

STATE TEACHERS COLLEGE BULLETIN

SLIPPERY ROCK
PENNSYLVANIA

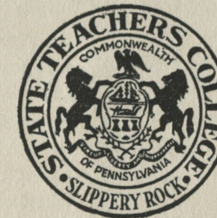


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The State Teachers College Bulletin

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THIS COLLEGE IS A MEMBER OF
 THE AMERICAN ASSOCIATION OF
 TEACHERS COLLEGES

VOLUME 51

MARCH, 1939

NUMBER 2

The State Teachers College Bulletin is published quarterly
 Entered as second class mail matter at the Post Office at Slippery Rock,
 Pennsylvania, under Act of August 24, 1912

THE STATE TEACHERS COLLEGE
 SLIPPERY ROCK - - - PENNSYLVANIA

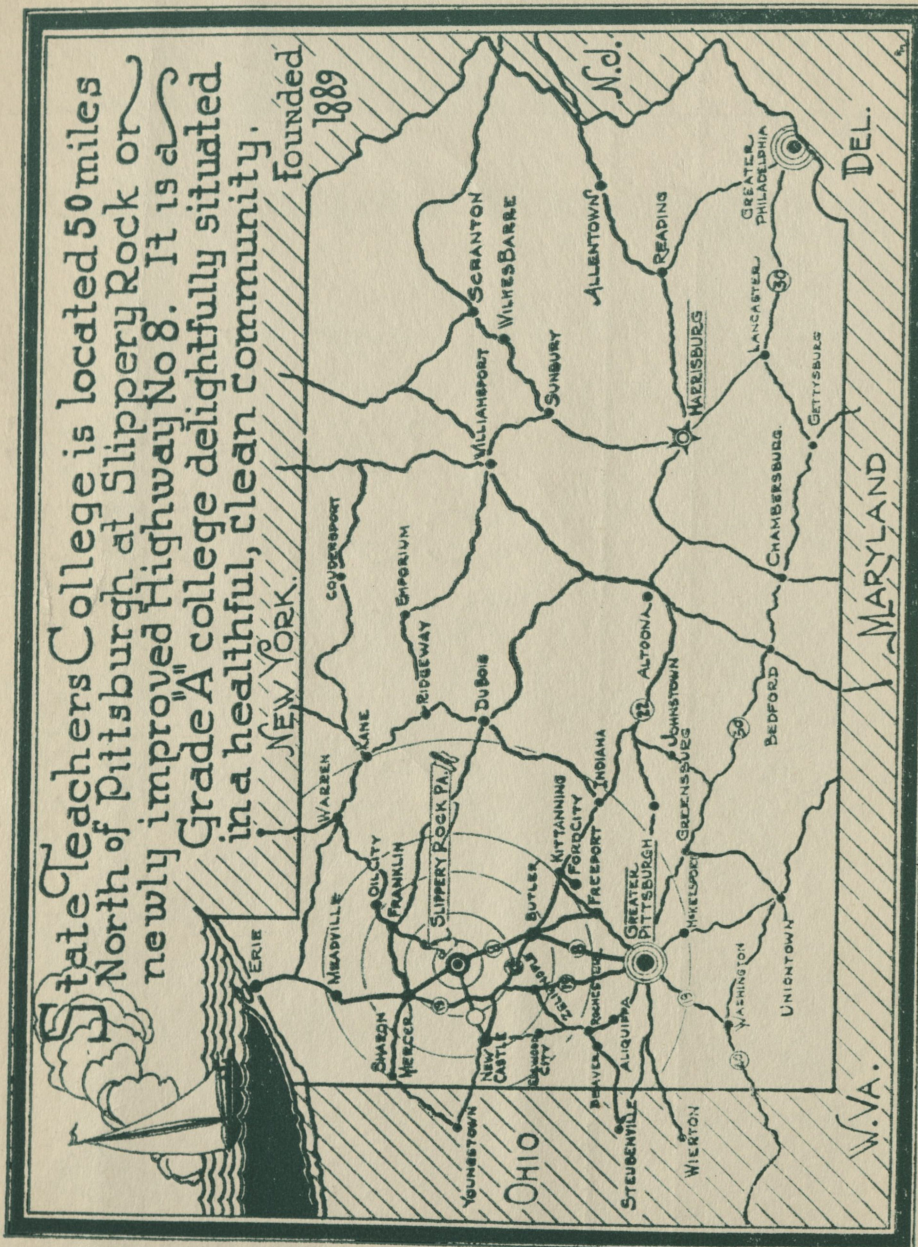


TABLE OF CONTENTS

	Page		Page
Calendar	3	Professional Integration Courses	
Board of Trustees	4	Courses in Professional In-	
Faculty	5	tegration	43
Why Become a Teacher	13	Laboratory Schools	48
Why Attend a Teachers		Student Teaching	49
College	14	Placement Service.....	50
What Slippery Rock Has		Educational Clinics.....	50
To Offer	15		
GENERAL INFORMATION		Professional Subject-Matter	
Location of the College.....	17	Courses	
History of the College	17	English	53
Campus and Buildings	17	Geography	56
Student Housing	20	Mathematics	58
Athletics	22	Science	60
Extension and Saturday		Social Studies	65
Classes	23	Speech	69
Fees	24	Music	72
Requirements for Admission..	27	Art	73
Credits and Evaluations	29	Health and Physical	
Requirements for Graduation		Education	75
and Certification	30		
Scholarship Requirements	31	STUDENT LIFE DIVISION	
THE COLLEGE CURRICULA		Guidance	80
Underlying Principles of		Personal Committee	80
Teacher Education	32	Advisory Program	81
Basic Two Years of the		Co-curricular Activities	82
Curriculum	33	Social Life	88
Two Years of Professional		Student Health	89
Specialization in the Ele-		Religious Life	89
mentary Curriculum	34		
Electives in the Field of		Memorial Funds and	
Elementary Education	35	Scholarships	90
Two Years of Professional		Enrollment by Counties.....	92
Preparation in the Sec-		Roster of Graduates—1938	93
ondary Curriculum	36	Roster of Students—1938-39.....	94
Areas of Concentration in		Summary of Enrollment.....	99
the Field of Secondary		Campus Laboratory Schools	100
Education	37	Advance Registration Blank.....	100
Health Education Curriculum..	41		

COLLEGE CALENDAR

1939 - 1940

SUMMER SESSION—1939

Registration Day	Monday, June 19
Classes Begin	Tuesday, June 20
Session Ends	Saturday, July 29

POST SESSION—1939

Session Begins	Monday, July 31
Session Ends	Saturday, August 19

FIRST SEMESTER—1939-1940

Registration of Freshmen	Tuesday, September 12
Classification and Orientation of Freshmen.....	Wed., Sept. 13
Registration of all Other Classes	Thursday, Sept. 14
Classes Begin	Friday, Sept. 15
Thanksgiving Recess Begins	Wednesday, 12M., Nov. 29
Thanksgiving Recess Ends	Monday, 12M., Dec. 4
Christmas Recess Begins	Thursday, 12M., Dec. 21
Christmas Recess Ends	Tuesday, 12M., Jan. 2, 1940
First Semester Ends.....	After last Class, Saturday, Jan. 20

SECOND SEMESTER—1939-1940

Second Semester Begins	Wednesday, 12M., Jan. 24
Easter Recess Begins	Thursday, 12M., March 21
Easter Recess Ends	Tuesday, 12M., March 26
Class Work Ends	Wednesday, 12M., May 22

COMMENCEMENT 1940

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

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*** Leave of absence second semester 1938-39

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A.M., University of Pittsburgh

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M.Ed., University of Pittsburgh

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CARRIE LYON - - - - - *Fourth Grade*
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A.M., Columbia University

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, his thought is the teaching profession.
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 as 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, the general science field, 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. Opportunity to survey the general field of education before the student is called upon to choose any special field of concentration. The first two years constitute a general background for the more intense professional work in the last two years. The student may make a tentative choice of field of preparation toward the close of the freshman year and may choose his electives accordingly. Students who decide at the close of either the first or second year that they prefer some other field of activity rather than the teaching profession, can transfer to other colleges without serious loss of credit.
3. A faculty of competent men and women of wide experience in public school work, especially prepared by academic

study and previous service to guide young people in the preparation for teaching.

4. Friendly, helpful counselling for every student, as explained on page eighty. Personal problems as well as problems growing out of a student's studies receive the personal attention of members of the faculty. The student's health is constantly being watched by the personnel of the health department.
5. Housing facilities which provide a comfortable and pleasing environment. North Hall, the new women's dormitory, has been recently completed and occupied. It provides all the accommodations for student comfort; namely, spacious rooms, lounges, infirmary, inside court with fountain. South Hall is occupied by men and provides comfortable living quarters. Both dormitories face the beautiful green of a large campus and constitute the center of a semi-circle of college buildings.
6. Adequate classroom, laboratory, and library facilities all of which have been greatly augmented by our new science hall and library. The new junior-senior high school together with the elementary school provide wide opportunity for first-hand study of public school education.
7. All-around development of the student through social and recreational activities of various kinds.



OLD MAIN



THE COLLEGE CHAPEL



THE HUT — RECREATIONAL CENTER

GENERAL INFORMATION

LOCATION OF THE COLLEGE

On the western edge of the Allegheny Plateau, in Butler County, Pennsylvania, at a height of about thirteen hundred feet, is the borough of Slippery Rock. On the William Flinn super-highway, Route No. 8, the town is about fifty miles north of Pittsburgh, seventeen miles from Butler, and twenty-eight miles from Franklin. Route No. 108 connects it with New Castle, seventeen miles west. Other improved highways connect it with Grove City, seven miles, and Mercer, fourteen miles. Frequent bus service to and from all of these cities makes Slippery Rock most accessible.

HISTORY

In 1887 the forward-looking folk of Slippery Rock and the surrounding district began to plan for the establishment of an academy, in order that their young people might have the opportunity for education near their home. It was discovered that the Eleventh District of the teacher training school system of the Commonwealth was entitled to a normal school. Immediately the leaders widened their plans, sold stock to the amount of \$20,000, secured land, and in 1888 erected three frame buildings, two dormitories and a recitation building and chapel.

Their application for approval of the buildings and the establishment of a State Normal School was acted upon favorably by the State Department of Public Instruction on the first day of February, 1889. On the 26th of the following month the first term of the new training school for teachers opened with an enrollment of 168 students. The first class of eleven members was graduated in 1890.

On June 4, 1926, the State Council of Education authorized the institution to grant the degree of Bachelor of Science in Health Education, in Elementary Education, and in Secondary Education. On August 13, 1927, the State Council changed the name of the State Normal School to the State Teachers College at Slippery Rock.

The college is primarily to train teachers for the public schools of the Commonwealth. Every student entering it pledges himself, in view of the low cost of instruction, to teach

in these schools for a period of two years. In the institution it is always kept in mind that a good teacher must know more than he is called upon to teach. Consequently many of the courses are liberal and cultural, with the result that the education received by the graduates is general as well as professional.

CAMPUS AND BUILDINGS

THE CAMPUS. The site of the college comprises about a hundred and fifteen acres of beautifully rolling land immediately east of Route No. 8, in the borough of Slippery Rock. Besides the campus proper of about twenty-five acres, there are extensive athletic fields and wide stretches of woodland.

THE NATURE TRAIL winds through the woodland and across the back campus for a distance of about three miles, fully four-fifths of it on land owned by the Commonwealth. This is a wild-life preserve, conceived and laid out by the department of science as an outdoor laboratory for the use of students and for the pleasure and satisfaction of all who love nature. Many of the trees and shrubs are labelled. Scattered here and there are feed-boxes for birds that remain through the winter. In the midst of what is probably the most beautiful stand of dogwood in the state is the Council Circle, where classes and clubs often meet around a campfire for picnic suppers planned as much for instruction as for fun. On the campus the Trail passes the outdoor aquarium, an artificial lakelet designed as the home of all types of local water-life. Perhaps at no other institution in the state is there so attractive and educative an opportunity for the study of plant and animal life.

ATHLETIC FIELD. Recently a new modern athletic field has been built on the campus. It contains a football field, soccer field, and space for baseball and archery. There is a full quarter mile track with 220 yard straight away. Concrete bleachers have been constructed on one side to seat 1500 persons. The old athletic field on the hill is used as a practice field for college and laboratory school teams. These facilities make possible a full program of intra-mural as well as inter-collegiate sports.

THE WOMEN'S ATHLETIC FIELD is so laid out and equipped that it can be used for field hockey, soccer, speed ball, and other games.

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.

THE MAIN BUILDING houses many of the classrooms, 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.

The new **SCIENCE HALL** provides unusual facilities for the teaching of science. These include special laboratories for biology, chemistry, physics, physiology, and bacteriology, all equipped to provide opportunities for a complete science program. A feature of the building is the museum where the science collections are housed, and where teaching materials are displayed. A greenhouse adjacent to the biology department augments the work in botany and nature study.

THE LABORATORY SCHOOLS compose a complete unit from kindergarten through senior high school. The elementary building was completed in 1930; the new secondary unit this year. With the new addition the laboratory schools are now provided with their own gymnasium, auditorium and rooms for special subjects. These schools provide ample facilities for demonstration and such experimental 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 new Maltby Library was occupied in February 1939. The new building provides large spaces for study

and reference work, as well as opportunities for recreational reading. Special rooms are available for debate and group conferences. The library 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 nine local and national newspapers.

LABORATORY SCHOOL LIBRARIES. A professional reading room and classroom libraries in the Laboratory Schools are maintained under the direction of the college librarians.

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, Pennsylvania.

CURRICULUM LABORATORY. A seminar room houses a developing Curriculum Laboratory which supplements the work of student teaching and renders service in curriculum study to the service area.

LITTLE THEATRE. A little theatre seating 250 which gives full opportunity for the study and production of plays is located in the basement of the library.

STUDENT HOUSING

NORTH HALL, a new fireproof dormitory for women students, was completed in February of this year. The building is modern in every particular. Student rooms are large, well-lighted and attractively furnished. Large lounges and music room on the first floor and informal lounges on the second and third floors provide unusual social opportunity for the residents. The college dining room is one of the most attractive units of the building. A terraced inner court is a special feature which lends charm and beauty to the building.

SOUTH HALL is the dormitory for men. The building has been recently remodeled and provides homelike living conditions.

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, and such personal effects as they may desire. 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 students.

DAY STUDENTS. Rooms for study and rest have been provided for day and commuting students. The day student rooms are in the basement of the Main Building and include individual lockers, rest rooms, and tables for lunch.

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 condition.

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 fire place 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. The recreational facilities are provided through the Student Government Association.

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 cooperative 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.

Certain rules and regulations governing student participation in athletic competition among Pennsylvania State Teachers Colleges have been approved by the Board of Presidents and the State Superintendent of Public Instruction. These regulations are as follows:

1. No student who has completed the number of credits required for graduation in his curriculum, or who has been in attendance more than there are years in his curriculum, or who is not maintaining a passing grade in at least twelve (12) semester hours of work, shall be eligible to compete in any contest.
2. A student to be eligible must have secured a passing grade in at least twelve (12) credit hours of work during the quarter preceding each respective sport.
3. No student transferring from any four-year institution of collegiate rank, except from a regularly accredited Junior

College, to a State Teachers College shall be eligible for any inter-collegiate competition until after a year of residence. Where one year intervenes between attendance at an institution of collegiate rank and matriculation in a State Teachers College, a student so enrolled is not to be considered as a transfer and shall be eligible for participation in athletics.

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 CLASSES

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. A maximum of six semester hours of college credit will be approved for any one semester while a student is doing full time teaching. 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 19 and close July 29. 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 July 31 to August 19. 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 students 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, 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
Board, Room and Laundry	
\$7.00 per week—36 weeks	252.00
Books (approximately)	25.00
Total—	\$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 19, payment in full of all summer session fees.
 September 12-14, payment for first half of first semester.
 November 13, payment for second half of first semester.
 January 24, payment for first half of second semester.
 March 25, 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, Slippery 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, Slippery Rock, and who become candidates for a degree from this school must do at least one-half the work required beyond previous graduation, at Slippery 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, Slippery 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. The completion of the 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.

3. 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. 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.

4. 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.

5. Students who desire to have health and physical education written on their certificates must complete a minimum of 24 semester hours in this field after September 1, 1939 and 30 semester hours after September 1, 1940.

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.

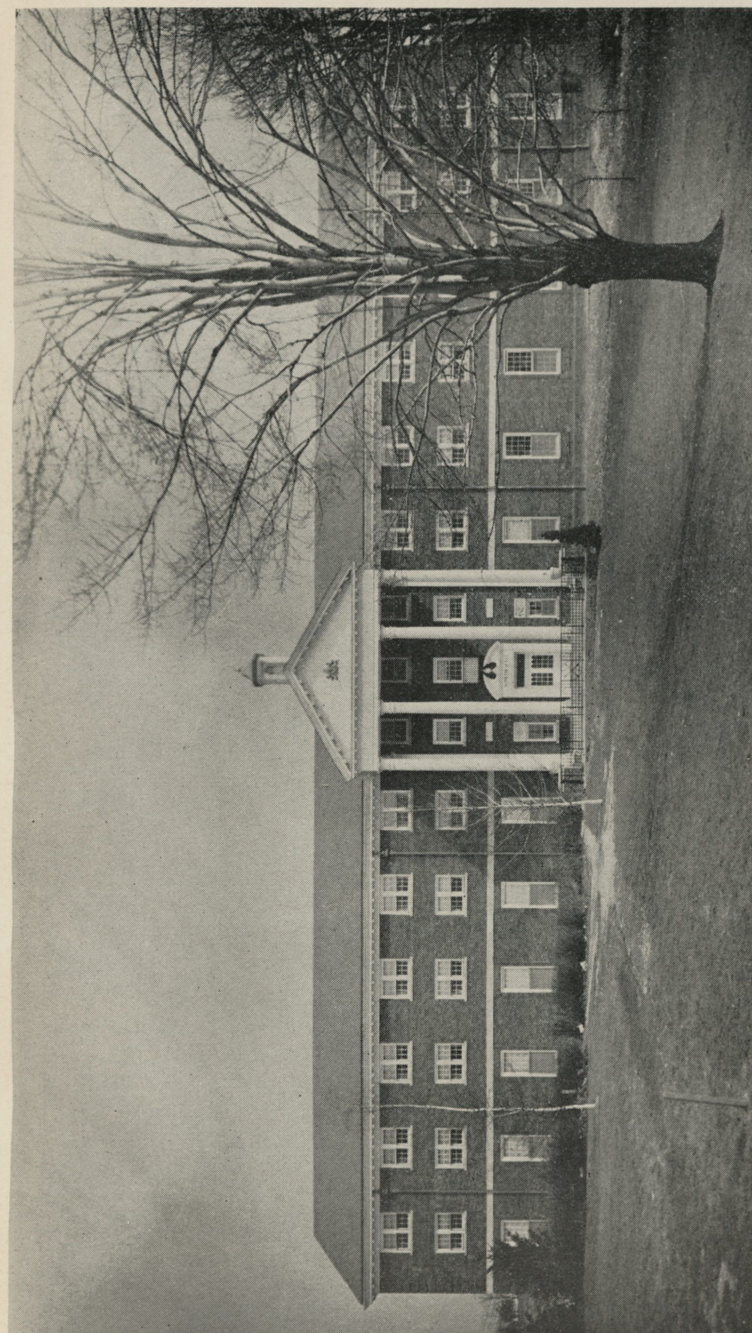
2. Before a student is eligible to do student teaching, he must have as many quality points as semester hours of credit. Students doing student teaching in the secondary field must have as many quality points as semester hours of credit in their fields of certification.

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

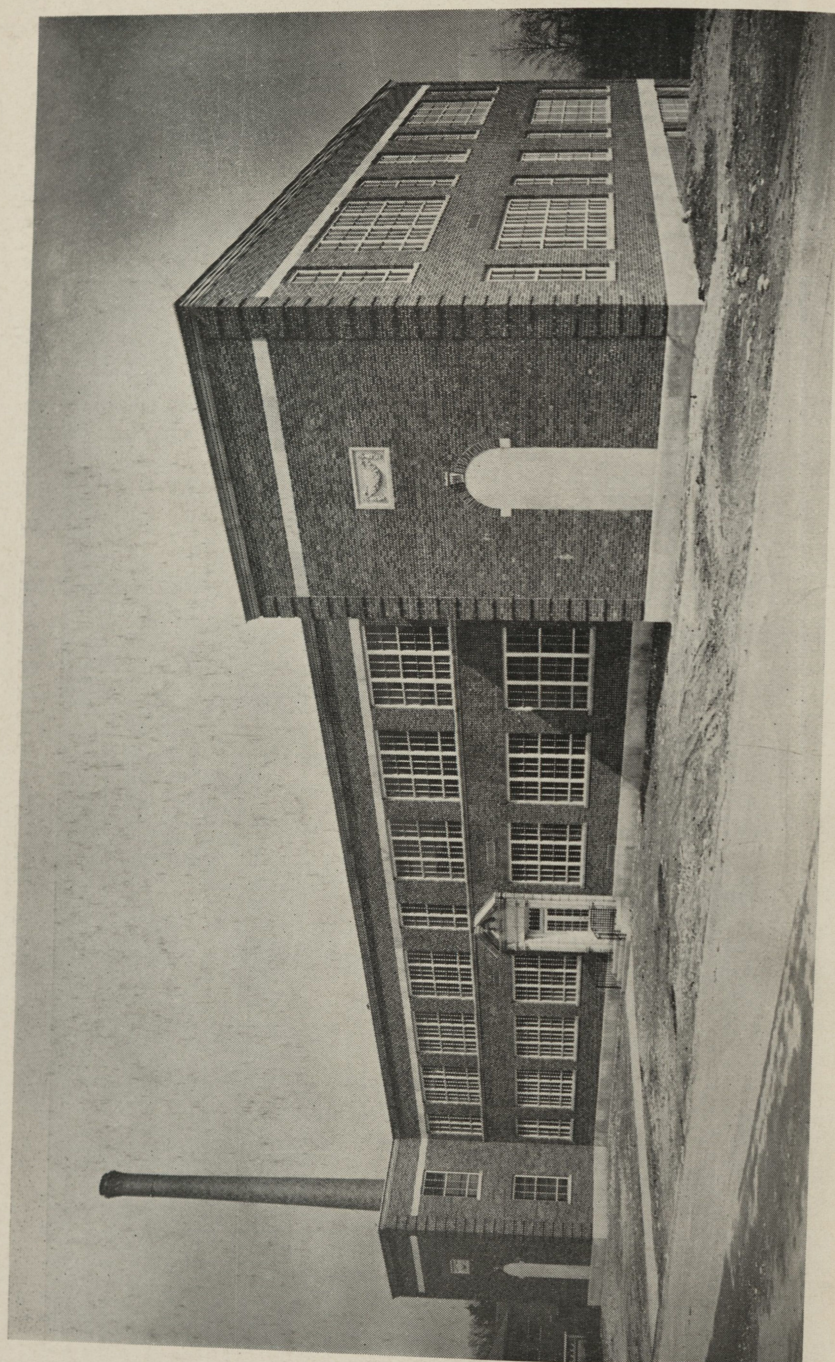
THE CURRICULA

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 schooled in the background of the sciences and philosophy of today.
3. The purpose of education is not merely to transmit the valued culture of the past, but also 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 thorough grounding of prospective teachers in the



NORTH HALL - DORMITORY FOR WOMEN



THE SCIENCE BUILDING

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 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. College life, to be significantly wholesome in the education of youth, must be permeated by noble ideals. Development of ethical standards in the life of the prospective teacher is essential, if the teaching profession is to prove a dynamic power for good in a democratic society.

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.

FIRST SEMESTER

	Clock Hours	Semester Hours
English Composition I	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 Composition II	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

English Literature	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science	4	3
Elective	3	3
	<u>16</u>	<u>15</u>

FOURTH SEMESTER

American Literature	3	3
Educational Psychology	3	3
Principles of Sociology or Principles of Economics	3	3
Physical Science	4	3
Elective	5	5
	<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
Fundamentals of Art	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
Advanced Theory and Practice in Art	3	1½
Teaching of Health	3	2
U. S. History I	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)

	Clock Hours	Semester Hours
Pre-School Child	2	2
Kindergarten-Primary Theory	2	2
U. S. History II	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
Descriptive Astronomy	2	2
Such other courses as are considered appropriate for the student concerned.		

Group II. (Intermediate — Grades 4-6)

Teaching of Arithmetic	3	3
Civic Education	3	3
U. S. History II	3	3
Industrial Arts	4	2
Geography of the Western Hemisphere	3	3
Geography of the Eastern Hemisphere	3	3
Descriptive Astronomy	2	2
Such other courses as are considered appropriate for the student concerned.		

Group III. (One-Room Rural Schools)

Rural Sociology	3	3
Rural School Problems	2	2
Agriculture and Nature	3	2
Any other electives approved for Kindergarten or Grades 1, 2, 3, 4, 5 and 6.		

TWO YEARS OF PROFESSIONAL SPECIALIZATION
IN THE SECONDARY CURRICULUM

FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government	3	3
School Law	1	1
Educational Measurements	2	2
Electives	10	10
	<u>16</u>	<u>16</u>

SIXTH SEMESTER

Problems of Secondary Education	2	2
Guidance	2	2
Electives	13	13
	<u>17</u>	<u>17</u>

SEVENTH SEMESTER

Evolution of American Public School	2	2
Visual Education	2	1
Philosophy of Education	2	2
Electives	11	11
	<u>17</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>

AREAS OF CONCENTRATION IN THE FIELD OF
SECONDARY EDUCATION

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

(Minimum as first field) — 24 Semester Hours

	Clock Hours	Semester Hours	
I. Required	7	6	18 Sem. Hrs.
English Composition (1) and (2)	7	6	
English Literature	3	3	
American Literature	3	3	
Advanced Composition	3	3	
English Philology	3	3	
II. Elective			6 Sem. Hrs.
Contemporary Poetry	2	2	
Essay	3	3	
Journalism	2	2	
Modern Drama	2	2	
Modern Novel	3	3	
Nineteenth Century Novel	3	3	
Pre-Shakespearean Literature	2	2	
Romantic Period	3	3	
Shakespeare	3	3	
Short Story	3	3	
Victorian Prose and Poetry	3	3	
World Literature	3	3	

SOCIAL STUDIES FIELD

(Minimum as first field) — 24 Semester Hours

	Clock Hours	Semester Hours	
I. Required			19 Sem. Hrs.
American Government	3	3	
Principles of Economics	3	3	
Principles of Sociology	3	3	
History of Civilization	4	4	
Modern European History	3	3	
Social and Industrial History of the United States	3	3	

II. Elective		5 Sem. Hrs.
Comparative Government	3	3
Early European History	3	3
Ethics	2	2
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	2	2
History of Latin America	3	3
History of Pennsylvania	2	2
History of the United States I	3	3
History of the United States II	3	3
Industrial Relations	2	2
Introduction to Philosophy	3	3
Renaissance and Reformation	2	2
Social Problems	3	3
Family Relations	3	3

GEOGRAPHY FIELD

(Minimum as first field) — 24 Semester Hours

	Clock Hours	Semester Hours	
I. Required			18 Sem. Hrs.
Principles of Geography	3	3	
Economic Geography	3	3	
Geography of Europe	3	3	
Geography of Latin America	3	3	
Geography of Pacific Realm	3	3	
Geography of U. S. and Canada	3	3	
II. Electives			6 Sem. Hrs.
Climatology and Meteorology	3	3	
Commercial and Industrial Geography	3	3	
Conservation of Natural Resources	3	3	
Field Courses (To be approved.)	3	3	
Physiography	3	3	
Trade and Transportation	3	3	

MATHEMATICS FIELD

(Minimum as first field) — 24 Semester Hours

	Clock Hours	Semester Hours	
I. Required			18 Sem. Hrs.
Analytic Geometry	3	3	
Calculus (1)	3	3	
Calculus (2)	3	3	
College Algebra	3	3	
College Trigonometry	3	3	
Statistics	3	3	
II. Electives			6 Sem. Hrs.
Applied Mathematics	3	3	
College Algebra (2)	3	3	
History of Mathematics	3	3	

BIOLOGY FIELD

(Minimum as first field) — 24 Sem. Hrs.

	Clock Hours	Semester Hours	
I. Required			18 Sem. Hrs.
Biological Science (Botany, Zoology) ..	8	6	
Advanced Botany	8	6	
Advanced Zoology	8	6	
II. Electives			6 Sem. Hrs.
Advanced Nature Study	4	3	
Bacteriology	4	3	
Comparative Anatomy	4	3	
Ecology	4	3	
Embryology	4	3	
Entomology	4	3	
Genetics	3	3	
Histology	4	3	
Parasitology	4	3	
Physiology	4	3	

PHYSICAL SCIENCE FIELD

(Minimum as first field) — 24 Semester Hours

	Clock Hours	Semester Hours	
I. Required			22 Sem. Hrs.
Physical Science (Chemistry and Physics)	8	6	
General Chemistry	12	8	
General Physics	12	8	
II. Electives			2 Sem. Hrs.
Colloidal Chemistry	4	3	
Descriptive Astronomy	2	2	
Food Chemistry	4	3	
Geology	4	3	
Heat	4	3	
Hydrostatics	4	3	
Industrial Chemistry	4	3	
Magnetism and Electricity	4	3	
Mechanics	4	3	
Modern Physics	4	3	
Organic Chemistry	4	3	
Optics	4	3	
Physical Chemistry	4	3	
Physics Laboratory	4	3	
Physiography	3	3	
Physiological Chemistry	4	3	
Qualitative Analysis	4	3	
Quantitative Analysis	4	3	
Sound	4	3	

SPEECH FIELD

(Minimum as first field) — 24 Semester Hours

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

II. Required ^{Recommended}		8 Sem. Hrs.
Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2

III. Electives		16 Sem. Hrs.
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
Speech and Social Activities	3	3

HEALTH EDUCATION CURRICULUM

FIRST SEMESTER

	Clock Hours	Semester Hours
English Composition I	4	3
Biological Science	4	3
Chemistry	4	3
Personal Hygiene	3	3
Appreciation of Music	3	2
Physical Education Activities	9	3
	<u>27</u>	<u>17</u>

SECOND SEMESTER

English Composition II	3	3
Biological Science	4	3
Chemistry of Nutrition	4	3
Appreciation of Art	3	2
Place and Purpose of Ed. in the Social Order....	3	2
Introduction to Physical Education	1	1
Physical Education Activities	9	3
	<u>27</u>	<u>17</u>

THIRD SEMESTER

English Literature	3	3
Physiology I	3	3
History of Civilization	2	2
General Psychology	3	3
Physical Education Activities	6	2
Elective	3	3
	<u>20</u>	<u>16</u>

FOURTH SEMESTER

Hygiene (Community)	3	3
Physiology II	3	3
History of Civilization	2	2
Descriptive Anatomy	3	3
Physical Education Activities	6	2
Elective	3	3
	<u>20</u>	<u>16</u>

FIFTH SEMESTER

	Clock Hours	Semester Hours
Speech Fundamentals	3	3
Economic Geography	3	3
Mechanical Analysis of Activities	2	2
Physical Education Activities	9	3
Elective	4	4
	<hr/> 22	<hr/> 15

SIXTH SEMESTER

Physical Education Tests	3	3
American Government	3	3
Mechanical-Anatomical Analysis of Activities....	2	2
Principles of Sociology or Economics	3	3
Physical Education Activities	9	3
Elective	3	3
	<hr/> 23	<hr/> 17

SEVENTH SEMESTER

Philosophy of Education	2	2
Leadership in Protective Procedures	2	2
Nature and Function of Play	2	2
Festivals and Pageants	2	2
Organization & Administration of Physical Ed.	4	4
Visual Education	2	1
Physical Education Activities	6	2
	<hr/> 20	<hr/> 15

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials	4	3
	<hr/> 22	<hr/> 15

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.

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. WEISENFLUH

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 SECONDARY EDUCATION—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. BOOK

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, requi-

site 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

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. JAARSMA

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. BOOK, 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.

DR. ENTZ

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. 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.

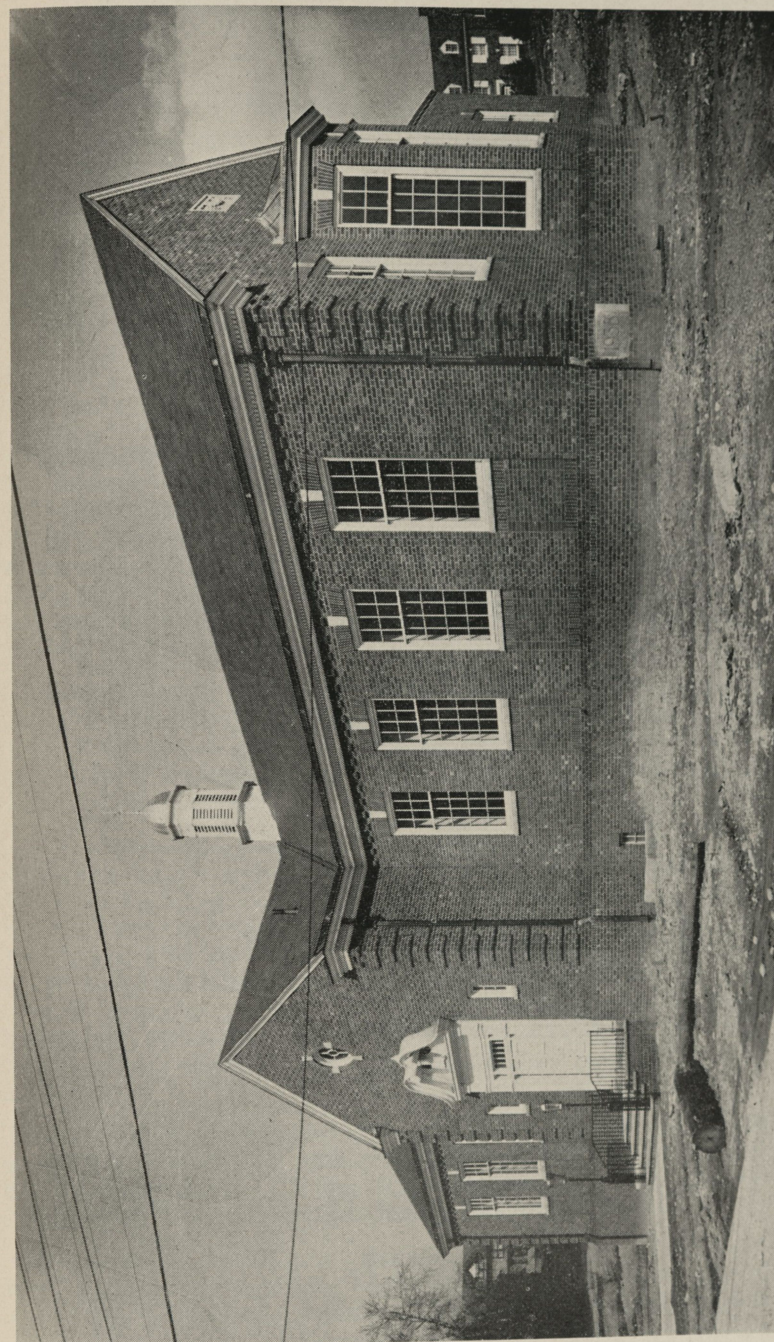
DR. WRIGLEY, DR. WEISENFLUH

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 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 Campus Laboratory Schools are housed in a spacious building especially designed for demonstration and student teaching. Besides a large demonstration room for observation of classroom work by college students, there is an auditorium, a gymnasium, a library, and an art room in this build-



THE MALTBY LIBRARY

ing. The furniture, textbooks, facilities for conferences, and the like, impress visiting teachers and superintendents.

Additional practice teaching facilities are offered in co-operating schools established in New Castle, Wilkinsburg, Turtle Creek, and three 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 three 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.

PLACEMENT SERVICE

An alert and effective placement service is sponsored by the College. This work is done by a committee of the faculty. The Director of the Laboratory Schools is chairman of this Committee. Through his office, with the co-operation of the deans and heads of departments, complete and accurate information is made available to superintendents, supervising principals, and boards of education, relative to the scholarship, ratings for practice teaching, personality traits, and character of all seniors and alumni.

The attention of students is especially directed to this free service. The committee co-operates with the Pennsylvania Institutional Teachers Placement Association and the Teacher Placement Bureau in the Department of Public Instruction, Harrisburg.

Graduates are urged to keep this committee informed of their successes in the field and their progress toward advanced degrees, so that they may be recommended for promotion to more responsible positions.

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 clinical 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.

CLINICAL MATERIALS AND EQUIPMENT

The Stanford Revision of the Binet Test is most frequently used in mental testing. The Stutsman and Grace Arthur scales and numerous form boards are available for the same purpose. A battery of tests is utilized in securing an index of general educational growth, while numerous tests especially designed for the purpose of locating special reading disabilities are on file. Aptitude and psychiatric scales are used when conditions seem to warrant.

In checking for eye disability the Snellen Chart is available, but the Betts Telebinocular is most frequently used. With the Betts equipment it is possible to determine whether or not both eyes function, to check vertical imbalance, sharpness of vision, stereopsis or depth of vision, near and far fusion, near or far vision, and to detect astigmatism. The Ishihara Scale reveals color blindness. The Ophthalmograph is a special 35mm motion picture machine which records eye movements in reading. This equipment makes it possible for the specialist to determine the number of pauses and regressions for each line read and the rate of reading. When faulty reading habits are discovered, a corrective reading machine called a Metronoscope is employed for the purpose of breaking undersirable and establishing desirable reading habits.

The new Western Electric 6A Audiometer is used in measuring hearing disability. With this apparatus it is possible to determine the degree of loss of hearing throughout the frequency range to which the human ear responds.

A hand dynamometer, which indicates the muscular strength of the subject, Fairbanks scales, devices for determining standing and sitting height, and other equipment of the health room reveal the physical stature of the individual.

The Presto Recording Machine is used to make phonograph records of the speech of clinical patients. It is thus possible for the individual to hear his own speech deviations and to analyze his progress from time to time.

SERVICE RENDERED

The *psychological clinic* receives all cases of general educational retardation, social maladjustment, and sight and auditory disability. The mental growth of the subject is determined by means of a battery of mental tests, which includes both

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 effective 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. DR. BAILEY AND MRS. HEINTZELMAN

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

A world survey providing the foundation for geographic understanding. 3 semester hours.

ALL MEMBERS OF THE DEPARTMENT

GEOGRAPHY 201. ECONOMIC GEOGRAPHY

A world survey of economic production and distribution. 3 semester hours.

ALL MEMBERS OF THE DEPARTMENT

GEOGRAPHY 202. GEOGRAPHY OF THE PACIFIC REALM

A regional survey of Asia and the islands of the Pacific. 3 semester hours.

DR. STRAIN

GEOGRAPHY 301. GEOGRAPHY OF EUROPE

A description and interpretation of the geographic regions of Europe. 3 semester hours.

DR. STRAIN, MR. RASCHE

GEOGRAPHY 302. GEOGRAPHY OF LATIN AMERICA

A study of regional differentiation in the countries of South and Central America. 3 semester hours.

MR. RASCHE

GEOGRAPHY 303. GEOGRAPHY OF UNITED STATES AND CANADA

Human-use regions of Anglo-America are analyzed. 3 semester hours.

DR. STRAIN, MR. RASCHE

GEOGRAPHY 206. GEOGRAPHY OF WESTERN HEMISPHERE

A regional survey of the countries of North and South America. 3 semester hours.

DR. STRAIN

GEOGRAPHY 207. GEOGRAPHY OF EASTERN HEMISPHERE

A regional survey especially designed for students in the Elementary Curriculum. 3 semester hours.

DR. STADTLANDER

GEOGRAPHY 306. TRADE AND TRANSPORTATION

Trade centers and trade routes are carefully studied and large trade regions are discussed. 3 semester hours.

DR. STRAIN

GEOGRAPHY 307. CONSERVATION OF NATURAL RESOURCES

A study of our natural resources and problems arising from the use of them. 3 semester hours.

MR. RASCHE

GEOGRAPHY 308. COMMERCIAL AND INDUSTRIAL GEOGRAPHY

The distribution of important commodities and the graphic presentation of these facts. 3 semester hours.

DR. STRAIN

GEOGRAPHY 406. PHYSIOGRAPHY

A study of land forms and surface features. 3 semester hours.

MR. RASCHE, SCIENCE DEPT.

GEOGRAPHY 407. CLIMATOLOGY AND METEOROLOGY

An analysis of weather and climate. 3 semester hours.

DR. STRAIN

GEOGRAPHY 418. FIELD COURSE IN ECONOMIC GEOGRAPHY

A reconnaissance survey of some part of North America. Enrollment only by previous arrangement with the instructor. 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 understanding 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 broad 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 308. ECOLOGY

Advanced Botany and Zoology are prerequisites for this course. Plant and animal associations, distribution and environmental factors, population equilibrium, habitat types, methods of conservation, etc., constitute the basic content. In addition to these topics, methods of collecting, mounting, preserving, photographing, and teaching techniques of all kinds employed in the teaching of science are included. 3 semester hours.

DR. WALDRON, 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. MR. SHELAR

SCIENCE 223 A-B. GENERAL 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. 8 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. SOUND

Sound in all of its phases is studied: its generation, analysis and synthesis, absorption, coefficients, architectural acoustics, and other characteristics. 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 241 A-B. GENERAL 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. 8 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 most 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 analysis.
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

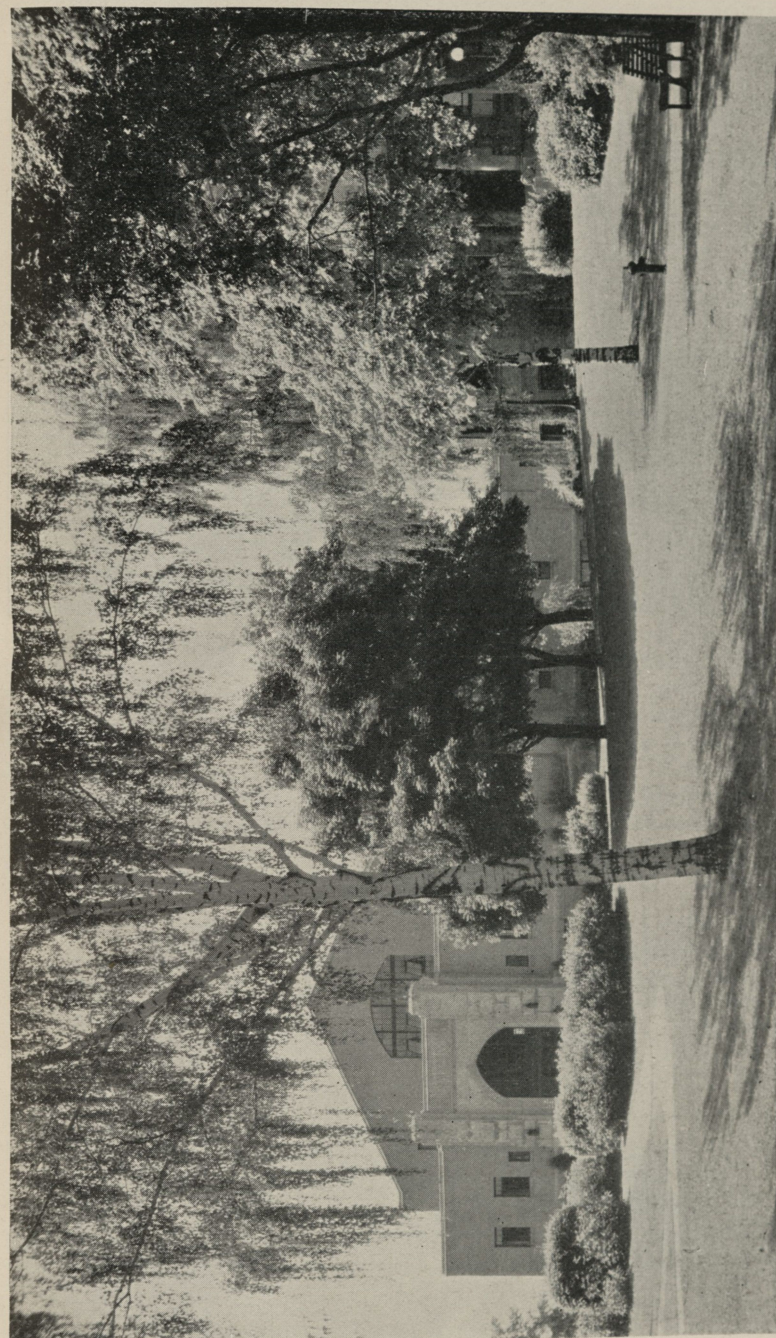
A survey of the elementary principles of chemistry applicable in the study of nutrition and hygiene.
3 semester hours.

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.

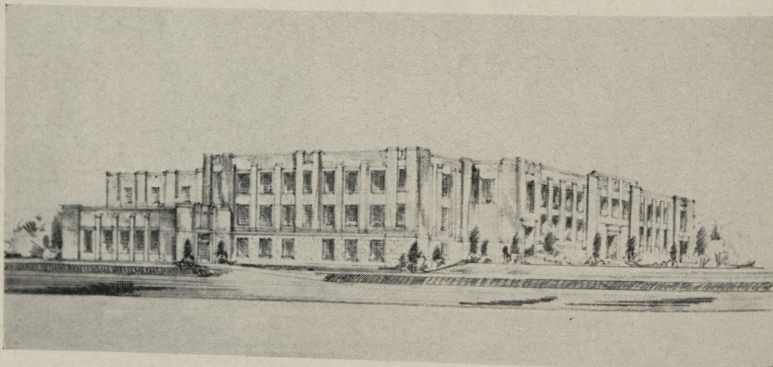
DR. DIMIT



THE GYMNASIUM



NORTH HALL DORMITORY ROOM



COLLEGE LABORATORY SCHOOL

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, *by press, radio, cinema, etc.,* 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.

SOCIAL STUDIES 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, MISS BRUBAKER

SOCIAL STUDIES 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 industries, changing prices, business cycles, controlling depressions, the position of the consumer, and consumers' co-operatives. 3 semester hours.

DR. CARTER

SOCIAL STUDIES 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 personal development. 3 semester hours.

DR. CARTER

SOCIAL STUDIES 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

SOCIAL STUDIES 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

SOCIAL STUDIES 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

SOCIAL STUDIES 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

SOCIAL STUDIES 308. ^{Early} 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

SOCIAL STUDIES 311. UNITED STATES HISTORY I (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

SOCIAL STUDIES 312. SOCIAL AND INDUSTRIAL HISTORY

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

SOCIAL STUDIES 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

SOCIAL STUDIES 318. SOCIAL 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

SOCIAL STUDIES 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

SOCIAL STUDIES 407. INDUSTRIAL RELATIONS

A comprehensive knowledge and 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

SOCIAL STUDIES 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. INTERPRETIVE 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

SPEECH 408. SPEECH IN SOCIAL ACTIVITIES

Successful participation in community relations requires a knowledge of basic principles of speech and their application to life situations. Technique of group discussion, interviews, conferences, presiding over meetings, radio talks, book reviews, travel talks, etc., are situations in which the student will be called upon to participate both as a teacher and as a member of the community, and constitute, therefore, the various phases of this study. 3 semester hours. DR. BACKUS

SPEECH 409. CLINICAL PROCEDURES I AND II

Students assist with examination and diagnosis in the Speech Clinic and assume responsibility for remedial work with certain designated cases. 4 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. 2 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. 3 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.) 3 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 everyday 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. FUNDAMENTALS OF ART

The understanding of a nomenclature to use in the teaching of art. Development of criteria for evaluating the work of others. Laws governing drawing, principles of design, color theory, lettering, perspective, landscape composition. Use of media available to public school art: pencils, crayons, ink, water and opaque color, clay. 2 semester hours.

MR. MILLER, MISS GRIFFIN

ART 302. ADVANCED THEORY AND PRACTICE IN ART

Experiences designed to develop the student as an individual in his expression on the basis of the prerequisite Art 301. Advanced study and understanding in planning art units for children to fit their needs and school interests. Introduction of elementary crafts using paper, cardboard, cloth, thread, yarns, clay, and plastics. 1½ semester hours.

MR. MILLER, MISS GRIFFIN

ART 406. HANDICRAFTS

Self-expression through skills in bookbinding, leather work, innertube toys, masks, lineoleum 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 CONCERNING 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 132. INTRODUCTION TO PHYSICAL EDUCATION

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

MR. DODDS

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 142-144. ATHLETIC AND GYMNASIAC 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 341-343. DANCING

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

MISS MATHENY

PHYSICAL EDUCATION 342-344. ATHLETIC AND GYMNASMIC ACTIVITIES

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

MISS MATHENY, MR. FISCHER

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 432. FESTIVALS AND PAGEANTS

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

MISS MATHENY

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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

PHYSICAL EDUCATION 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. One clock hour each week of the freshman's regular schedule for the first semester is devoted to orientation and guidance with reference to academic and personal problems. In addition to this, the dean of men, and dean of women meet the freshmen at stated hours for special counseling. 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 ad-

ministering 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 counsellor 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

Two years ago 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.

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 each week 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.

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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.

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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 different 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.

VARSITY 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.

CAMERA CLUB. The Camera Club serves those students in photography, and who desire to learn how to produce successful pictures. The club has been functioning for several years and the members learn how to take, develop, print and enlarge pictures with all kinds of modern cameras. Live weekly meetings, and social functions are arranged.

PI GAMMA MU. Theta Chapter of the national 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 Slippy 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 Slippy 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 Slippy 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, Slippy 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 ma-

joring 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, Mu Epsilon Theta has been established. It affects all the music on the campus and fosters an interest in music in after-graduation activities.

KAPPA DELTA PI. The Delta Tau Chapter of Kappa Delta Pi, an Honor Society in Education, was installed on the campus May, 1938. The purpose of Kappa Delta Pi is to "encourage high intellectual and scholastic standards and to recognize outstanding contributions to education." Active membership is limited to juniors and seniors among undergraduates, and graduates and faculty members who make outstanding contributions to education. Juniors and seniors must average at least a "B" grade in their scholastic work and prove personally promising for the teaching profession to be eligible.

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 Hut. 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.

STUDENT HEALTH

The college employs a full time resident directing nurse who watches closely the health of students. A new infirmary for men and women students has been completed the past year. It is located in the east wing of North Hall and provides excellent facilities for student care. 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.

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.

MEMORIAL FUNDS AND SCHOLARSHIPS

J. V. RITTS SCHOLARSHIP. Through the generosity of the late 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 Juniors and Seniors 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

1938 - 1939

COUNTY	TOTAL
Allegheny	170
Armstrong	6
Beaver	43
Blair	3
Butler	127
Cambria	4
Clarion	1
Clearfield	5
Crawford	8
Erie	13
Fayette	3
Greene	1
Indiana	5
Jefferson	3
Lancaster	1
Lawrence	85
McKean	1
Mercer	44
Mifflin	2
Perry	1
Somerset	5
Venango	15
Warren	4
Washington	11
Westmoreland	25
Out-of-State	1
TOTAL—	587

ROSTER OF GRADUATES

1938

BACHELOR OF SCIENCE IN HEALTH EDUCATION

Barnes, Alfred John	Sharon	Koglin, Elsie	Pittsburgh
Breakiron, Arthur W.	Pittsburgh	Kukic, Mike	Pittsburgh
Briggs, Loyal K.	Russell	Liken, Dale E.	Evans City
Coe, Forrest B.	Emporium	Lower, Rosie Marie	Roaring Spring
Connor, William F.	Swissvale	Meals, Raymond F.	Pittsburgh
Davis, Glenn R.	North Bessemer	Mong, Mae Jean	West Monterey
Dougherty, Margaret	Pittsburgh	Plunkett, Elizabeth	Ambridge
Ferguson, Mary Jean	Valencia	Ribka, John J.	New Kensington
Gilliland, Lewis E.	Evans City	Snizik, John W.	Clairton
Hastings, William Harold	Freedom	Stone, Jeannette M.	Beaver
Haynes, Marjorie L.	Connellsville	Straile, John B.	Freedom
Herholz, Dorothea L.	Beaver Falls	Walters, Etta Mae	Mars
Johnston, Byron Albert	Butler	White, Keith M.	Butler
Joy, John A.	Butler		

BACHELOR OF SCIENCE IN EDUCATION (Secondary)

Adams, Lois Aline	Slippery Rock	Lawrence, Betty L.	Emlenton
Bennett, George W.	Elizabeth	Liebermann, Harold B.	Latrobe
Bowman, Vivian Ruth	Huntingdon	Lindsey, Mary Elizabeth	Butler
Casile, Burno A.	Aspinwall	Lockley, Harry L.	New Castle
Cooper, Catherine	Ellwood City	Maslanik, Stephen	Aliquippa
Cornelius, Samuel L.	Portersville	McCullough, S. Wallace	New Castle
Denbow, Jack E.	Evans City	Parke, Robert E.	New Kensington
Douglass, Clara Jane	Slippery Rock	Robins, Morton	Pittsburgh
Dyer, E. Ellsworth	Slippery Rock	Silverman, Natalie	Butler
Garraway, Leonard	Homestead	Steinberg, Nathaniel	Ambridge
Glaspey, Ruth M.	Slippery Rock	Stoops, Chester W.	Slippery Rock
Graham, John H.	Bridgeville	Swetek, Stephen	West Newton
Harris, Kenneth E.	Greensburg	Swetek, Robert McB.	Slippery Rock
Harrison, J. Ernest	McKeesport	Varnum, A. Glenwood	Murrysville
Hartzell, Helen R.	Slippery Rock	Walker, A. Glenwood	Murrysville
Hauth, John A.	Trafford	Wallace, Charles R.	New Castle
Hilliard, Helen LaVone	Slippery Rock	Weibel, Gerald V.	Erie

BACHELOR OF SCIENCE IN EDUCATION (Elementary)

Anderson, Frances M.	Gibsonia	Kelly, Elizabeth H.	Bruin
Bick, Edna M.	Glenshaw	Kennedy, Jean E.	Oil City
Bodendorfer, Hilda S.	New Castle	Kildare, Grace A.	Pittsburgh
Blisak, Julia	Lyndora	Kocher, Ruthene E.	Vanport
Braden, Elizabeth M.	Enon Valley	Lange, Martha G.	New Kensington
Briggs, Helen Chase	Carnegie	Linhart, Helen Marie	Turtle Creek
Bunting, E. Alma	Butler	Love, Helen C.	Aspinwall
Clark, Anna Katherine	Pittsburgh	Love, Helen C.	New Castle
Clements, Dorothy E.	New Kensington	Marvin, Doris Mae	Oakdale
Clokey, Ruth Elizabeth	Pittsburgh	Meutz, Frances A.	New Kensington
Davis, Virginia M.	Bellevue	Milko, Catherine	Butler
Donaldson, Elizabeth	Butler	McCullough, Geraldine C.	Butler
Drysdale, Christine R.	Tarentum	McGreevy, Melba I.	Butler
Furbie, Catherine I.	Pittsburgh	McKee, Adelaide J.	Pittsburgh
Goode, Nellie Virginia	Pittsburgh	Orr, Margarete Lucille	Grove City
Graham, Mary C.	Pittsburgh	Pochyba, Sophie L.	Ambridge
Gratz, Louise A.	Pittsburgh	Polovina, Diana	Aliquippa
Grossman, Mary Hazel	Slippery Rock	Rech, Clara A.	New Castle
Grubbs, Hazel A.	Tarentum	Ruehl, Hazel A.	Bellevue
Headland, Lois W.	Slippery Rock	Sacari, Helen	West Aliquippa
Heidenreich, Florence A.	Renfrew	Sawhill, Elma C.	Pittsburgh
Hockenberry, Mary F.	Slippery Rock	Schloszerik, Irene	West View
Hofmeister, Alice Dawson	New Castle	Schneider, Annie E.	Bridgeville
Imbrie, Margaret C.	Butler	Spahr, Mary M.	Brackenridge
Kaufman, Jean M.	Butler	Woods, Margaret K.	Wilkinsburg
		Zillmer, Lydia J.	Arnold

ROSTER OF STUDENTS 1938 - 1939

FRESHMEN

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Allen, Marian J.	DuBois	Frey, Dorothy E.	New Castle
Allison, Opal M.	New Castle	Fritz, Mary L.	Meyersdale
Anderson, Helen	Ambridge	Gadsby, Maude A.	Stoneboro
Andre, Helen V.	Tarentum	Gallagher, James E.	Slippery Rock
Balsley, Elinor	Pittsburgh	Garhart, Bernard H.	Sharon
Banks, Raymond L.	Pittsburgh	Garraux, Wayne R.	Bakerstown
Banks, Wilma E.	Ambridge	Geiger, Lena G.	New Castle
Bar, Stella	Aliquippa	Generalovich, Bronko	Mercer
Barco, Mary Jane	Meadville	Gibson, Esther M.	Parkers Landing
Beatty, Sadie F.	Hilliards	Glad, Clair E.	Harrisville
Beckert, Howard M.	West View	Gorse, Alma H.	Pittsburgh
Bell, Marjorie V.	Harrisville	Grine, Paul H.	Slippery Rock
Bergfeld, Mary E.	Pittsburgh	Gutelius, Margaret	Punxsutawney
Black, Harry N.	Pittsburgh	Guy, Louise A.	Wampum
Blaha, Betty Jane	Pittsburgh	Hall, Marjorie J.	McKeesport
Bleakney, Ruth G.	Ellwood City	Hamelly, Lewis J.	Jackson Center
Bonner, Jack J.	Pittsburgh	Hamilton, Helen G.	Brackenridge
Boyer, Betty L.	Slippery Rock	Hammerschmidt, Pauline F.	Slippery R.
Brich, Mary M.	Lyndora	Hawkins, Elizabeth D.	Fredericktown
Bukowski, Ted. A.	New Castle	Harper, Margaret C.	New Castle
Burch, Charles	Warren	Hayes, Kenneth R.	Pittsburgh
Campbell, Molly H.	DuBois	Heck, Grace E.	Natrona Heights
Chambers, Howard A.	W. Alexander	Heil, Helen K.	Pittsburgh
Cole, Ruth I.	New Castle	Heller, Clarence L.	Tarentum
Collett, Jeanne L.	Beaver	Hench, Ralph V.	Loysville
Cooney, Laura F.	Coraopolis	Hepler, Hannah E.	Natrona
Corll, Phyllis M.	Sandy Lake	Hershberger, Dorothy C.	Washington
Cox, James J.	Russellton	Hervey, Robert E.	New Castle
Cranmer, Agnes A.	Butler	Herzberger, Robert	Pittsburgh
Cratty, Thomas D.	Butler	Hetrick, Jack B.	Butler
Croll, Edward W.	Slippery Rock	Hildebrandt, Goldie B.	Slippery Rock
Curry, June B.	Ellwood City	Hildebrandt, Mary M.	Slippery Rock
Cyphert, Robert P.	Imperial	Hough, Charles E.	Latrobe
Czar, Elizabeth M.	Beaver Falls	Howley, William P.	Homestead Park
Dambach, Marian A.	Connoquenessing	Hoyt, Betty Jane	Rochester
Darlin, Frederick L.	Branchton	Hromyak, Alex P.	Mercer
Davis, Martha L.	Mercer	Hunter, Ethel J.	Gibsonia
Deets, Roy E.	Diamond	Jones, K. Ellen	Grove City
DeSue, Ernest	Clairton	Jones, Richard F.	Connellsville
DeVault, Juanita J.	Coraopolis	Keil, June M.	Pittsburgh
DiMeolo, Frederick P.	Coraopolis	Kelly, Betty J.	Slippery Rock
Dixon, Jerry P.	Bellevue	Kelly, John A.	Pittsburgh
Dixon, Melba E.	Somerset	Kerr, Alice	Sandy Lake
Drummond, Walter G.	Dormont	Ketterer, Ruth	Slippery Rock
Dufford, Lucille M.	Butler	Kiester, Anita O.	Slippery Rock
Duncan, Robert R.	Bellevue	Kimmel, David C.	New Castle
Duncho, William	New Castle	Kintz, Dorothy	Oil City
Dunham, Jeannette L.	Erie	Kirkbride, Katherine E.	Pittsburgh
Ellenberger, Helen E.	Polk	Koehler, Esther H.	Tarentum
Elliot, Dorothy	Swissvale	Kraber, Virginia A.	Mt. Lebanon
Ellwanger, Peggy I.	Girard	Krathge, H. Frederick	Oil City
Emanuele, James J.	Oil City	Laughner, J. William	Slippery Rock
Evans, Anne L.	McKeesport	Leddy, Lois L.	New Castle
Fields, Sara D.	Enon Valley	Lees, William R.	Jeannette
Forte, Anthony J.	Verona	Levy, Florence	Pittsburgh
Frazier, David W.	Portersville	Limpert, Louise H.	Aspinwall
Frederick, Sara J.	Sharpsburg	Linamen, Elizabeth	Butler

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Lindsey, Marjorie M.	New Castle	Robertson, Betty J.	Emsworth
Liston, Eleanor E.	Uniontown	Robison, Howard W.	Erie
Lloyd, Ruth E.	Cabot	Rometo, Arthur	Glassmere
Longo, Anthony T.	Aliquippa	Rosepink, Martin J.	Verona
Lynch, Helen M.	Meadville		
Mack, Louis E.	New Castle	Sanders, Charles H.	Jeannette
Madden, John B.	Pittsburgh	Schlegel, Urban R.	Pittsburgh
Maginn, Jean A.	Cheswick	Schoenbrun, Helen J.	Pittsburgh
Mamula, Michael M.	Butler	Scholz, William G.	Pittsburgh
Manfredo, Thomas	Jeannette	Schwamberger, Jack R.	Clairton
Manners, T. Eugene	Elders Ridge	Schweinberg, James S.	Slippery Rock
Marshall, Ruth L.	Sharon	Scott, Dorothy J.	Evans City
Marshall, Ruth V.	Bakerstown	Sehovski, Ann P.	Verona
Martillotti, Anthony M.	Kittanning	Shearer, Patricia M.	Cabot
Mason, Olive L.	Slippery Rock	Shelar, Eugene	Slippery Rock
May, Terry L.	New Castle	Shira, Wallace D.	New Castle
Mellish, Frank L.	East Brady	Shoupe, Alyce L.	Leechburg
Mellors, Frank R.	Titusville	Simmons, Edward D.	Harmony
Mellon, Agnes L.	East McKeesport	Simon, Wilda K.	Edinburg
Menoh, John B.	Pittsburgh	Simpson, Frances M.	Aliquippa
Merritts, Jack R.	Murrysville	Skelton, Virginia L.	East McKeesport
Miller, Kensley M.	McKeesport	Smith, Catherine L.	Sharon
Moncrief, Elmo W.	New Castle	Smith, Elizabeth K.	Slippery Rock
Montgomery, Marian M.	Grove City	Smith, Frank L.	West Sunbury
Mossrush, William G.	Slippery Rock	Smith, Marian L.	Tarentum
Murray, Jane E.	Washington	Smith, Robert S.	Zelenople
McConnell, Ruth E.	Slippery Rock	Smitmans, Carl W.	Chicora
McCoy, Priscilla G.	Slippery Rock	Steele, Dorothy A.	McKeesport
McCracken, Jean V.	Slippery Rock	Stevenson, Charles W.	Volant
McDeavitt, Mary V.	Slippery Rock	Stevenson, Virginia M.	Turtle Creek
McElwain, Doris E.	New Castle	Stitt, Mary J.	Butler
McGarvey, Gilbert J.	N. Washington	Stitzinger, George K.	New Castle
McGary, William L.	New Castle	Stoughton, Jack M.	Ellwood City
McGeever, Joseph	Homestead	Sullivan, Charles V.	West Homestead
McLean, Evadale	Sharon	Sutherin, Dan P.	Darlington
McMullen, Mary L.	Pittsburgh	Sutherland, Marian L.	Grove City
McNees, Ruth A.	Slippery Rock	Swick, Chester J.	Ellwood City
McNertney, John J.	Pittsburgh		
Nenadich, Margaret E.	Carbon	Tannehill, Eunice T.	Rochester
Nocera, Filbert V.	New Castle	Tanner, Anna E.	Aliquippa
		Tipton, Helen L.	Martinsburg
		Trew, Douglas V.	Cheswick
O'Brien, John T.	Pittsburgh	Uber, Martha L.	Mercer
O'Brien, William J.	Erie		
O'Donnell, Inez K.	Pittsburgh	Venditto, Angeline M.	New Castle
		Verlote, Lottie M.	Hillsville
		Vesco, Mabel I.	Ellwood City
Paden, Thomas J.	Pittsburgh		
Peck, Ermina A.	Ellwood City	Wallace, Olive M.	New Castle
Peepels, Kenneth J.	Franklin	Walter, Nicholas	Jeannette
Perkins, Joseph	Grove City	Walters, Miriam L.	Mars
Perry, Don F.	Farrell	Watson, Thomas E.	Slippery Rock
Petach, Andrew B.	McKeesport	Waugeman, Janette C.	Apollo
Peters, William J.	Stoystown	Weaver, William W.	Burgetstown
Plawkey, Dorothy D.	Sharon	West, Mary A.	Fombell
		Webster, Francis M.	Butler
Quivey, Peggy	Rochester	West, Woodrow W.	Eau Claire
		Wharton, Charles L.	New Castle
Rader, Betty L.	Enon Valley	White, William R.	Sewickley
Radke, Pearl A.	Sharpsburg	Williamson, Ann S.	Fairview
Reeger, Eva M.	Slippery Rock	Wilson, Gladys M.	DuBois
Riddle, Dorothy	Emlenton	Wilson, E. Patricia	Butler
Riley, Richard W.	Roaring Spring	Wilson, Virginia M.	Trafford
Ritter, Joseph	Turtle Creek	Wright, Hanford R.	Pittsburgh
Ritter, William E.	Cheswick		
Robak, William E.	Renfrew	Yuengert, Lucille M.	Butler

SOPHOMORES

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Alsnauer, Hazel M.	Farrell	Krause, Charles	New Castle
AmBroe, Dolores C.	North Braddock	Kroll, Julia F.	Fombell
Ander, Ellen E.	Aliquippa	Krupar, Wanda E.	Jeannette
Anderson, Lois E.	Gibsonia	Landis, Helen G.	Berlin
Andolina, Mary L.	Braddock	Leslie, Betty J.	Sarver
Atwell, Louise R.	Clintonville	Lezek, Caroline J.	Turtle Creek
Bair, Mary E.	Ellwood City	Lind, Robert V.	Butler
Ball, Jordan W.	Butler	Longwell, Edwin J.	Petrolia
Beatty, Laura E.	Harrisville	Love, Reva P.	New Castle
Bell, Eileen L.	Pittsburgh	Lytle, Joseph T.	Blawnor
Bolton, Helen I.	Homestead	Marburger, Eleanor J.	Evans City
Boutwell, Louise M.	Centerville	Marsteller, Janet L.	Fredonia
Braun, Ruth A.	Etna	Mayne, Ruth L.	Ellwood City
Brest, Leroy L.	Sharon	Mercer, M. Louise	Hookstown
Byler, Carroll C., Jr.	Erie	Miller, Charles B.	Barnesboro
Campbell, Andrew W.	Zelenopole	Miller, Dorothy C.	Pittsburgh
Cleaton, Frances	Pittsburgh	Moore, Mary M.	Slippery Rock
Cleand, Elizabeth M.	Portersville	McConnell, Esther I.	Sharpsville
Copeland, Enid N.	McKeesport	McGirr, Mabel	McKeesport
Cotton, Dorothy E.	New Castle	McLure, J. Herbert	New Castle
Coval, Betty W.	Parnassus	Naismith, George	Pittsburgh
Cowles, Ethel M.	New Castle	Nesbit, Daun W.	Coraopolis
Dart, James M.	New Castle	Nicoletti, Frank T.	New Castle
Defassio, Andrew	New Kensington	Olszewski, Chester L.	Glassmere
Denbow, Alfred L.	Evans City	Owens, Marthalee	Pittsburgh
DePaolo, Mary E.	Clairtown	Patterson, John M.	Slippery Rock
Dice, Audrey R.	Pittsburgh	Petuch, Winifred L.	Beaver Falls
Docchio, Loretta	Wampum	Potts, Marian L.	Butler
Dodds, Shirley E.	Adamsville	Pritchard, Donald W.	Sharon
Drysdale, Elizabeth P.	Tarentum	Puscar, Alice L.	Versailles
Eagleson, Robert C.	New Wilmington	Ramsey, Sterling G.	Wilkinsburg
Eakin, Kenneth R.	Grove City	Reed, Robert L.	Indiana
Elliott, Harold D.	New Wilmington	Reesman, Maxine A.	Slippery Rock
Elliott, Mary Kate	Slippery Rock	Rhodes, Raymond C.	Slippery Rock
Ellis, Elizabeth H.	Stoneboro	Rhodes, Wilda O.	Beaver Falls
Faulk, Edith R.	Bellevue	Riddle, Charles W.	Enon Valley
Fleeher, Virginia	Chicora	Ristich, Samuel S.	Aliquippa
Fleming, Ruth L.	West Sunbury	Robson, William S.	Pittsburgh
Forges, Ethel	Springdale	Rogers, Frank H.	Irwin
Forges, Helen	Springdale	Sarricks, Elsie L.	Glenshaw
Francis, Marta	Slippery Rock	Scarem, A. Helen	Spartansburg
Fusco, Domenic R.	New Castle	Scott, E. Louise	Ellwood City
Goaziou, William, Jr.	Ellsworth	Sleeth, Alice L.	Cambridge Springs
Graham, Carl L.	Industry	Smetak, Esther	Universa
Grandey, H. Melvin	Volant	Solomon, Jane	New Castle
Griffiths, Edna M.	Karns City	Sontag, Archie L.	Slippery Rock
Gross, Elmer E.	North Braddock	Sowa, Peter	McKeesport
Guinnane, Jane	Jamestown, N. Y.	Stunkard, Margaret L.	Volant
Gulentez, Lomis J.	Ambridge	Swearingen, George F.	Pittsburgh
Gwin, June M.	New Castle	Temple, Charles E.	Lewistown
Hailes, Mary J.	Ford City	Thompson, Alice L.	Canonsburg
Hall, Mary Jane	Sharon	Valin, Jeanne L.	Erie
Hammerle, Richard I.	Freedom	Vanderwulp, E. Paul	New Kensington
Hart, Berenice E.	Beaver Falls	Wagner, Marjorie L.	Rouseville
Hayden, Lilye E.	Aliquippa	Walker, E. Reberta	Darlington
Heath, Elizabeth M.	New Castle	Warner, Edwin K.	Indiana
High, Alice E.	Midland	Warnock, Gail M.	New Castle
Hild, Donald R.	Springdale	Watson, Mary E.	Oil City
Hilliard, Vevia G.	Slippery Rock	Weber, Virginia R.	Grove City
Holben, Glendora L.	Slippery Rock	West, Avel M.	Slippery Rock
Hunziker, Louis V.	Pittsburgh	Westlake, Virginia R.	Aliquippa
Jackson, Mary E.	Sewickley	White, Mary E.	Sharon
Jacobansky, Catherine S.	McKeesport	Williams, Caroline M.	Pittsburgh
Johnston, Marian M.	N. Washington	Wilson, Margaret E.	Pittsburgh
Kennedy, Dorothy J.	Leechburg	Wilson, Mary E.	New Wilmington
Kennedy, Martha J.	Slippery Rock	Wise, Emma R.	Greensburg
Kerr, Helen R.	Harmony		

JUNIORS

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Agnew, Florence M.	Emsworth	Mellott, Carolyn C.	Ambridge
Aikey, Clarence I.	Clearfield	Miller, Ethyl T.	Farrell
		Miller, Mary L.	Farrell
Bagnato, Lewis D.	Carnegie	Moffatt, Eugene V.	New Castle
Banichar, Josephine J.	Leechburg	Morrison, Jane E.	Wilkinsburg
Barcoe, Floyd	Butler	Murray, Ethel V.	Cheswick
Blevins, I. Clark	Volant	McCray, Charlotte M.	Fairview
Boya, Bertha M.	New Castle	McElroy, Lewis G.	Clinton
Bradford, Jean A.	Beaver	McIntosh, Merle J.	New Castle
Brich, John G.	Lyndora	McKee, William B.	Erie
Brown, Betty I.	New Castle	McWilliams, Donna M.	Irwin
Bunney, Kenneth	Ellwood City		
Butler, Paul T.	Butler	Nagy, Ethel M.	Pittsburgh
Butler, Shirley	Erie	Nevin, Ruth E.	Monongahela
Buzash, Gabriel A.	Lyndora	Nicoletti, Chris L.	New Castle
Cadwallader, Helen M.	Pittsburgh	O'Hara, Jean J.	Midland
Cataio, J. Andre	Pittsburgh	Orr, Betty Lou	New Castle
Chellman, John	Pittsburgh		
Cornelius, James W.	Portersville		
Detrick, Eleanor P.	Beaver Falls	Pearce, Dale N.	Mars
Dight, Edna L.	Grove City	Perry, Mary Louise	Butler
Duffer, Mary M.	Lyndora	Proudfoot, Helen Jane	Homestead
Eakin, Margaret E.	Prospect	Ramsey, Walter R.	Altoona
Edd, William	Irwin	Reed, John Q.	Slippery Rock
Ewing, William M.	Slippery Rock	Reeher, Wilda N.	New Castle
		Rehm, Margaret J.	Turtle Creek
		Riebold, Doris A.	Evans City
		Ringer, Lois M.	New Castle
		Rommes, Thelma	Bulger
Fink, Harry E.	Arnold	Sacari, Katherine	West Aliquippa
Fradenburgh, Ernest M.	Slippery Rock	Saum, Lula K.	New Castle
		Scheidebantel, Clyde A.	Harmony
Gates, Mary V.	Braddock	Schilling, Dorothy A.	Glenshaw
Gibson, Ruth L.	Pittsburgh	Sheppard, Maryellen	Mt. Pleasant
Goss, Wayne E.	Coraopolis	Smith, Merle L.	McKeesport
Grine, Louise	Slippery Rock	Smith, Sarah J.	Butler
Grossman, Melville A.	Butler	Snyder, Helen F.	Grove City
		Speizer, David	Carnegie
Hallstein, Edith M.	Butler	Stahle, Luella B.	Versailles
Hanna, Louis F.	Masontown	Studebaker, Dorothy E.	Slippery Rock
Hartman, John F.	Pittsburgh	Sweringen, Dorothy M.	Aliquippa
Horst, Helen M.	Wilkinsburg		
Irinda, Eva	Curtisville		
Jacobs, Alice H.	Emlenton	Tack, M. Alice	Butler
		Thompson, John L.	New Castle
		Tomlinson, Isabelle A.	Swissvale
Kaufman, John O.	Evans City	Uber, S. Helen	Grove City
Kemper, Ruth F.	Butler		
King, H. Winifred	Coraopolis	VanHorn, Roy	Blawnox
Kislis, Ethel C.	New Kensington		
Klimenko, Mike	Cheswick		
Knepper, Jane G.	Clairton		
Kline, George W.	Westmoreland City		
Lavery, Gertrude D.	Butler	Watson, John A.	Slippery Rock
Lehman, Douglas A.	Aliquippa	Weresuk, Joseph	New Castle
Lentz, Virginia H. M.	Mt. Pleasant	West, Don C.	Slippery Rock
Logan, William C.	Turtle Creek	White, Henry H.	Harmony
Lytle, James L.	New Brighton	Williams, Esther M.	Slippery Rock
		Williams, O. Earl	Johnstown
		Zwibel, David B.	Wilson

SENIORS

NAME OF STUDENT	TOWN	NAME OF STUDENT	TOWN
Abrams, David H.	Canonsburg	Mote, Bettie A.	North East
Acker, Betty	Pittsburgh	McClain, Anna	Rillton
Adsit, Lucille	Conneaut Lake	McClelland, Adeline	Turtle Creek
Allen, Grace L.	East McKeesport	McConnell, Robert L.	Volant
Ammon, J. Arthur	Butler	McCorkle, Donald L.	Clearfield
Balsley, Eugenia L.	Pittsburgh	McCoy, H. Kenyon	Slippery Rock
Banks, Eleanore M.	Ambridge	McGarvey, C. Foster	North Washington
Barnhart, Charles J.	Slippery Rock	McGary, J. Walter	New Castle
Bauer, Dorothy C.	Butler	Nahas, Edward	New Castle
Beaver, Lewis N.	Lewistown	Naismith, Sibylla	Pittsburgh
Beck, Floyd A.	Marwood	Olson, Thor O.	Pittsburgh
Beckert, John T.	Pittsburgh	Phillips, Daris E.	Charleroi
Berg, Lillian E.	Turtle Creek	Ptucha, Fred I.	Lyndora
Bissell, Bette	Ebensburg	Ramsey, Grace H.	Wilkinsburg
Bly, Howard W.	New Castle	Rice, June L.	Etna
Boal, Robert M.	Wilkinsburg	Rohm, Craig W.	Oakdale
Brenner, Harold J.	Pittsburgh	Schmidt, Harry F.	Warren
Briggs, Lawrence F.	Russell	Schmidt, William R.	Etna
Brown, Marian W.	Vandergrift	Scowden, L. Eugene	Smethport
Candioto, Edward A.	New Castle	Seiple, Dorothy H.	Greenville
Charlton, Dorothy G.	Bairdport	Seiple, Virginia	Grove City
Connor, Beatrice E.	New Castle	Shannon, Robert M.	Racine
Corbett, Walter S.	Parkers Landing	Shanon, Jean A.	Butler
Cottrell, Eleanor R.	Slippery Rock	Shick, Dan E.	Brookville
Crowley, Alice L.	Pittsburgh	Spiece, Margaret J.	Butler
Davis, John E., Jr.	West View	Stepnick, Allen J.	Pittsburgh
DeBernardi, Angelo	Rossiter	Strayer, Marjorie L.	Midland
Denniston, Edith G.	Ellwood City	Strayer, Margaret M.	Youngwood
Dixon, Mary Elizabeth	Somerset	Sutherin, G. Marshall	Darlington
Doyle, Lillian M.	Pittsburgh	Swartz, Charles F.	Columbia
Dunn, Bernice E.	Grove City	Thompson, Olive C.	Forest Hills
Eckley, Ruth M.	Greenville	Watson, Mildred E.	Butler
Elder, Mary Margaret	Slippery Rock	Wells, Ruth E.	Waynesburg
Engle, Ned A.	Russell	Williams, Ralph V.	Johnstown
Fehl, Margaret A.	Ellwood City	Wynnik, Joseph	Heidelberg
Flannery, Rees V.	New Castle		
Gardner, Jeanne A.	New Castle		
Graham, Kenneth E.	Slippery Rock		
Harris, Sidney M.	Beaver Falls		
Hartstein, Raymond E.	McKeesport		
Hildebrand, Mary	Fenelton		
Hinds, William A.	Erie		
Hines, James V.	Erie		
Huffman, Paul D.	New Castle		
Jaarsma, Geraldine J.	Slippery Rock		
Jones, Ralph E.	Pittsburgh		
Kelly, Eileen	Butler		
Keown, Harry E.	Swissvale		
Krivonak, Andrew E.	McKeesport		
Kukic, Mildred	Pittsburgh		
Liotta, Louise	Franklin		
Long, Olga V.	Sharon		
Long, Ruth E.	Evans City		
Manke, William H.	Pittsburgh		
Marshall, Goldie L.	Springdale		
Martin, Ruby	West Alexander		
May, Mary Ellen	New Brighton		
Milheim, Robert P.	Butler		
Moore, Erma L.	Wilmerding		

POST GRADUATES

Averill, Marguerite E.	Mercer
Bowers, S. Augustus	Slippery Rock
Broge, Arthur R.	Glenshaw
Brown, Charles	Sharon
Cooper, Catherine	Ellwood City
Cornelius, Maxwell	Pittsburgh
Cornelius, Samuel L.	Portersville
Crawford, Alice	New Castle
Filson, Francis	Mercer
Hamilton, Opal	Butler
Hespenheide, Ruth H.	Mars
Hilliard, LaVone	Slippery Rock
Kenyon, George R.	Pitcairn
Liebermann, Harold B.	Latrobe
Lindsey, Mary E.	Butler
Logan, Jean C.	Turtle Creek
McCommon, Kathryn L.	Volant
McDill, Eleanor D.	New Castle
McDowell, Edward B.	Indiana
McKim, Mary Elizabeth	Ellwood City
Parker, Harold K.	Franklin
Remaley, Chas. B.	Murrysville
Stockdale, Harry F.	Frostburg
Strayer, Flora M.	Youngwood
Taylor, Arthur F.	Portersville
Varnum, Robert M.	Slippery Rock

SUMMARY OF ENROLLMENT

1938 - 1939

Seniors.....	Secondary	36	
	Health Ed.	35	
	Elementary	23	
			94
Juniors.....	Secondary	31	
	Health Ed.	30	
	Elementary	38	
			99
Sophomores.....	Secondary	26	
	Health Ed.	41	
	Elementary	66	
			133
Freshmen.....	Secondary	55	
	Health Ed.	92	
	Elementary	88	
			235
College Graduates		26	
Part Time College Students		57	
			83
Total			644
Summer Session, 1938			462
Extension Off Campus			65

CAMPUS LABORATORY SCHOOLS

Senior High School.....	Grade 12	46	
	Grade 11	60	
	Grade 10	65	
			171
Junior High School.....	Grade 9	82	
	Grade 8	34	
	Grade 7	41	
			157
Intermediate Grades.....		107	
Primary Grades.....		112	
			219
Total			547

TEAR OFF HERE

ADVANCE REGISTRATION BLANK

Name
 Last name First name Middle name

Address
 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.
 I expect to enroll in:

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

Have you enclosed 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.

