Boyers
Miller, Clifford	Kennerdell	Shaw, Theora	McKeesport
Miller, Ethyl	Farrell	Shelar, Jim	Slippery Rock
Miller, Mary	Portersville	Sheppard, Maryellen	Mt. Pleasant
Moffat, Eugene	New Castle	Sipe, Howard	Portersville
Mohr, Dorothy	Greenville	Slachta, John	Johnstown
Moore, Robert	Slippery Rock	Sloan, Margaret	Clintonville
Moore, Thelma	Emmenton	Smith, Ada	Bessemer
Morrison, Jane	Wilkinsburg	Smith, Clyde	Rochester
Mosgrove, Olive	Homestead	Smith, Jeannette	Butler
Murray, Ethel	Cheswick	Smith, Merle	McKeesport
Murray, Ruth	Lowellville, Ohio	Snyder, Helen	Grove City
		Spearnak, Stella	McKeesport
McCahill, Kathleen	Coulter	Speizer, David	Carnegie
McCord, Jean	Kennerdell	Stewart, Leona	Slippery Rock
McCracken, Mariellen	Sharpsville	Studebaker, Dorothy	Slippery Rock
McCray, Charlotte	Fairview	Sutherland, Betty	Holsapple
McCurdy, Charles	Ellwood City	Sweringen, Dorothy	New Sheffield
McElroy, Lewis	Clinton		
McIntosh, Merle	New Castle	Tack, Alice	Butler
McLure, Herbert	New Castle	Taylor, Betty	Millvale
McWilliams, Donna	Irwin	Taylor, Guy	Pittsburgh
		Taylor, Leslie	North Bessemer
Nagy, Ethel	Pittsburgh	Thompson, John	New Castle
Nevin, Ruth	Monongahela	Tomlinson, Isabelle	Swissvale
Newbold, Doris	Cochranon	Trobian, Albert	Russellton
Newbold, Frank	Cochranon		
Nicoletti, Chris	New Castle	Uber, Helen	Grove City
O'Hara, Jean	Midland	Van Gorder, Evelyn	Bridgeville
Orr, Betty	New Castle	Van Horn, Roy	Blawnox
Orr, Gerald	Jackson Center		
Orr, Madeline	Grove City	Walley, Nadine	East McKeesport
		Weresuk, Joseph	New Castle
Parker, Mildred	Sharon	West, Don	Slippery Rock
Patton, Dorothy	West Middlesex	Westerman, Frank	Evans City
Paul, Loraine	Hickory	Wheeler, Helen	Petrolia
Payne, Marion	Wilkinsburg	White, Henry	Harmony
Pearce, Dale	Mars	Williams, Earl	Johnstown
Pearson, Kenneth	Mercer	Williams, Esther	Slippery Rock
Perry, Mary Louise	Butler	Wood, Mary Elizabeth	Rosemont
Plawky, Martha	Sharon		
Porter, Lucille	Tarentum	Yost, Alberta	Butler
Prato, Tony	New Galilee	Zahniser, Betty	Sharpsville

JUNIORS

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Abrams, David	Canonsburg	Kyle, Belle	Mahoningtown
Acker, Betty	Pittsburgh		
Adsit, Lucille	Conneaut Lake	Liotta Louise	Franklin
Allen, Grace	East McKeesport	Long, Olga	Sharon
Ammon, Arthur	Butler	Long, Ruth	Evans City
		Longacre, Beulah	Cherry Tree
Balsley, Eugenia	Pittsburgh		
Banks, Eleanor	Fair Oaks	Manke, William	Pittsburgh
Barber, Edwin	Mercer	Marshall, Goldie	Springdale
Barnhart, Charles	Slippery Rock	May, Mary Ellen	New Brighton
Bauer, Dorothy	Butler	Milhelm, Robert	Butler
Beaver, Lewis	Lewistown	Moore, Erma	S. Wilmerding
Beckert, John	Pittsburgh	Mote, Betty	North East
Bissell, Bette	Ebensburg	Muir, Alice	Branchton
Boal, Robert	Wilkinsburg		
Brenner, Harold	Pittsburgh	McClain, Anna	Rillton
Briggs, Lawrence	Russell	McCorkle, Donald	Clearfield
Brown, Marian	Vandergrift	McCoy, H. Kenyon	Slippery Rock
		McGarvey, Foster	North Washington
Candioto, Edward	New Castle	McGary, Walter	New Castle
Charlton, Dorothy	Bairdford		
Connor, Beatrice	New Castle	Nahas, Edward	New Castle
Cooper, Clive	Pittsburgh	Naismith, Sibylla	Pittsburgh
Corbett, Walter	Parker's Landing		
Cottrell, Eleanor	Slippery Rock	Olson, Thor	Pittsburgh
Crowley, Alice	Pittsburgh	Otto, Helen	Duquesne
Davis, John	West View	Payne, Eloise	Pittsburgh
DeBernardi, Angelo	Rossiter	Ptucha, Frederick	Lyndora
Denniston, Edith	Ellwood City	Pushcar, Michael	Homestead
Dixon, Mary Elizabeth	Somerset		
Doyle, Lillian	Pittsburgh	Ramsey, Grace	Wilkinsburg
Dunn, Evelyn	Grove City	Rice, June	Etna
		Rohm, Craig	Oakdale
Eckley, Ruth	Greenville		
Elder, Mary Margaret	Slippery Rock	Schmidt, Harry	Warren
Engle, Ned	Russell	Schmidt, William	Etna
		Scowden, Gene	Smethport
Fehl, Margaret	Ellwood City	Selple, Virginia	Grove City
Fouk, Ruth	Prospect	Shannon, Robert	Racine
Gardner, Jeanne	New Castle	Shanor, Jean	Butler
Graham, Kenneth	Slippery Rock	Shick, Dan	Brookville
		Sinkevich, William	Lyndora
Harris, Sidney	Beaver Falls	Smith, Miriam	North East
Hartstein, Raymond	McKeesport	Spiece, Margaret	Butler
Hinds, William	Erie	Stine, Dorothy	Branchton
Huffman, Paul	New Castle	Strayer, Marjorie	Midland
		Sutherland, Marshall	Darlington
Jaarsma, Geraldine	Slippery Rock	Swartz, Charles	Lewistown
Jones, Ralph	Pittsburgh	Swearingen, Lida	Hookstown
Keddie, Margaret	McKeesport	Thompson, Olive	Forest Hills
Kelly, Eileen	Butler		
Keown, Harry	Swissvale	Wells, Ruth	Waynesburg
Krivonak, Andrew	McKeesport	Wynn, Joseph	Heidelberg
Adams, Lois	Slippery Rock		
Barnes, Alfred	Sharon	Cornelius, Samuel	Portersville
Bennett, George	Large		
Blisak, Julia	Lyndora	Davis, Glenn	North Bessemer
Bowman, Vivian	Huntingdon	Davis, Virginia	Bellvue
Breakiron, Arthur	Pittsburgh	Denbow, Jack	Evans City
Briggs, Loyal	Russell	Dougherty, Peggy	Pittsburgh
Castle, Bruno	Aspinwall	Douglas, Jane	Slippery Rock
Clokey, Ruth	Pittsburgh	Drysdale, Christine	Tarentum
Connor, William	Swissvale	Dyer, Ellsworth	Slippery Rock
Cooper, Catherine	Ellwood City		
		Evans, Ruth	Indiana

SENIORS

NAME OF STUDENT	TOWN
Ferguson, Jean	Valencia
Flannery, Rees	New Castle

Garraway, Leonard	Homestead
Gilliland, Lewis	Evans City
Glaspey, Ruth	Slippery Rock
Goode, Nellie	Pittsburgh
Gotjen, Helen	New Castle
Graham, Mary	Pitcairn

Harris, Kenneth	Greensburg
Harrison, Ernest	McKeesport
Hartzell, Helen	Slippery Rock
Hastings, Harold	Freedom
Hauth, John	Trafford
Haynes, Marjorie	Connellsville
Headland, Lois	Slippery Rock
Heidenreich, Florence	Renfrew
Herholz, Dorothea	Beaver Falls
Hilliard, LaVone	Slippery Rock
Hines, James	Erie
Hofmeister, Alice	New Castle

Imbrie, Margaret	Butler
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Johnston, Albert	Butler
Joy, John	Butler

Kaufman, Jean	Butler
Kelly, Bettie	Bruin
Kennedy, Jean	Oil City
Kildare, Grace	Pittsburgh
Kling, Pearl	Etna
Kocher, Ruthene	Vanport
Koglin, Elsie	Pittsburgh
Kukic, Mike	Pittsburgh
Kukic, Mildred	Pittsburgh

Lawrence, Betty	Emblenton
Liebermann, Harold	Latrobe
Liken, Dale	Evans City
Lindsey, Mary	Butler
Lockley, Harry	New Castle
Lower, Marie	Roaring Spring

Marvin, Doris	New Castle
Maslanik, Stephen	Alliquippa
Meals, Raymond	Pittsburgh
Milko, Catherine	New Kensington
Mong, Jean	West Monterey

NAME OF STUDENT	TOWN
McConnell, Robert	Volant
McKee, Adelaide	Pittsburgh

Noss, Nancy	Beaver Falls
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Orr, Margarette	Harrisville
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Parke, Robert	New Kensington
Phillips, Daris	Charleroi
Plunkett, Elizabeth	Ambridge
Pochyba, Sophie	Ambridge
Polovina, Diana	Alliquippa

Ribka, John	New Kensington
Robins, Morton	Pittsburgh

Sacari, Helen	West Alliquippa
Shannon, Gloria	Reynoldsville
Silverman, Natalie	Butler
Snizik, John	Clairton
Steinberg, Nathaniel	Ambridge
Stepnick, Allen	Pittsburgh
Stone, Jeannette	Beaver
Stoops, Chester	Slippery Rock
Stralle, John	Freedom
Swetek, Stephen	West Newton

Varnum, Robert	Slippery Rock
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Walker, Glenwood	Murrysville
Wallace, Charles	New Castle
Walters, Etta	Mars
Weibel, Gerald	Erie
White, Keith	Butler
Williams, Ralph	Johnstown
Wingrove, Melvin	Scottsdale
Woods, Margaret	Wilkinsburg

POST GRADUATES

Edinger, Charles	Emblenton
Hillgartner, Frank	Pittsburgh
Hover, Edith	New Wilmington
Jones, Florence	Clark
Kelleher, Richard	Pittsburgh
Larkin, James	Pittsburgh
Leonhardt, Martin	New Castle
McCandless, Grayson	Slippery Rock
Patterson, Gladys	Slippery Rock
Perry, Bernice	Butler
Williams, Ruth	Slippery Rock

SUMMARY

TOTAL NUMBER OF STUDENTS 1937-1938

COLLEGE			
Seniors.....	Secondary	36	
	H. Ed.	31	
	Elementary	27	94
Juniors.....	Secondary	31	
	H. Ed.	33	
	Elementary	28	92
Sophomores.....	Secondary	35	
	H. Ed.	41	
	Elementary	144	220
Freshmen.....	Secondary	28	
	H. Ed.	43	
	Elementary	70	141
Part Time College Students		42	
College Graduates		11	
Total.....			600
Summer Session, 1937			445

TOTAL NUMBER OF STUDENTS 1937-1938

LABORATORY SCHOOLS

SLIPPERY ROCK			
Secondary School.....	Grade 12	42	
	Grade 11	49	
	Grade 10	72	
	Junior H. S.	168	331
Elementary School....	Intermediate	113	
	Primary	116	229

TURTLE CREEK

Elementary School.... Grades 1-5 105 105

NEW CASTLE

Elementary School.... Grades 1-6 333 333

McKEESPORT

Elementary School.... Grades 1 and 3 70 70

RURAL SCHOOLS

Three Rural
Co-operating Schools.. Grades 1-8 104 104

Total..... 1172

TEAR OFF HERE

ADVANCE REGISTRATION BLANK

NAME _____
LAST NAME FIRST NAME MIDDLE NAMEADDRESS _____
STREET AND NUMBER

CITY _____ STATE _____

I (am) (will) be graduated from _____ approved four-
year high school. Year _____Please reserve a room in the (Girl's) (Men's) Dormitory.
Do you expect to enroll in:

- (1) Health Education Curriculum ()
 (2) Elementary or Secondary Curriculum ()

Have you inclosed the \$10.00 reservation deposit? _____*
(This is a requirement)

Have you attended any other college? _____

Date of this application. _____

*Note—This fee is merely to secure a reservation and will be applied on the semester bill upon presentation of receipt. The fee will be returned if application for return is received three weeks preceding the opening of the College, but not at any later date. Reservation will not be made without a fee. Checks and money orders are advised, payable to the Commonwealth of Pennsylvania. Money orders should be made payable to the Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

All charges for board and room are payable on day of registration.

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W

APPLICATION FOR ADMISSION

STATE TEACHERS COLLEGE AT SLIPPERY ROCK, PA.

I expect to enroll as a student at State Teachers College, Slippery Rock, Pa., about 193

Enclosed find \$10.00 reservation fee. Please reserve a room in the { GIRLS' } Dormitory

{ MEN'S }

I am a graduate of the High School, a year course, class of

I have taught years in grades.

Check the course for which you expect to register:

4 Year: Elementary-Primary () Intermediate () Rural ()
4 Year: Secondary () Health Education ()

I have advanced credits as follows:

(To be filled out by students who have not previously attended Slippery Rock)

I have credit at attendance at previous summer schools.

I wish to pursue the following courses:
(Indicate courses by catalogue name and number)

Please send further information concerning the following:

Note—This fee is merely to secure a reservation and will be applied on the semester bill upon presentation of receipt. The fee will be returned if application for return is received three weeks preceding the opening of the College, but not at any later date. Reservation will not be made without a fee. Checks and money orders are advised, payable to the Commonwealth of Pennsylvania. Money orders should be made payable to the Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

All charges for board and room are payable on day of registration.

Name
R. D. or
Street
County City State

