

State Teachers College Bulletin



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1947-1948 Sessions

West Chester, Pennsylvania

State Teachers College Bulletin

WEST CHESTER, PENNSYLVANIA

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STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

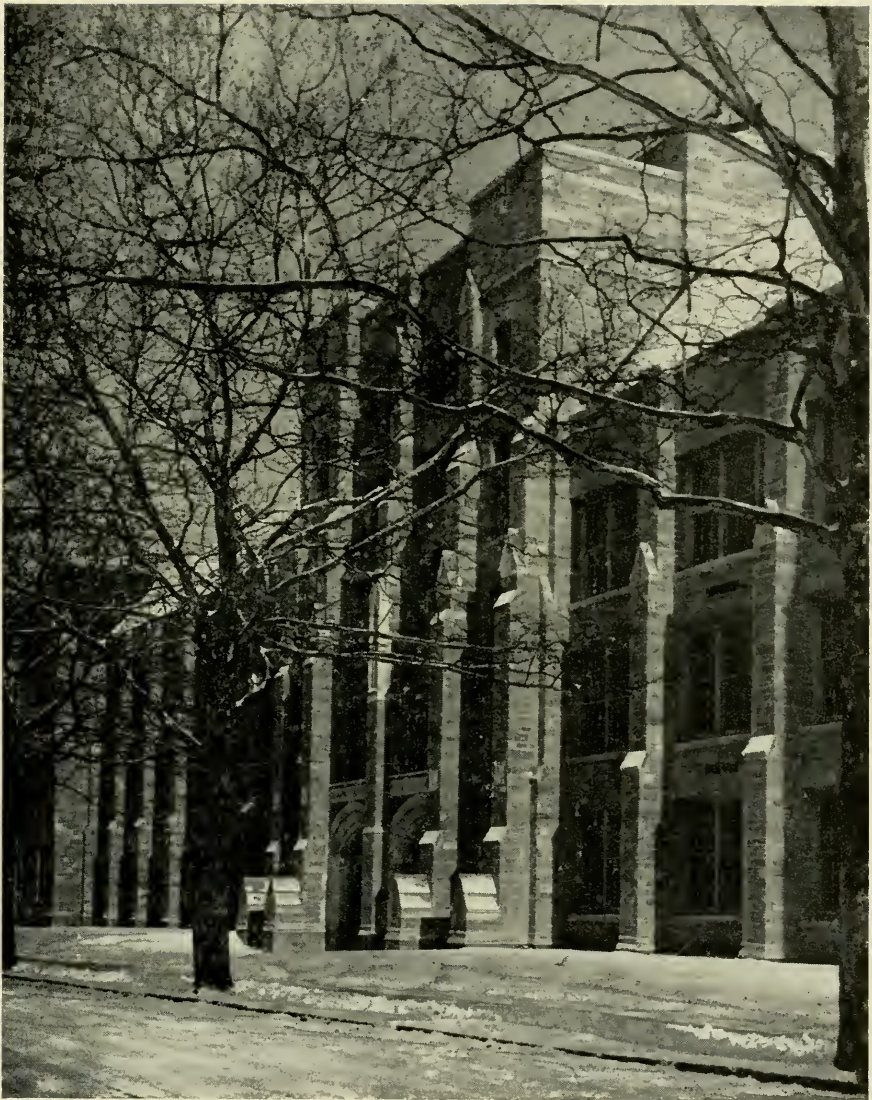
THIS COLLEGE IS A MEMBER OF THE
AMERICAN ASSOCIATION OF TEACHERS
COLLEGES AND THE MIDDLE STATES
ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

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ANDERSON HALL

CALENDAR 1947-1948

Summer Sessions 1947

The Pre-session

Session Begins	Monday, June 2
Session Ends	Friday, June 20

The Regular Six-Weeks Session

Registration	Monday, June 23
Classes Begin	Tuesday, June 24
Classes End	Friday, August 1

The Post-session

Session Begins	Monday, August 4
Session Ends	Friday, August 22

Regular Sessions

The First Semester

Registration	Monday, September 8
Classes Begin	Tuesday, September 9
Thanksgiving Recess Begins at Noon	Wednesday, November 26
Thanksgiving Recess Ends at Noon	Monday, December 1
Christmas Recess Begins at Noon	Saturday, December 20
Christmas Recess Ends at Noon	Monday, January 5
First Semester Ends	Monday, January 19

The Second Semester

Registration	Thursday, January 22
Classes Begin	Friday, January 23
Easter Recess Begins after Last Class	Saturday, March 20
Easter Recess Ends at Noon	Wednesday, March 31
Alumni Day	Saturday, May 22
Baccalaureate Services	Sunday, May 23
Class Day	Monday, May 24
Commencement	Tuesday, May 25

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Stenographers

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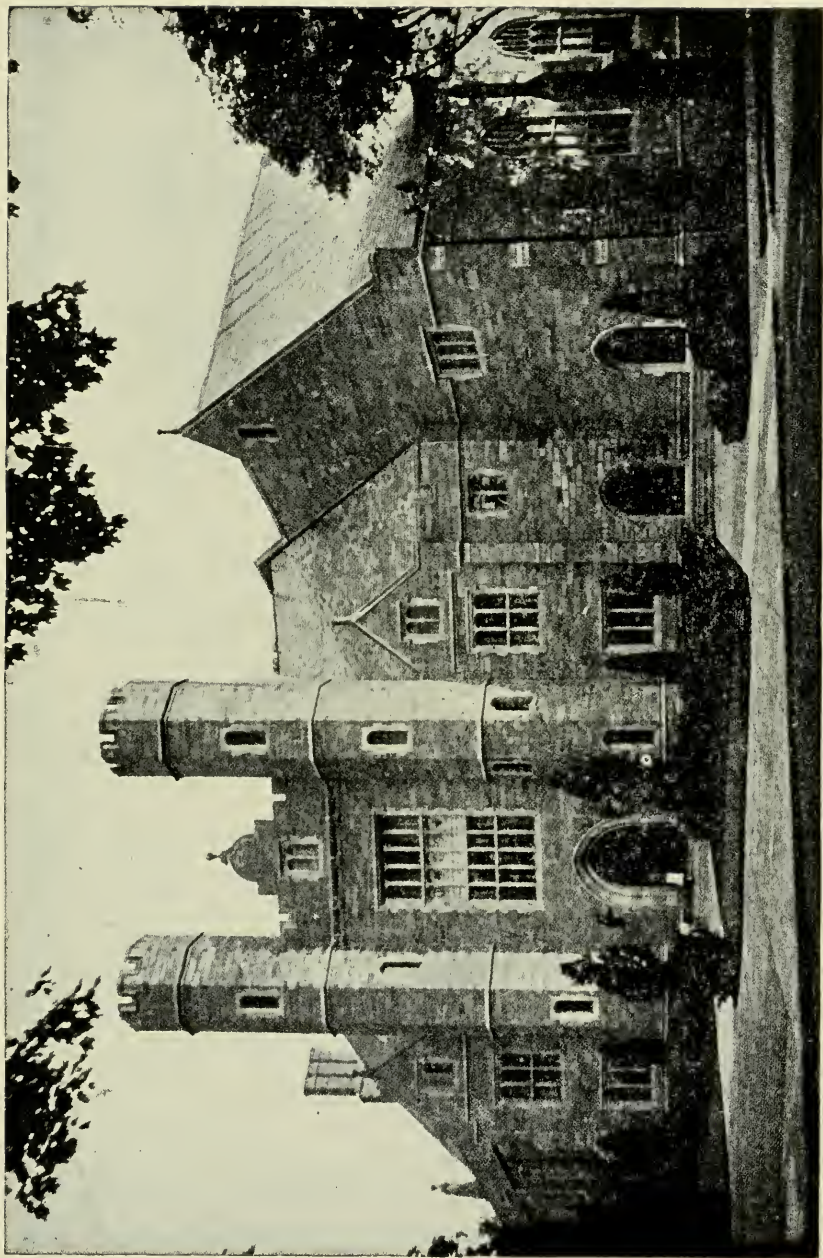
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REBECCA DISSINGER PATTERSON
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 *Harley, Martha
 *Hope, Elma

*Hurlock, Margaret
 *Jones, William
 *Marshall, Helen
 *Terry, Edwin

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Frances, Dorothy, B.S.

Kennett Square, Music Education

*Ott, Ray L., B.S.

*Inactive 1946-47

**On Military Leave of Absence

STATE TEACHERS COLLEGE

History

The West Chester Academy, founded in 1812, marks the beginning of the college. The Academy trustees took the initial steps in 1869 toward the establishment of the West Chester Normal School. The graduates of this institution went out into the state as teachers. The Commonwealth, realizing its responsibility in the preparation of teachers, began in 1871 to grant money to pay part of their training. These grants, then termed State Aid, have continued in various forms. As the West Chester Normal School, the institution had five principals. Dr. Andrew Thomas Smith, the last to bear the title, was a scholarly and deeply loved executive. When the State Normal School became the State Teachers College in 1927, the head of the institution became president. Among the men who have led the school, Dr. George Morris Philips, the fourth principal, is especially prominent. Through his long term of service he made a major contribution to the physical and educational progress of the college. His name is associated with the building program which he successfully initiated and accomplished. The college plant consisted of one building, the present central section of "Old Main", when he became principal. From 1881 to 1920 his direction and inspiration increased the college by the construction of additions to "Old Main," the Old Gymnasium, the Green House, the Infirmary, and Recitation Hall. The Demonstration School and the Library were added at the turn of the century. Wayne Hall, built on the site of the Camp Wayne of the Civil War, was erected in 1911. The Auditorium and Administration Building was built in 1925 and named the Philips Memorial in honor of Dr. Philips. 1930 saw the addition of the Ehinger Gymnasium and the President's Residence. More recently the Library and Power House have been remodeled and a Laundry and New Education Building, Anderson Hall, built.

The college is justly proud of its reputation in the educational world. One of the earliest summer schools in the country was inaugurated here in 1877. West Chester also printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are: an original painting of George Washington by Charles Wilson Peale for which Washington gave sittings at Valley Forge during the memorable winter of 1777-78; a mahogany grandfather's clock, once the property of Benjamin Franklin; a large collection of letters from the

pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Read: The herbarium of Dr. William Darlington: and the autographed book collection of Dr. George Morris Philips to which the English Professional Club is constantly adding.

The State Teachers College at West Chester is the repository of the mineral collections and the herbarium of the Chester County Cabinet of Natural Science. The herbarium includes plant specimens collected in Chester County a century ago by Dr. William Darlington and his colleague, David Townsend. The library of the Cabinet is also the property of the College and contains many old and now rare works on natural history, which may be consulted upon request to the librarian.

Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. The plow engraved on the seal of the county symbolizes the agricultural character of its beautiful rolling hills reminiscent of the English home counties.

Those interested in literature and art will find West Chester has significance. Here Joseph Hergesheimer, the novelist, lived for many years. Sidney Lanier, Bayard Taylor, Thomas Buchanan Read, Mark Sullivan, and Elsie Singmaster, all have associations with West Chester. The country which Howard Pyle, the artist, made famous lies along the neighboring Brandywine; and the late N. C. Wyeth, a world renowned pupil of Pyle, lived at nearby Chadds Ford.

The famous Longwood Gardens on the estate of Pierre S. du Pont are not far from West Chester. These are open to the public. Here are found a magnificent conservatory, an open-air theatre, a famous carillon, and beautiful colored fountains.

The country around West Chester is rich in historical interest. The Valley Forge Memorial Chapel and the camp grounds, the Brandywine Battlefield, Birmingham Meeting House, and the site of the Paoli Massacre lie close at hand. The proximity of West Chester to Philadelphia and its wealth of historical associations enable students to enrich their courses by visits to well-known shrines and institutions as Independence Hall, Carpenters' Hall, the Betsy Ross House, the Pennsylvania Museum of Art, the Academy of Fine Arts, the Rodin Museum, the United States Customs House, The United States Mint, the Zoological Gardens, the Franklin

Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to those with an interest in music to hear the best concerts and operas. This is a particular advantage to those taking the course for music supervisors.

GROUNDS AND BUILDINGS

The grounds of the State Teachers College consist of 52.8 acres located in the southeastern part of West Chester. Thirteen buildings of an estimated value of some \$5,500,000 are erected on this tract.

The Main Campus

The major buildings of the College are located on the Main Campus, a tract of 12.5 acres. The number and variety of its magnificent old trees make West Chester one of the more attractive eastern colleges. Several recent classes have added much to the beauty of the campus with generous gifts of trees and shrubs.

Wayne Field

West of Main Campus is located Wayne Field, a tract of about 20 acres, which is used for the men's athletic activities. It includes a quarter mile running track with 220 yard straightaway, six tennis courts, and fields for soccer, football, and baseball.

Women's Athletic Field

South of the Main Campus an extensive tract provides for the athletic activities of the women of the college. On this tract are located nine tennis courts and fields for hockey, soccer, softball, archery, and volley-ball. Every woman student of the college has an opportunity to engage in one or more of these sports.

Philips Memorial Building

This building is a memorial to the late Dr. George Morris Philips, a former principal of the school. It contains an auditorium with a seating capacity of approximately two thousand, executive offices, and recreation rooms for faculty and students. It also houses the well-known Philips autographed book collection in the beautiful library which bears the donor's name.

Main Building

This is a four-story building of green stone, having a basement equipped with laundry and pressing facilities for students. On each floor are bathrooms with modern toilet accommodations;

an elevator makes all floors easily accessible. A comfortable lobby affords opportunity for friendly get-togethers, informal teas, and after-dinner coffees. In addition, there are five smaller social rooms, artistically furnished. The dining room, which accomodates both men and women students, is in charge of a trained dietitian.

Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 156 men.

President's Residence

The home of the President of the College, a recently renovated Chester County farm-house, is located on East Rosedale Avenue.

Anderson Hall

This building has been recently completed. It has special rooms for speech, reading, and psychology clinics, special up-to-date equipment and laboratories for the science department, large recreation and study rooms for day students, and offices for faculty members. It contains a full complement of well-equipped classrooms.

The Library

The college library building has been completely remodeled and modernized. Some of its special features are the open-shelf reserve book room, the curriculum laboratory, the recreational reading room, and several conference rooms. In addition, there is a pleasant reference room, a large periodical room in the basement, and, on the second floor, an attractive juvenile room, used by children from the Demonstration School as well as by college students.

The library now contains about 43,000 well-selected books, and over 275 leading magazines and newspapers come regularly to its shelves. There is also a collection of over 9,000 mounted pictures, and one of pamphlets and clippings numbering over 6,000.

The staff of the library consists of three trained librarians, a clerical assistant, and a number of student assistants.

Lessons in the use of the library are given to all entering students.

Gymnasiums

The college has two gymnasiums, one gymnasium modeled after the Hemingway Gymnasium at Harvard; the other a newer gymnasium named for Dr. and Mrs. Clyde E. Ehinger, who were for thirty-four years at the Head of the Health and Physical Education Department of the College. Both buildings are modern in floor plans and equipment. The Ehinger Gymnasium is used by men and women students in the special Four-Year Health and Physical Education Curriculum, and by the other men of the college. The older gymnasium is used by the other women students of the college.

Demonstration School

This is a substantial, well-equipped building, which houses a kindergarten and the first six grades of the elementary school.

Infirmary

This building houses the student health service and an infirmary. Its equipment is modern and adequate. The staff consists of physicians on call and two trained nurses.

THE PURPOSE AND AIM OF THE STATE TEACHERS COLLEGE AT WEST CHESTER

A teachers college is a state, municipal, or incorporated private institution, or an independent unit of a recognized college or university, which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degrees; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training.

The State Teachers College at West Chester, being distinctly a professional school, devotes itself to the preparation of teachers for the public schools of the Commonwealth. It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the school aims to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern practices.

In order to provide a more tangible working basis for the administration of the college, several basic assumptions have been agreed upon:

1. The primary purpose of a teachers college is to develop individuals who are well suited to the profession of teaching.
2. A secondary, but very important, function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.
3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college is neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be so integrated around necessary areas of personal and professional development that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as the student—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

COLLEGE COMMUNITY ORGANIZATION AND ADMINISTRATION

Based upon the belief that all who share in the advantages of the college community should join in the responsibility of government, a college community has been conceived whereby faculty and students co-operate as fully as possible for the mutual advancement of the college program.

A number of Achievement Goals for each college year has been set up as tentative guides for a program of college life, subject to constant modification to meet new trends and needs. These Goals cover the areas of administration, instruction, student life, and personnel, community and service area relationships and teacher training.

These Goals are achieved through a series of committees and co-ordinating agencies. The Executive Committee is an advisory group of faculty, aiding the President of the college in formulating

and executing the general administrative policies of the institution. It is composed of the officers of administration, heads of departments, faculty members who are heads of the various standing committees of the college, and members elected at large.

The standing committees represent both faculty interests and faculty-student interests. They are the committees on Admissions, Assemblies, Entertainment, Extra-Curricular Activities, Health Publications and Publicity, Academic Adjustments, Placement, Personnel and Guidance, and the Heads of the Departments.

Students elect their councils, and the councils, working with the Deans, co-operate in the government of the college.

Entertainment Course

Throughout the year entertainment is provided for the students in the form of special chapel programs, lectures, concerts, recitals, and plays.

An All-Star Entertainment Course brings to the campus each year distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a very small cost, which is covered by the Student Activity Fee. The college has been greatly aided in this project by the cordial co-operation received from the citizens of West Chester and its vicinity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the college. These entertainments are held in the Philips Memorial Auditorium. Among the attractions have been Lawrence Tibbett, Marian Anderson, John Charles Thomas, Helen Jepson, Grace Moore, Bidu Sayao, Nino Martini, Jussi Bjoerling, Jascha Heifetz, Mrs. Franklin D. Roosevelt, Maurice Hindus, Robert Lafollette, Cornelia Otis Skinner, Rosalyn Tureck, National Symphony Orchestra, Jooss Ballet, Littlefield Ballet, Don Cossack Russian Male Chorus, Doris Humphrey and Charles Weidman, Richard Crooks, Albert Spalding, Dorothy Maynor, Anne O'Hare McCormick, Philadelphia Opera Company, Cleveland Symphony Orchestra, and Rochester Philharmonic Orchestra.

Musical Organizations

The college has the following well developed musical organizations:

1. Two College Bands: Elementary and Advanced.
Membership in these organizations is determined by the background a student has in instruments when he enters college and his advancement while in college.

2. The College Criterions.
The Dance Band of the college consists of ten or more men, carefully selected, who furnish the music at social functions.
3. Two College Orchestras: Elementary and Advanced.
Membership in these organizations is determined in the same manner as that of the College Bands.
4. The College Choir.
This outstanding organization consists of all men students and senior women students of the curriculum in Music Education.
5. The Junior Chorus.
All freshmen, sophomore, and junior women enrolled in the Curriculum in Music Education make up the chorus.
6. College Women's Glee Club.
Voices are carefully chosen from the women of the Elementary, Secondary, and Health Education groups for this club.
7. The Sinfonietta.
The Sinfonietta is a group of about twenty-five outstanding players chosen from the Symphony Orchestra and Symphonic Band. It was organized to bring before the College and the Community compositions written especially for small orchestra.
8. Other Musical Organizations.
The Music Club, Chamber Music Groups and the Marching Band contribute to the wealth of fine music on campus.

Health and Physical Education Program

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offer the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula requires certain courses in health and physical education for all students pursuing that curriculum.

Intercollegiate Athletics

During the last few years it has become recognized more and more by educators and the public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and as such, are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics; it has provided facilities, built schedules, and furnished instructors for the purpose of filling these educational needs.

Sports such as football, baseball, basketball, soccer, track, swimming, tennis, and cross-country, are conducted for the purpose of providing our young men with activities that not only will prove beneficial to their health but also will give them a training which will be valuable when they are called upon to coach these sports.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that as many young men as possible may participate in the activity which interests them most and in which they may achieve a high degree of personal skill; second, to provide eligibility rules that are just and sensible, yet will insure good scholarship; third, to provide schedules which are in our college class, yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

Intramural Athletics

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all students, so the policy of the College Administration is to expand this part of the program for both men and women, in order that a variety of activities may be supplied for all of our students. Such sports as touch football, soccer, tennis, track, speed ball, and volley-ball are organized and conducted for the young men students.

Women's Recreation Association

Intramural athletics for women are conducted by the above named organization for social, physical, and recreational benefit of the women students of the college. Its governing council consists of the club officers and sports managers and one faculty adviser.

Its program provides a wide range of activities including the modern dance, clog and tap dancing, hockey, archery, volley-ball, swimming, life-saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling, and winter sports, such as sleighing, coasting, and skating. In addition the W. R. A. sponsors recreational evenings when both men and women students have opportunity to participate in a social dancing class, to engage in roller skating, and to join in folk and old fashioned square dancing.

Student Health Service

The Board of Trustees has authorized and sponsored the establishment at the college of a Student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teacher-training institution and serves as a vital link in the chain of public health teaching. The teacher must know what health means and also the procedures by which it may be obtained.

The college maintains a completely modern and efficient Student Health Service. A physician and two graduate nurses are on daily duty during the college year in the Infirmary where every facility is available for the care of the student's health.

In case of serious illness, a student will:

1. Be removed to one of the two local hospitals after notification of parent or guardian, or,
2. Hospitalized at Infirmary under the care of a special nurse whose charges will be paid by the student or responsible person, or,
3. Removed by parents or guardian to private home, and be attended by private physician until recovery is complete.

The purpose of the Student Health Service is two-fold; first, to guard the health of the student while in college; second, to develop in prospective teachers the proper scientific health attitudes and habits. This service is provided without charge. Students are urged to avail themselves of the facilities of the Student Health Service and to be individually active in preserving the general good health of the college group.

Students are advised that, after the initial office consultation and first aid treatment, subsequent treatments will be given by or under the advice of a physician of the student's choice. All expenses

for medicine and treatment by the physician of the student's choice will be borne by the student. The physician of the student's choice may attend the student at the infirmary.

Official health certificates required for the employment of teachers in the Commonwealth are issued only when a physical examination has been made, including chest X-ray. Where the examination has been made outside the College Health Service, the physician who made the examination will be expected to sign the certificate.

Placement Service

The State Teachers College at West Chester maintains a well organized and active Placement Bureau. This bureau is under the direction of the Placement Director. He is assisted in this work by a Committee on Placement composed of faculty members and seniors.

Members of School Boards, Superintendents, Supervising Principals, or others who are in need of trained teachers, are requested to make application to the Placement Director as early as possible. The Placement Bureau is in position to send out thorough and adequate information concerning each of the graduates of the college. This material is available to any school official who desires the information in connection with an application made by one of our graduates. The information covers the scholastic standing, a thorough record of the student's teaching experience, ratings of personality and character by members of the faculty, together with a definite statement compiled by the graduate himself.

Graduates of the State Teachers College at West Chester are asked to keep in touch with the Placement Director in order that they may be recommended for better positions, demanding experience. Graduates are also asked to keep the office informed of vacancies so that these positions, in turn, may be brought to the attention of teachers not placed.

Withdrawals from College

Students should immediately notify the Dean of Instruction of their withdrawal from the college. Should a student fail to comply with this requirement, the administration will, after ten days of unexplained absence, declare the student not a member of the college. The date on which his connection with the college terminates will be the day on which he last attended classes.

Dismissals from College

Administrative officers and the student councils may make recommendations to the President for suspension and dismissal. No student shall be suspended or dismissed from the college except upon the approval of the President.

Graduates

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills and obligations to the college have been met.

The Alumni

The West Chester State Teachers College alumni number over twelve thousand and their devotion to the college is marked. The annual meeting held at the college just before Commencement is well attended and active branch organizations hold meetings at the following places: Allentown, Atlantic City, Bethlehem, New York City, Pottsville, Reading, and York. The Tri-County organization consists of graduates living in Delaware County, Montgomery County, and Philadelphia.

ADMISSION TO THE COLLEGE

The Admission Process

Each applicant for admission to the West Chester State Teachers College must fill in the Preliminary Registration form found opposite page 117 in this catalogue, or a copy of which may be secured from the Registrar. Upon receipt of this registration the necessary forms and instructions for completing the admission process will be sent.

The State Teachers College at West Chester, Pennsylvania, has always maintained high scholastic standards and has prided itself upon preparing teachers with fine ideals and satisfactory professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The Administration of the college believes that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of their responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors. To this policy the Department of Public Instruction has committed itself. In furtherance of the policy

the college has adopted the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

I. Candidates for admission must satisfy the following requirements:

- A. 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 their fitness.
- B. Integrity and appropriate personality, as shown by an estimate of secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
- C. 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 pre-disposition toward ill health, as determined by a medical examination at the college.
- D. Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
- E. A personal interview, with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

II. Special Requirements for All Candidates for Admission to the Four-Year Curriculum in Music:

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.

- B. The ability to sing hymns and folk tunes at sight with a fair degree of accuracy and facility, using both words and syllables.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer this musical training to the piano.
- D. The abilities called for in A, B, and C above will be determined by special tests* in sight reading, ear training, harmony, voice, piano, and musical instruments.

*These tests are administered at stated times during the spring and summer. Candidates are notified by the Registrar as to when they shall appear.

III. Special Requirements for All Candidates for Admission to the Four-Year Health and Physical Education Curriculum:

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming, and the regularly organized work in physical education or gymnasium classes.
- B. The student must satisfactorily pass the physical efficiency tests* set up by the Health and Physical Education Department.

*These tests are administered at stated times during the spring and summer. Candidates are notified by the Registrar as to when they shall appear.

IV. Special Requirements for Elective Fields:

- A. Foreign Languages.
 - 1. To elect French, students must present two high school units of French.
 - 2. To elect Latin, students must present three high school units of Latin.
- B. Mathematics.
 - 1. 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.

C. Science.

1. To elect Science, a student must present one unit in Physics and one unit in Chemistry.

Note:

When a student has chosen his elective field, his curriculum becomes a closed series of courses not subject to change without loss of credit.

Graduates of Junior-Senior High Schools

Graduates of a senior high school in a district maintaining an approved junior-senior high school organization will be admitted on twelve units* of preparation earned in grades ten, eleven, and twelve.

*A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

Irregular Entrance Qualifications

Graduates of approved two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications may take examinations at the close of the school year in additional subjects taken in county superintendent's offices in all counties having such students. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a co-operative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject or subjects, the student, after additional study during the summer, may take a second examination in August at one of the teachers colleges or at any one of the centers where State examinations are regularly conducted.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and, by passing them, thereby receive credit equivalent to that of a four-year high school; graduates of a three-year high school with a two-year rating may take examinations in third-year subjects for credits in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This should be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

Advanced Credit

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may be graduated and receive the degree without a minimum residence of one year.

Courses offered for transfer of credits will not be accepted if the grade for that course is the lowest passing grade of the institution assigning or giving the grade. If D is the lowest passing grade, courses so graded will not be accepted. If 70 is the lowest passing grade, no course will be accepted which is passed with a grade under 75.

Evidence of Character

All applicants for admission shall present evidence of good moral character and ideals characteristic of the teaching service.

Obligations to the State

Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

STUDENT LIFE

Classification of Students

1. Dormitory Students are those who live in a dormitory and take their meals in the college dining room. All dormitory students are required to eat in the college dining room.
2. College House Students, classed as Resident Students, are those who live in an approved off-campus residence and are required to take their meals in the college dining room.

3. Day Students are those who commute daily from and to the home of their parents or legal guardians. Those driving cars must register with their respective deans.
4. Home Employment Students are those who, with the permission of the Director of Personnel, work for their room and board in approved homes in the community of West Chester.
5. Special Students are those who do not qualify in any of the above classifications. They must have the approval of the respective Deans for their living arrangements. These students, who have had a number of years of teaching experience, and who return for further work, will confer with the Dean of Women concerning living arrangements. They must choose from the list of homes which the Dean of Women will present.

The classification of all students is determined by the Deans of Women and Men. These Deans advise on the living conditions of all students.

All dormitory and Resident Students are required to eat in the College dining room. The President of the College may approve exceptions to the general rule in certain very rare cases.

Applications for permission to eat out of the College dining room must be filed in the office of the President of the College two weeks before the opening of each semester. The college Health Service will review each application based on a health condition, and may recommend approval, when the family physician has submitted a detailed diagnosis with a laboratory report such as blood count, urinalysis, and basal metabolism test.

Any student granted permission to eat out of the college dining room may be required to live in an approved off-campus house.*

Living

The college has 246 rooms for women and 78 rooms for men in the respective dormitories. Rooms are provided in off-campus houses for Resident Students. These rooms are inspected and approved by the Deans of Women and Men. Resident Students are under the same regulations as dormitory students.

Students who live in the college dormitories, as well as those who live in off-campus homes, are provided with bed linens and counterpanes. All other bed furnishings and toilet necessities are provided by the students.

Laundry

The laundry of Dormitory Students *only*—to the extent of twelve plain pieces per week—is done in the College Laundry. All pieces sent to the laundry must be plainly marked with the owners name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

*The college infirmary must be furnished with a diet list prepared and signed by the family physician. This list should be made out in duplicate, one copy to be kept at the eating place of the student's choice and the other copy to be placed on file at the Infirmary.

College Book Store

The College Book Store carries, in addition to books, a complete line of student necessities. This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association.

Scholarship Requirements

A student admitted to the State Teachers College at West Chester must show that he has the capacity to do academic and professional work of college grade and that he is in accord with the ideals of teacher training.

A student who fails to maintain a C average record for each semester ceases automatically to be a member of the student body. This is in accordance with a faculty regulation. An honorable dismissal will be granted to any student who, while in good standing, withdraws from the college.

Residence Requirements

One year of residence is required for graduation from any four-year curriculum. Graduates of any two-year normal school curriculum are required to spend at least one additional year in residence to be eligible for a degree.

EXTRA-CURRICULAR ACTIVITIES

The Committee on Extra-Curricular Activities is made up of faculty members and elected representatives from the student body. The committee is generally responsible for developing the extra-curricular program, fitting it to the needs of the students, and coordinating its various phases into the whole of college living.

The program of extra-curricular activities at West Chester emphasizes four types of activities leading to individual and group development. The various clubs, organizations, activities, and responsibilities are grouped under one of the four headings according to type of development emphasized. The following indicates the four types together with some of the activities included in each phase:

- Type A: Activities that center around college group life: activities of college community government and living, such as Student Activities Association Executive Board, Student Councils, Class Committees, Epicurean Club, Quad Angles, Student-Faculty Committees, Serpentine, Press Board, Little Theatre.
- Type B: Activities that promote better professional development—that train for sponsorship and organization of “extra-class” programs in the public schools. The various departments of the college sponsor professional clubs, such as Elementary, English, French, Geography, Mathematics, Music, Rural, Social Studies, Science, men’s and women’s sports activities for health and physical education students.
- Type C: Activities that promote finer ethical values. These groups have organized a Council of Religious Clubs that plans for a unified program for the year as well as emphasizes ethical action as a united front; it is through united effort in this area that we may raise the standards of honor and character on the campus. The organizations in this group are Bible Study Club, Cardoza Club, Newman Club, Social Service Club, Y. M. C. A., and Y. W. C. A.
- Type D: Activities that satisfy individual interests. These activities are those of hobby groups and include a long list, such as art, athletics, debating, glee club, photography, phonograph, nature study, orchestra, and targeteers.

Point System for Students

Each student is required to participate in the activities of a club for one semester of each of the four years on campus. The Extra-Curricular Activities Committee and the Personnel Department ask the co-operation of the students in an endeavor to offer a large number of students definite experiences in several types of school activities. There is no merit in accumulating a large number of points; the system will simply enable the Personnel Director to spread opportunity and divide responsibility. A certain number of points is demanded in order to offer more training to a larger group. It is hoped that the college will thus develop leaders and discover latent abilities as well as continue to enjoy the services of those who are naturally inclined to direct affairs. A copy of the details of the point system is available to each student.

Students are urged to take into account the fact that their extra-curricular participation often has an important bearing upon their placement when seeking positions. Students should keep in mind not only the placement value of their extra-curricular program but also its cultural value.

PUBLICATIONS

QUAD ANGLES, the student newspaper, is published weekly by an undergraduate staff. Positions in the organization are open to any member of the student body with reporting or editing ability. A faculty member serves as adviser.

THE SERPENTINE is the college yearbook published under the direction of the Senior Class. This record of college activities of the year is edited by a student staff with a faculty adviser.

THE RAMS HORN is a publication of the Varsity Club produced on the occasion of each home game of the football season. The staff is made up from the undergraduate body of the college aided by a faculty adviser.

THE HANDBOOK is published each year as an aid to incoming freshmen. It is prepared by a student staff with the advice of a faculty sponsor.

The student editor-in-chief and faculty adviser of each publication are also members of the student-faculty Press and Publicity Committee which helps in deciding general policies of publication.

SCHOLARSHIPS

Samuel Martin Scholarship Bequest— This is a fund which was left by the will of Mr. Samuel Martin "to be used to defray a part of the expenses of persons of limited means who are preparing to teach Persons who are assisted shall preferably be educated at the West Chester Normal School" (now State Teachers College). "Children of Friends, or persons in sympathy with Friends, are preferred." Persons wishing to obtain the benefits of this fund will inform J. Carroll Hayes, Esq., 121 North High Street, West Chester, Pennsylvania.

Theodore Presser Foundation Scholarship— A scholarship for music students is awarded by the Music Department, with the approval of the President of the College. The amount granted totals \$250.00 yearly, as approved by the Board of Trustees of the Presser Foundation. The award was first granted to West Chester in 1929. This scholarship is available to juniors and seniors in the music curriculum.

The Sarah H. Mellor Scholarship Fund of the Chester County Council of Parent-Teacher Associations— Mrs. Sarah H. Mellor was associated with the State Teachers College at West Chester as student teacher, and member of the Board of Trustees. Her interest in education, in general, in children, and in youth found expression in her devotion to the work of the Parent-Teacher Associations, especially of those in Chester County. It is, therefore, fitting that the Chester County Council of Parent-Teacher Associations memorialize her through this Scholarship. A joint committee from the Chester County Council of PTA and the college will make the award annually to a Chester County student who is in attendance at the State Teachers College. This award of \$50.00 each year will be based on need, character, and ability.

York County Alumni Club Award— The members of this organization have established the Elsie O. Bull Scholarship fund, to be awarded each year by a Special Committee of Awards, to a person from York County who is attending or will attend the State Teachers College at West Chester. Need, ability, and promise are the prerequisites necessary for consideration. Mrs. Frances Hiestand Hartzell, 351 W. King Street, York, Pa., is the Chairman of the Committee for 1946-1947.

Schuylkill County Alumni Association Award— A fund has been created by this group to be awarded each year by the Scholarship Committee of the Club to a person from Schuylkill County who is attending or will attend the State Teachers College at West Chester.

Need, ability, and promise are the factors considered. Miss Sarah E. Alter, 2039 West Market Street, Pottsville, Pa., is the Chairman of the Committee for 1946-1947.

State Scholarship— The State Department of Public Instruction offers a free scholarship of \$100.00 each year for four years to the student earning the highest score in the competitive examinations given on the first Friday of May each year. This scholarship may be used at West Chester. Apply to your high school principal or to your county superintendent of schools.

Sensenig Memorial Scholarship— This scholarship is awarded annually to two juniors for excellence in mathematics.

LOANS

The college is eager to provide educational opportunities for needy and deserving students. A student whose record is satisfactory in academic work and in respect to personal and community responsibility may feel that his application for aid will receive favorable consideration. Applicants apply at the Personnel Office for necessary forms.

Alumni Loan Fund— This is a fund which was created by the Alumni Association to aid needy students in their junior and senior years. The maximum loan is \$100.00 per year. Loans must be used exclusively for college expenses. Applicants must be good students and in need. Legal security is required. No interest is charged. Repayments begin at the rate of \$15.00 monthly after graduation.

Student Loan Fund— Emergency loans are made from this fund to be repaid within a year. The maximum amount loaned to any one student is \$50.00. Application forms may be secured at the Personnel Office.

Student Activities Association Loan Fund— The Student Activities Association, a student organization, has set aside \$4,000.00 as a fund to assist needy students through loans. Each application is decided upon its own merits by a Committee. Application forms may be secured at the Personnel Office.

STUDENT HELP EMPLOYMENT

Applications for the various types of student employment are received after May first of each year. Appointments for the year are made about July 1st. Applications must be renewed each year.

Student Help Assistants— The college employs a limited number of students as helpers in some of the departments of the college;

for example, the library, laboratories, and offices. These positions pay forty cents an hour, the amount earned depending upon the number of hours employed during a month. Part-time positions require twenty-five hours work per month and pay \$90.00 for the year; while full-time positions require fifty hours work each month and pay \$180.00 for the year. Most of these jobs require some special form of training or skill. The money earned must be used exclusively for college expenses and is available primarily for those who could not otherwise attend college. This money will defray from one-fourth to approximately one-half of the student's college expenses.

Student Waiters— The college employs each year a number of waiters and waitresses for its college dining hall. Students thus employed are paid on an hourly basis and may earn from \$144.00 to \$180.00 for the year, thus defraying approximately one-third to one-half of their college expenses. Such positions are primarily available for those who could not otherwise go to college. The money thus earned must be used exclusively for college expenses.

Opportunities for Earning Room and Board— Women students who need to earn the full cost of their board, room and laundry should make application for this type of position. Those who have had experience or training in home duties are most easily placed. The duties vary from caring for children and tutoring, to cooking, cleaning and the performance of general household duties. Girls live under conditions and regulations approved by the college and are encouraged to participate in all college activities. This work takes care of the \$288.00 a year charged for room, meals and laundry of the student who might otherwise live in the dormitory. Those interested should write, after May first, for application forms to the Dean of Women. A personal interview is required by both the Dean of Women and the housemother.

There are a few similar opportunities for men. Those interested should apply at the Personnel Office.

Part Time and Odd Jobs— The Personnel Office offers to assist students who wish to earn money toward their college expenses. Students may register for such part time work or odd job work as may come to this office from the campus or the community. While the Personnel Office makes every effort to obtain places for those who wish employment, it advises against depending upon this source for any regular or dependable income. The opportunities range from a few dollars to nearly \$200.00 for the college year, with an average of about \$20.00. Students who enter college with training in some special field are able to earn more than those with little or no training.

EXPENSES

A. UNIFORM FEES*

1. Contingent Fee¹

- a. A contingent fee for each student is charged each semester as follows:

Elementary Curriculum	\$45.00
Secondary Curriculum	45.00
Health and Physical Education Curriculum.....	63.00
Music Education Curriculum	90.00
- b. Students taking seven or less semester hours shall pay at the rate of \$6.00 per semester hour. Students taking more than seven hours shall pay the regular contingent fees, provided that the regular contingent fees for special curriculum shall be prorated on the basis that the number of semester hours taken is to eighteen semester hours.
- c. Students taking extension courses shall pay at the rate of \$6.00 per semester hour, provided that the regular fees for special curricula shall be prorated on the basis that the number of semester hours taken is to eighteen semester hours.

2. Fee for Out-of-State Students

Students whose residence is out-of-state will be charged a fee of \$6.00 per semester hour. Out-of-state students carrying the regular sixteen hour semester load would pay \$96.00 each semester. In addition, students enrolled in the Health and Physical Education and Music Education Curricula will be charged \$18.00 and \$45.00 respectively.

3. Housing Fee

- a. Housing rate for students:
The housing rate for students is \$162.00 per semester. This includes room, meals, and limited laundry.
(1) An additional charge of \$9.00 per student will be made each semester for rooms with running water.

*The acceptance of a student is for a semester. Parents or guardians who are providing for the expense of a student at the college should understand that their financial obligations are for a full semester. Fees are subject to change without notice.

¹This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

- (2) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$45.00 fee each semester.
 - (3) For the purpose of meeting the requirements of those college students who live in off-campus rooming houses but board in the college dining room, the housing rate will be divided, \$2.50 for room rent and \$5.50 for meals.
 - (4) No reductions in the rate are to be made for the absence of students who go home for a few days at a time, nor for laundry done at home.
 - (5) Students not living in the college dormitories but living in houses approved by the college will be responsible for their own laundry.
- b. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) are \$9.00 per week.
- c. The rate for separate meals is:
- | | | | | | |
|-----------|-------|-------|-------|--------|-------|
| Breakfast | \$.35 | Lunch | \$.45 | Dinner | \$.60 |
|-----------|-------|-------|-------|--------|-------|

4. Damage Fee

Students will be responsible for damages, breakage, loss, or delayed return of college property. The rooms are fully equipped for students at entrance. Any damage done to furniture, furnishings, or buildings beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

5. Infirmary Fee

For minor illness, boarding students are charged \$1.00 for each day after the third day in the College Infirmary. This charge is exclusive of the fees of physicians, the expenses of employing trained nurses, and the costs of medicine, for all of which the students or the parents thereof are responsible. For the first three days no charge is made. In case of serious illness, students are removed to a hospital where they will bear their own expenses.

Day students who are admitted to the Infirmary will pay board at the rate of \$2.00 per day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

6. Private Music Instruction Fees

- a. Students enrolled in the Music Education Curriculum do not pay extra fees for private instruction in voice, piano, band, or orchestral instruments. Such instruction is included in the contingent fee. There is no charge for the use of pianos for practice. A rental charge is made for the following:
 - (1) Pipe organ for practice one period per day, \$36.00 each semester.
 - (2) Orchestral instruments, \$6.00 per semester.
- b. Charges applicable to students in the Elementary, Secondary, or Health and Physical Education Curriculum:
 - (1) Voice, piano, band, or orchestral instruments, \$24.00 each semester—for one lesson per week.
Pipe organ, \$42.00 each semester—for one lesson per week.
 - (2) Rental of piano for practice, one period per day, \$6.00 each semester.
Rental of pipe organ for practice, one period per day, \$36.00 each semester.
Rental of band or orchestral instruments, \$6.00 each semester.

7. Miscellaneous Fees*

- a. Degree Fee
A fee of \$5.00 will be paid by each candidate for a degree to cover the cost of degree diploma.
- b. Record Transcript Fee
One dollar (\$1.00) will be charged for the second and each subsequent transcript of records.
- c. Late Registration Fee
A late registration fee of \$1.00 per day, not to exceed \$5.00, will be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the college.

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

B. DEPOSITS

Advance Registration Deposit

A deposit of \$10.00 must be made by all students as the final step in completing the admission process. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the State Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least *three weeks* before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue on application from the student through the college authorities.

Check or money order for this amount should be drawn to the Commonwealth of Pennsylvania, Harrisburg, Pa. The college is not responsible for currency sent in unregistered letters.

C. ADDITIONAL COSTS

1. Activity Fee

A fee to be determined by each institution will be collected from all students (except those noted below) and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is for the year 1947-48, \$10.00 each semester.

2. Books

Each student purchases his own books. These may be bought at the College Book Store. The cost of books for a student is approximately \$17.50 each semester.

3. Gymnasium Outfits

All Health and Physical Education students are required to purchase a gymnasium outfit which costs approximately \$20.00. All freshman women students other than those registered in the Department of Health and Physical Education are required to have a gymnasium outfit, including a blue suit, white sweat-shirt, blue socks, and white sneakers, which may be obtained in the stores of West Chester. The approximate cost of the outfit is \$3.75.

D. REPAYMENTS

1. Repayments will be made:

- a. In cases of 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, 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 college will be refunded.
- b. The advance registration deposit will be returned to a student provided he notifies the college not less than *three weeks* before the opening of the semester or term of his intention not to attend, or in case the student is rejected by the college.

2. Repayments will not be made:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.
- b. Of the advance registration deposit or any part except where students give notice of their intention to withdraw at least *three weeks* before the college opens or when the student is rejected by the college.

SUMMARY OF COSTS PER YEAR

1. Students Enrolled in Elementary or Secondary Curriculum:

a. Boarding at College

Contingent Fee	\$ 90.00
Activity Fee	20.00
Books (approximately)	35.00
Room, board, laundry	288.00
	<hr/>
	\$433.00

b. Day Students—Living at Home

Contingent Fee	\$ 90.00
Activity Fee	20.00
Books (approximately)	35.00
	<hr/>
	\$145.00

2. Students Enrolled in Health and Physical Education Curriculum:

a. Boarding at the College

Contingent Fee	\$126.00
Activity Fee	20.00
Books (approximately)	35.00
Room, board, laundry	288.00
	\$469.00

b. Day Students—Living at Home

Contingent Fee	\$126.00
Activity Fee	20.00
Books (approximately)	35.00
	\$181.00

3. Students Enrolled in the Music Curriculum:

a. Boarding at the College

Contingent Fee	\$180.00
Activity Fee	20.00
Books (approximately)	35.00
Room, board, laundry	288.00
	\$523.00

b. Day Students—Living at Home

Contingent Fee	\$180.00
Activity Fee	20.00
Books (approximately)	35.00
	\$235.00

The college sends out bills twice a semester, once at the beginning of the semester, and again at the end of the first half of the semester. This divides the payments per year into four units. If special arrangements, other than the above, are desired, the student should consult the Bursar of the College.

Checks for contingent fee and for room, board, and laundry should be drawn payable to the COMMONWEALTH OF PENNSYLVANIA. If U. S. Postal Money Order is used, the money order should be made payable at Harrisburg and to the Commonwealth of Pennsylvania.

The checks for the ACTIVITY FEE should be made payable to the Student Activities Association at West Chester, Pa.

No fees or deposits other than those specified above may be charged by a State Teachers College.

CURRICULA OFFERED AT WEST CHESTER

1. A Four-Year Elementary Curriculum

This curriculum embraces the following specialized fields:

a. Early Childhood Education.

This curriculum is designed for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

b. Intermediate

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

c. Rural Education

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

2. A Four-Year Secondary School Curriculum

This four year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

3. A Four-Year Health and Physical Education Curriculum

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health and Physical Education in public schools and leads to the degree of Bachelor of Science in Health Education.

4. A Four-Year Music Education Curriculum

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

ELEMENTARY CURRICULUM

The following courses are required of all students who wish to be graduated from the Early Childhood, Intermediate, or Rural Curriculum:*

First Semester			Fifth Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including			American Government	3	3
Library	4	3	Teaching of Reading	3	3
Fundamentals of Speech	3	3	Music (I)	4	2
Biological Science (I)	4	3	Art (I)	4	2
Physical Education (I)	3	1	Curriculum in Arithmetic	2	2
Education	3	3	School Law	1	1
Appreciation of Music	3	2	Elective	3	3
	—	—	Physical Education	3	1
	20	15		—	—
				23	17
Second Semester			Sixth Semester		
English II	3	3	Ethics	3	3
Principles of Geography	3	3	Teaching of English, including Handwriting	4	3
Biological Science (II)	4	3	Music (II)	3	2
Physical Education (II)	3	1	Art (II)	3	2
History of Civilization	3	3	U. S. History I	3	3
Appreciation of Art	3	2	U. S. History II	3	3
	—	—	Physical Education	3	1
	19	15		—	—
				22	17
Third Semester			Seventh Semester		
Literature (I) (English)	3	3	Educational Measurements	2	2
Economic Geography	3	3	Curriculum in Elementary Science	4	3
General Psychology	3	3	Visual Education	2	1
Physical Science (I)	4	3	Children's Literature	3	3
Elective	3	3	Evolution of the American Public School	2	2
Physical Education	3	1	History of Pennsylvania	2	2
	—	—	Elective	3	4
	19	16	Physical Education	3	0
				—	—
				21	17
Fourth Semester			Eighth Semester		
Literature II (American)	3	3	Student Teaching and Conferences	18	12
Principles of Sociology	3	3	Curriculum Materials, Selection and Adaptation	4	3
Educational Psychology	3	3		—	—
Physical Science (II)	4	3		22	15
Elective	3	3		—	—
Physical Education	3	1		22	15
	—	—			
	19	16			

*Sequence of courses subject to change for administrative reasons.

ELECTIVES IN THE ELEMENTARY CURRICULUM

Students enrolled in the State Teachers College may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and twelve semester hours of electives selected from approved courses offered at the College at which the degree is to be conferred.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education, (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

Early Childhood Education

	<i>Periods</i>	<i>Credits</i>
Early Childhood Education	3	3
*Student Teaching in grades below fourth	18	12
Curriculum Materials Selection and Adaptation for Early Childhood grades	4	3
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
	25	18

Intermediate Education

	<i>Periods</i>	<i>Credits</i>
Teaching of American History and Government	3	3
*Student Teaching in Intermediate Grades	18	12
Curriculum Materials Selection and Adaptation for Intermediate grades	4	3
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
	25	18

*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

Rural Education

	<i>Periods</i>	<i>Credits</i>
Rural School Problems . . .	3	3
*Student Teaching under rural school conditions ..	18	12
Curriculum Materials, Selec- tion and Adaptation to rur- al or in grades 1-6 or 1-8 under conditions approxi- mating those in rural schools	4	3
	<hr/>	<hr/>
	25	18

Electives may be chosen from the following:

	<i>Periods</i>	<i>Credits</i>
Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Education of Exceptional Children	3	3
Teaching of Arithmetic	3	3
Geography Eastern Hemisphere	3	3
Geography Western Hemisphere	3	3
Teaching of Geography	3	3
Marriage and the Family	1	1

and courses in academic fields and special curricula approved at the college in which the student is registered; provided that to achieve a breadth of background, not more than six (6) semester hours may be selected from courses listed above and not more than six (6) semester hours may be selected from any one academic field of special curriculum except Speech, including Dramatics.

*Three of the twelve hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

SECONDARY EDUCATION CURRICULUM

The following courses are required of all students who wish to be graduated from the Secondary Education curriculum. It is necessary to have one major field of at least 24 semester hours and one minor field of at least 18 semester hours. If the student desires, it is permissible to have two majors or one major and two minors:*

First Semester

	<i>Periods</i>	<i>Credits</i>
English I, including Library	4	3
Fundamentals of Speech ...	3	3
Biological Science (I)	4	3
Physical Education (I)	3	1
Education (I)	3	3
Appreciation of Music	3	2
	<hr/>	<hr/>
	20	15

Fifth Semester

	<i>Periods</i>	<i>Credits</i>
American Government	3	3
Educational Measurements ..	2	2
School Law	1	1
Electives	10	10
Physical Education	3	1
	<hr/>	<hr/>
	19	17

Second Semester

English II	3	5
Principles of Geography ...	3	3
Biological Science (II)	4	3
Physical Education (II) ...	3	1
History of Civilization	3	3
Appreciation of Art	3	2
	<hr/>	<hr/>
	19	15

Sixth Semester

Problems of Secondary Education	2	2
Electives	12	12
Physical Education	3	1
	<hr/>	<hr/>
	17	15

Third Semester

Literature I (English)	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science (I)	4	3
Elective	3	3
Physical Education	3	1
	<hr/>	<hr/>
	19	16

Seventh Semester

Evolution of the American Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	11	11
Physical Education	3	0
	<hr/>	<hr/>
	21	17

Fourth Semester

Literature II (American) ..	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science (II)	4	3
Electives	5	5
Physical Education	3	1
	<hr/>	<hr/>
	21	18

Eighth Semester

Student Teaching and Conferences	18	12
Curriculum Materials, Selec- tion and Adaptation	4	3
	<hr/>	<hr/>
	22	15

*Sequence of courses subject to change for administrative reasons.

AREAS OF CONCENTRATION IN THE SECONDARY FIELD

Students who wish to be certified in the Secondary Curriculum may choose major or minor fields from the following list: English, Latin, French, Social Studies, Geography, Mathematics, Biological Science, Chemistry, Physics, and Science. Twenty-four or more hours in any one of the above fields is counted as a major. Eighteen hours is counted as a minor. Students of the Secondary Curriculum should have one major and at least one minor.

English Field

(For complete description of the courses see pages 72-76)

	<i>Periods</i>	<i>Credits</i>
Required—		
12 semester hours		
English I and II	7	6
Literature I and II	6	6
Electives—		
English III	3	3
English Philology	3	3
Modern Poetry	3	3
Essay	3	3
Journalism	3	3
Modern Drama	3	3
Modern Novel	3	3
Nineteenth Century Novel	3	3
Pre-Shakespearean Literature	3	3
Romantic Period	3	3
Shakespeare	3	3
Short Story	3	3
Victorian Prose and Poetry	3	3
World Literature	3	3

French Field

(For complete description of the courses see page 77)

The satisfactory completion of at least two years of preparatory French is a pre-requisite for admission to French I. Students who wish to select a minor or a major in French are advised to begin by taking French I the first semester of their Freshman year; they may have the regular Freshman schedule adjusted by making their desires known to the Dean of Instruction.

The courses in French are planned to satisfy

1. Students who wish to teach the subject.
2. Student's in music who need work in French diction.
3. Students who wish to read the literary backgrounds of opera.
4. Students who desire to gain practice in rapid reading in critical or scientific material.

(Courses designated by a star must not be omitted by those desiring to teach.)

	<i>Periods</i>	<i>Credits</i>
Electives—		
*I. First Review Course; emphasis on oral work	3	3
*II. Second Review Course; emphasis on written work	3	3
*III. Nineteenth Century Readings ...	3	3
*IV. Outline Course in French Literature; this includes a study of the bibliography in the field of French	3	3
V. Seventeenth Century French Classics; method of teaching	3	3
VI. French Dramas and Novels; correlated with the literary background of the opera	3	3
VII. French Philosophers	3	3
VIII. French Novel of Today	3	3

Geography Field

(For complete description of the courses see pages 78-81)

General Statement

The geography of the last war is the core around which the various geography courses are developed.

	<i>Periods</i>	<i>Credits</i>
Required—		
6 semester hours		
Principles of Geography	3	3
Economic Geography	3	3

Electives—

12 semester hours

Geography of Europe	3	3
Geography of Latin America	3	3
Geography of Pacific Realm	3	3
Geography of United States and Canada..	3	3
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
Geography of Pennsylvania	3	3
Historical Geography	3	3
Global Geography	3	3
Teaching of Geography	3	3
Cartography	3	3

Latin Field

(For complete description of courses see pages 88-89)

The Latin courses are planned for those students who propose to become teachers of the subject, as well as for those interested therein in a more general way. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they reappear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives.

Any student may enter any Latin course if he has had three years of preparatory Latin. A student wishing certification should begin no later than the first semester of his Sophomore year, although he is advised to begin it as a Freshman.

Electives—

	<i>Periods</i>	<i>Credits</i>
I. Ovid and Virgil	3	3
II. Livy	3	3
III. Cicero and Tacitus; "De Senec- tute" and "De Amicita"	3	3
IV. Horace	3	3
V. Plautus and Terence and Roman Civilization	3	3
VI. Survey Course in Latin Literature..	3	3

Mathematics Field

(For complete description of courses see pages 89-91)

The department of Mathematics is primarily organized to give prospective teachers of Mathematics training in the various areas of the subject and also to give special attention to methods of presentation. A major in Mathematics is defined as 24 semester hours and a minor as 18 semester hours.

It is recommended that prospective teachers of Mathematics in secondary schools enroll in this department during their freshman year.

	<i>Periods</i>	<i>Credits</i>
Recommended for Majors—		
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
College Algebra I	3	3
College Trigonometry	3	3
Statistics	3	3
Spherical Trigonometry and Navigation..	3	3
Electives—		
Teaching of Junior and Senior High		
School Mathematics	3	3
College Algebra II	3	3
History of Mathematics	3	3
Synthetic Geometry	3	3

Science Field

Biology, Chemistry, Physics, General Science

(For a complete description of courses see pages 98-106)

For a first field of specialization not fewer than twenty-four semester hours of courses as outlined hereinafter shall be required and for a second field of specialization not fewer than eighteen semester hours.

Biology

1. Instead of Biological Science I and II, students specializing in biology shall take either Botany I and II or Zoology I and II.
2. Instead of Physical Science I and II, students specializing in biology shall take Chemistry I and II.

3. For a first field of specialization the recommended courses listed below shall be completed and not fewer than twelve semester hours chosen from the elective courses. If biology is the second field of specialization, the recommended courses should be completed and not fewer than six semester hours from the list of elective courses.

4. List of Recommended Courses12 sem. hours

	<i>Periods</i>	<i>Credits</i>
General Botany I	5	3
General Botany II	5	3
General Zoology I	5	3
General Zoology II	5	3

5. List of Elective Courses12 sem. hours

	<i>Periods</i>	<i>Credits</i>
Anatomy	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3

Chemistry

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

3. List of Recommended Courses18 sem. hours

	<i>Periods</i>	<i>Credits</i>
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry I	6	4

4. List of Elective Courses6 sem. hours

	<i>Periods</i>	<i>Credits</i>
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition....	5	3
Photography	5	3

Physics

1. Students specializing in physics must demonstrate competence in mathematics adequate to carry courses in physics.
2. Instead of Physical Science I and II, students specializing in physics shall take Chemistry I and II.
3. Biological Science I and II or the equivalent number of semester hours in Botany and Zoology will be required.

4. List of Recommended Courses15 sem. hours

	<i>Periods</i>	<i>Credits</i>
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

5. List of Elective Courses9 sem. hours

	<i>Periods</i>	<i>Credits</i>
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

General Science

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

The courses in Earth Science are given in the Geography Department and include Physiography, Meteorology and Climatology. For a description of these courses, see pages 78-80. For a description of courses in Mathematics, see pages 89-91.

Social Studies Field

(For complete description of the courses see pages 107-111)

	<i>Periods</i>	<i>Credits</i>
Required—		
12 semester hours		
American Government	3	3
Economics	3	3
History of Civilization	3	3
Sociology	3	3
Electives—		
at least 6 semester hours		
Modern European History	3	3
Social and Industrial History of the United States	3	3
Comparative Government	3	3
Early European History	3	3
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	3	3
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

HEALTH AND PHYSICAL EDUCATION CURRICULUM

All men students in the Health and Physical Education Curriculum must participate in six varsity sports over a period of four years. By participation is meant active membership in a varsity squad for the entire season of that sport.

Students enrolled in the Health and Physical Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum areas of concentration.*

First Semester

	<i>Periods</i>	<i>Credits</i>
English I, including Library	4	3
Biological Science (I)	4	3
Chemistry	4	3
Personal Hygiene	3	3
Appreciation of Music	3	2
Gymnastic Activities I	3	1
Athletic Activities I	3	1
Aquatic Activities I	3	1
	<hr/>	<hr/>
	27	17

Fourth Semester

	<i>Periods</i>	<i>Credits</i>
Hygiene (Community)	3	3
Physiology (II)	3	3
Descriptive Anatomy	3	3
Gymnastic Activities IV ...	3	1
Athletic Activities IV	3	1
Appreciation of Art	3	2
Elective	2	2
	<hr/>	<hr/>
	20	15

Second Semester

English II	3	3
Biological Science (II) ...	4	3
Chemistry of Nutrition ...	4	3
Education	3	3
Gymnastic Activities II	3	1
Athletic Activities II	3	1
Aquatic Activities II	3	1
	<hr/>	<hr/>
	23	15

Fifth Semester

Fundamentals of Speech ...	3	3
Economic Geography	3	3
Mechanical Analysis of Acti- vities (Applied Anatomy)	2	2
Gymnastic Activities V	3	1
Athletic Activities V	3	1
Dancing I	3	1
Sociology	3	3
Elective	3	3
	<hr/>	<hr/>
	23	17

Third Semester

Literature (I)	3	3
Physiology (I)	3	3
History of Civilization	3	3
General Psychology	3	3
U. S. History	3	3
Gymnastic Activities III ...	3	1
Athletic Activities III	3	1
	<hr/>	<hr/>
	21	17

Sixth Semester

Physical Education tests ...	3	3
American Government	3	3
Gymnastic Activities VI ...	3	1
Athletic Activities VI	3	1
Dancing II	3	1
Psychology II	3	3
Elective	4	4
	<hr/>	<hr/>
	22	16

*Sequence of courses subject to change for administrative reasons.

Seventh Semester

	<i>Periods</i>	<i>Credits</i>
Philosophy of Education ...	2	2
Leadership in Protective Procedures	2	2
Nature and Function of Play	2	2
Festivals and Pageants	2	2
Organization and Adminis- tration of Physical Educa- tion	4	4
Visual Education	2	1
Gymnastic Activities VII ..	3	1
	<hr/>	<hr/>
	17	14

Eighth Semester

	<i>Periods</i>	<i>Credits</i>
Student Teaching and Conferences	18	12
Curriculum Materials, Selec- tion and Adaptation	4	4
Gymnastic Activities VIII .	3	1
	<hr/>	<hr/>
	25	17

MUSIC EDUCATION CURRICULUM

Students enrolled in the Music Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum areas of concentration*

First Semester			Fifth Semester		
	<i>Periods</i>	<i>Credits</i>		<i>Periods</i>	<i>Credits</i>
English I, including			General Psychology	3	3
Library	4	3	Advanced Choral Conducting	3	3
Education	3	3	Harmony (V)	2	2
Harmony (I)	3	3	History and Appreciation of		
Solfeggio (I)	3	2	Music (I)	3	3
Ear Training (I)	3	2	Methods and Materials (II)	4	3
Private Study (Voice, Piano			Health Education	3	1
or Organ, Chorus, Orches-			Private Study (Same as first		
tra, Band, Instruments)..	9	3	semester)	9	3
Health Education	3	1		—	—
	—	—		27	18
	28	17			
Second Semester			Sixth Semester		
English II	3	3	Educational Psychology	3	3
Fundamentals of Speech . . .	3	3	Harmony (VI)	2	2
Harmony (II)	3	3	Advanced Instrumental Con-		
Solfeggio (II)	3	2	ducting	3	3
Ear Training (II)	3	2	History and Appreciation of		
Private Study (same as first			Music (II)	3	3
semester)	9	3	Methods and Materials (III)	4	3
Health Education	3	1	Health Education	3	1
	—	—	Private Study (Same as first		
	27	17	semester)	6	2
				—	—
				24	17
Third Semester			Seventh Semester		
Appreciation of Art	3	2	Physical Science	4	3
History of Civilization	3	3	Student Teaching and Con-		
Harmony (III)	2	2	ferences	9	6
Solfeggio (III)	3	2	Private Study (Same as first		
Ear Training (III)	3	2	semester)	6	2
Eurythmics (I)	2	1	American Government	3	3
Health Education	3	1	Health Education	3	0
Private Study (Same as first				—	—
semester)	9	3		25	14
	—	—			
	28	16			
Fourth Semester			Eighth Semester		
U. S. History	3	3	Educational Measurements . .	2	2
Literature (I) or (II)	3	3	Student Teaching and Con-		
Harmony (IV)	2	2	ferences	9	6
Elements of Conducting	2	2	Private Study (Same as first		
Methods and Materials (I)	4	3	semester)	6	2
Eurythmics (II)	2	1	Elective	1	1
Health Education	3	1		—	—
Private Study (Same as first				18	11
semester)	9	3			
	—	—			
	28	18			

*Sequence of courses subject to change for administrative reasons.

CERTIFICATION REQUIREMENTS FOR TEACHERS

Beginning Teachers

Paragraph 14, Section 1210—School Laws of Pennsylvania: "After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule."

This means that a pre-requisite to teaching in the public schools of the State is the possession of a properly issued certificate covering the type of work to be carried on. Certificates are issued for the elementary fields, for certain subject matter fields in the secondary schools, and for teaching and supervising in such special fields as music, health education, etc.

Only two types of certificates are now issued upon the partial completion or completion of curricula at the college: viz., the Standard Limited Certificate and the College Certificate.

If the first registration in an elementary curriculum has been between the dates of January 1, 1937 and February 1, 1939, three years of work will be necessary for a State Standard Limited Certificate. If a student first registered in an elementary curriculum after February 1, 1939, regardless of how much former college work has been completed, a degree is necessary and the certificate issued will be a Provisional College and not a State Standard Limited.

This results from action taken recently by the State Council of Education to the effect that no person may enter the teaching profession in the public schools of the Commonwealth after February 1, 1943 without four years of post-high school preparation. Therefore, after this date, the college certificate will be required for all new entrants into the teaching profession in the public schools.

Concerning the requirements for certification for teaching in other states, the Dean of Instruction should be consulted.

Permanent Certificate

The Permanent College Certificate requires three years of successful teaching in the public schools of this Commonwealth under the Provisional College Certificate and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issuance of the baccalaureate degree. One-

half of the additional work must be professional and the remainder related to the subject or subject fields on the certificate. This certificate is then a permanent license to teach.

Teachers in Service

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers College may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendments:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience have not been granted since September 1, 1927.

Credit for student teaching other than that done under the direction of the college will not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the elective courses listed will be given in any one year. Whenever the demand for a course warrants the offering of that course, an effort will be made to give the course during the year in which the demand is made. In several cases, certain electives will be given one year and other electives will be given the following year, thus setting up a scheme of alternating certain elective courses.

ART

Miss Farnham, Head of the Department;
Miss Lamborn, Mrs. Morris, Dr. Lembach

Art I—Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials, such as paper, cardboard, wood, yarn, raffia, and clay, and to develop an appreciation of the education value of these materials. General principles underlying art teaching are considered through lectures, readings, reports, and discussions. MISS FARNHAM, MISS LAMBORN, MRS. MORRIS, DR. LEMBACH

Art II—Elementary Drawing, Design, and Color 2 credits

This course is designed to give students an idea of the intrinsic value of art in an educational program. It stresses expression rather than technical competence. It aims to prepare the prospective teacher to guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in integrating art in the general school program. MISS FARNHAM, MISS LAMBORN, MRS. MORRIS, DR. LEMBACH

Art IV—The History and Appreciation of Art 2 credits

The essential periods of art throughout the ages are surveyed. The place of art in many cultural patterns is stressed and an attempt is made to develop fundamental principles of critical judgement and to increase the enjoyment and appreciation of art in everyday life. MISS FARNHAM, MISS LAMBORN, DR. LEMBACH

Arts and Crafts 3 credits

This is an elective course, useful for students who wish to develop skill in camp and playground crafts. The problems include experiments with various inexpensive materials, and the activities are arranged with regard to the interest and needs of the individual student. MISS LAMBORN.

Design 3 credits

This is an elective course planned to develop judgement and creative power in problems of abstract and decorative design. It also includes a study of the recent tendencies in design. Studio practice consists of creating designs for posters, textiles, crafts, decorative drawing, and painting. MISS FARNHAM.

Creative Arts 3 credits

The aims of this elective course are to develop expression in drawing and painting and to furnish a basis for aesthetic judgements. The activities are arranged with regard to the individual interests of the students. MISS FARNHAM.

EDUCATION

Dr. Cressman, Head of the Department; Miss Connell, Miss Smith, Miss Hobbs, Miss Baldwin, Dr. Sykes, Dr. Denworth, Dr. Pickett, Dr. Walker, Mr. Davison, Dr. Wenger, Mr. Bonder

Place and Purpose of Education in the Social Order . . . 3 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It offers a broad survey of the educational organization in the country at large with detailed reference to certain particular situations. DR. CRESSMAN, MISS CONNELL, MISS SMITH, DR. SYKES, DR. DENWORTH, MR. DAVISON, MR. PATTERSON, DR. WENGER, MR. BENDER

Philosophy of Education . . . 2 credits

To help the student to do his own thinking concerning the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program are the aims of this course. Readings, discussions, reports, investigations, and lectures are part of the course. DR. SYKES.

Evolution of the American Public School System . . . 2 credits

This course includes an historical consideration of the growth and development of public education in the United States from colonial times to the present. Special emphasis is placed upon the history of education in Pennsylvania. Required readings, reports, lectures, and discussions are a part of the course. DR. CRESSMAN, MISS SMITH, DR. SYKES, MISS CONNELL.

Principles of Secondary Education . . . 3 credits

The purpose of this course is to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention is given to current and possible future trends. DR. CRESSMAN, DR. SYKES.

Early Childhood Education . . . 3 credits

This course involves a study of the growth and development of children from infancy through the sixth year. The stimulation and guidance of children's interests and activities are fully discussed and demonstrated. Then, special arrangements are made for observations in homes where there are babies of different ages and in

nursery schools in the surrounding community. Also, many observations in the Demonstration Kindergarten are required so that students may see children develop in an environment which is set up especially for them. MISS BALDWIN, MISS SMITH.

Teaching of Reading

3 credits

This course includes the technique and methods of the teaching activities from the kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is given to the problems of material, to measurements of progress, and to diagnostic and remedial methods. Demonstrations and discussions are important features of the course. MISS BALDWIN.

Diagnostic and Remedial Instruction in Reading

3 credits

This course is concerned chiefly with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. A reading clinic serves as an effective laboratory for part of the work of the course. MISS BALDWIN.

General Psychology

3 credits

This is a basic course required of all students. Emphasis is placed upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted. MISS CONNELL, MISS SMITH, DR. DENWORTH, MR. DAVISON, DR. WENGER, MR. BONDER

Educational Psychology

3 credits

Various practices in education are evaluated in the light of the facts and principles of psychology in relation to present educational issues. Several basic psychologies of learning are considered, such as Thorndike's conditioned response and Gestalt. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality are considered. MISS CONNELL, MISS SMITH, DR. DENWORTH.

Child Psychology

3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental, and psychological factors that condition the child's development are considered, and the factors leading to abnormal

development and behavior problems, as well as factors contributing to the normal development of the child, are given special attention. MISS SMITH.

Child Adjustment 3 credits

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relating to school, home, and community, and plans for child accounting are studied. Prerequisites: General and Educational Psychology. MISS SMITH.

Special Education 3 credits

Consideration is given to general problems involved in teaching the mentally superior, the mentally retarded, and the physically handicapped children, including the blind and the deaf. The course includes methods of meeting the educational, social, and psychological needs of all these types of exceptional children, especially when they are retained in the grades, and serves as a general introductory course dealing with children placed in various types of special educational opportunities. DR. DENWORTH, MISS SMITH.

Safety Education 2 credits

The course in safety education deals with such topics as rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians; a study of other hazards that endanger life, such as regulations for fire drills and regulations concerning exit from public buildings. Other topics of a similar nature are dealt with in this course. DR. WENGER

School Finance 1 credit

The principles and problems involved in providing adequate financial support for education, with especial attention to the situation in Pennsylvania, are dealt with in this course. Matters pertaining to taxation, equalization of school support, budgeting, financial accounting, insurance, financing student activities, management of cafeterias, and similar topics will be discussed. DR. CRESSMAN, DR. SYKES.

Mental Hygiene 3 credits

This course attempts to analyze the individual from several standpoints according to the principles of mental hygiene. The practical phase of the course is the application of these principles to individual problems of adjustment to the school and society. MISS SMITH, DR. DENWORTH.

Educational Measurements**2 credits**

The various educational and achievement tests are examined, discussed, and studied as to use, value, and interpretation. Stress is placed upon the principles involved in constructing and using teacher-prepared classroom tests and other means of evaluating the needs, development, and growth of the individual pupil and group. The fundamentals of educational statistics are studied in connection with their use in the testing program. DR. PICKETT, DR. SYKES, MISS SMITH.

Problems of Secondary Education**2 credits**

This course consists of the practical problems of organization and management of present day secondary education and better adaptation to a democratic society. It considers in detail problems growing out of types and sizes of secondary schools, the adolescent child, individual differences among secondary school pupils, the high school curriculum, extra curriculum activities and education as guidance. The unit on guidance will give a general view of all phases of guidance in the secondary school; educational, vocational and social. MISS CONNELL, MR. DAVISON

Visual Education**1 credit**

This course considers the need for visual-sensory techniques in the learning process. The number of visual-sensory aids is constantly increasing and greater emphasis is being placed upon these various helps in teacher education. Some of the types of aids considered in this course are: the school journey or field trip, objects, specimens and models, stereoptican, opaque projector, motion pictures, filmstrips, graphic materials, radio education, phonograph and recordings, micro-film, photography, etc. The course is largely a laboratory course with emphasis upon actual application of the techniques suited to modern educational procedure. DR. WENGER.

School Law**1 credit**

This course concerns itself with the source of school law and with trends in its development in the United States in general and in Pennsylvania in particular. A major part of the course is devoted to a detailed consideration of existing school legislation in Pennsylvania. Desirable new legislation is discussed and some comparison made with school laws in neighboring states. The work consists of discussions, reports, lectures, and investigations. DR. CRESSMAN.

Curriculum Materials**3 credits**

The course in curriculum materials is closely related to the work student teachers are doing at the time. Each supervisor teaches

the course to those students who are doing student teaching under his supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields. MISS HOBBS, DR. SYKES, DR. WALKER.

Rural School Problems

3 credits

The problems that arise from the background and form of organization of the rural school comprise the basis of the course. Because of the prevalence of one-teacher schools, particular emphasis is placed on their problems, but attention is also given to the particular problems of the consolidated school. The purpose of the course is to understand these problems and to find the most satisfactory solutions for them. DR. SYKES.

Student Teaching and Conferences

12 credits

A period of apprenticeship for the prospective teacher, this course provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Elementary, Secondary, Health and Physical Education, and Music Education. MISS HOBBS, DR. SYKES, DR. WALKER.

Psychological Clinical Practice

3 credits

The work will cover case studies, giving, scoring, and interpreting mental tests, personality inventories and the use of clinical instruments. The course is open only to students who have had the proper requisites, and admission is granted by the director of the clinic and by the Dean of Instruction. Credit will be awarded on the basis of one semester hour of credit for each forty-five clock hours spent in the actual work in the clinic. MISS SMITH.

Ethics

3 credits

The course in ethics is concerned with the development of principles of right conduct and practical systems of social morality. It has to do with the human values and the development of moral standards both for the individual and society. Basically it seeks answers to such moral problems as the following: What conduct shall we choose and from what shall we refrain? What shall we fight for and what against? The methods used will involve lectures, discussions, readings, and reports. DR. CRESSMAN.

Marriage and the Family

1 credit

This course is predicated in part upon the assumption that preparation for happy and worthy family membership is also sound preparation for teaching. The subjects considered are based upon student needs and desires, and the general procedure of the class will be guided by a student advisory committee, chosen by the group. Among the topics usually considered are the following: courtship and the problems involved in choosing a mate, anatomical and physiological aspects of marriage, medical aspects of marriage, emotional attitudes and adjustments, problems of the post war family, guidance in the rearing of children, family economics, and the legal aspects of marriage.

Methods used will consist of lectures and discussions, illustrated with motion pictures and other visual aids, personal conferences, reports, etc. This course will be a free elective for all seniors and such juniors as justify their reason for wishing to take it. DR. CRESSMAN, assisted by members of the other departments and visiting lecturers.

Guidance

3 credits

This course, an elective in the secondary field, is designed to give a general view of all phases of the guidance program in the secondary school. Activities are presented to shed greater light upon the social development of the individual, the home room program, personality development, tests of social usage and human relations courses. In vocational guidance, techniques for developing and guiding the interests and abilities of individuals are stressed. The course also treats various aspects of vocational guidance, such as, interests tests and their use, colleges and their opportunities and educational opportunities other than college.

Finally, attention will be given to the administration and organization of the guidance program.

Methods used will consists of lectures, discussions, reports, field trips, testing and the use of visual material. MR. DAVISON and DR. CRESSMAN.

ENGLISH

Dr. Slagle, Head of the Department; Miss Tyson, Miss Geyer, Miss Wilson, Miss Clark, Miss Ramsey, Miss Barrer, Mr. Thomas, Mr. Berry, Mr. Clokey.

English I

3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary,

and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required. MISS GEYER, MISS CLARK, MISS RAMSEY, MISS WILSON, DR. SLAGLE, MR. THOMAS, MR. BERRY, MR. CLOKEY.

English II 3 credits

The interpretive side of English from the sentence to the paragraph and to the composition as a whole is stressed in this course. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I. MISS GEYER, MISS CLARK, MISS RAMSEY, DR. SLAGLE, MISS WILSON, MR. THOMAS, MR. BERRY, MR. CLOKEY.

English III 3 credits

In this course a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. This course is advised for all English Majors. Prerequisite: English I and II. MISS WILSON.

Journalism 3 credits

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials, and headlines. MISS RAMSEY.

English Literature 3 credits

This course is a survey of English literature from the tenth through the nineteenth century. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used. DR. SLAGLE, MISS RAMSEY, MISS CLARK, MR. THOMAS, MR. BERRY, MR. CLOKEY.

American Literature 3 credits

A survey of American Literature from Colonial days to the twentieth century, this course gives special attention to major figures and to the influence of political and social events on American letters. An anthology is used. DR. SLAGLE, MISS WILSON, MISS GEYER, MR. THOMAS, MR. BERRY, MR. CLOKEY.

Children's Literature 3 credits

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable him to select

and locate appropriate material for daily class room use and for programs celebrating various occasions during the year. MISS WILSON.

The Eighteenth Century 3 credits

This is a study of the writings of the chief literary figures of the period. DR. SLAGLE.

Nineteenth Century Novel 3 credits

The purpose of this course is to acquaint students with some of the prominent English and American novelists of the nineteenth century. Sir Walter Scott, Charles Dickens, William Thackeray, George Meredith, George Eliot, Samuel L. Clemens, Henry James, and William Dean Howells are among the writers who are studied. MISS CLARK.

Modern Novel 3 credits

An attempt to acquaint students with some of the prominent English and American novelists of the twentieth century is made in this course. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed. MISS CLARK, DR. SLAGLE.

World Literature 3 credits

A limited number of recognized literary classics of the world are studied in translation in this course. Some attempt is made to recognize the indebtedness of English literature to these masterpieces. MISS WILSON, MISS RAMSEY.

The Romantic Period 3 credits

The major representatives of the Romantic Movement from Wordsworth to Tennyson, including the forerunners of the movement and its philosophy, are studied. An effort is made to connect the movement with contemporary literature. DR. SLAGLE.

Victorian Prose and Poetry 3 credits

A survey of the literature of the Victorian period and a detailed study of eight prominent authors are made. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking. DR. SLAGLE, MR. THOMAS.

Pre-Shakespearean Literature 3 credits

This course covers in survey fashion some of the plays which are important in the development of the English drama up to the time of Shakespeare. MISS RAMSEY.

Shakespeare 3 credits

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such way that this study may be used by students for teaching any of the plays. MISS RAMSEY.

Modern Poetry 3 credits

The principal modern English and American poets are considered in this course. Tendencies in the form and thought of modern poetry are studied. DR. SLAGLE, MISS WILSON.

Short Story 3 credits

This course is concerned with the development of the short story. Foreign forms and modern experiments are briefly considered. The teaching connections with both composition and literature are stressed. DR. SLAGLE.

The Essay 3 credits

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists; the collections of essays read include 18th century, 19th century, and 20th century essays. MR. BERRY.

English Philology 3 credits

A study of the history and development of the English language and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences constitute this course. This course is advised for all English Majors and Minors. MISS GEYER.

Play Production 3 credits

This is a fundamental course in the theory and practice of acting and directing, which is designed to stimulate the cultural and social development of the student and to aid the prospective teacher who will be called upon to produce plays. It contains text material in technique; reading and discussion of examples of dramatic literature; and laboratory practice in life study, pantomime, interpretation of lines, and the production of one-act plays. MISS BARRER.

Modern Drama 3 credits

The content of this course consists of historical background, biographical material, a survey of modern methods in theatre, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and dis-

ussion; in addition, there is a reading requirement of a certain number of plays by each student. MISS RAMSEY.

Choral Speaking 3 credits

Choral Speaking aims, through the communal voicing of poetry, to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social value of unison speech; and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials. MISS TYSON.

Speech 3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions and speeches adapted to the needs of professional business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure. MISS TYSON, MISS BARRER, MISS WILSON, MR. BERRY.

Speech Problems 3 credits

The training of prospective teachers to care for defective speech in the classroom and in the clinics and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools are the aims of this course. Diagnostic and remedial clinics, operating in conjunction with this course, give students practical experience in diagnosing and treating defective speech, in administering tests, and in making and using speech records. The more competent and experienced student clinicians are trained to supervise these activities and to conduct clinical demonstrations. MISS TYSON.

Teaching of English in the Elementary School 3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, hand-writing, vocabulary development, correct speech usage, and other necessary mechanics are given special attention. MISS TYSON, MR. BERRY.

Teaching of English in the Secondary School 3 credits

This course is concerned with the choice of material and methods suitable for the teaching of English in the junior and senior high school. The course of study in English now used in the State is examined and discussed with a view to adapting it to local conditions. This course is advised for all English Majors. DR. SLAGLE.

FRENCH**Dr. Staley, Head of the Department****French I—First Review Course** 3 credits

This course aims to improve pronunciation and to yield a certain fluency in speech. It is the basic review course for all who select French as a field, but for the benefit of students in other fields the texts for oral practice will include French songs and selected readings emphasizing material needed in music, art, and science.

French II—Second Review Course 3 credits

This course may be taken independent of French I. Although continuing oral work, it will stress the ability to write simple French and will do so by the use of topical reports on French civilization.

French III—Nineteenth Century Readings 3 credits

This course will endeavor to encourage rapid reading; texts will be chosen to illustrate the Romantic and Realistic movements.

French IV—Outline Course in French Literature 3 credits

This is a rapid survey of French Literary movements, and offers preparation for the more specialized courses to follow. Each student is required to become acquainted with the bibliography in the field of French.

**French V—French Literature through the
Seventeenth Century** 3 credits

This course begins with the history of the French language and studies the history of the literature through the 17th century. Part of the semester will be devoted to the discussion of problems in method.

French VI—French Classical Drama 3 credits

This course will study the drama of the classical period and will include readings from those dramas and novels that inspired the world's greatest composers.

French VII—French Philosophers 3 credits

Although this course emphasizes the contribution of 18th century writers to modern social evolution, it does so by considering the century as reactionary to much of the thought of the 17th and as a preparation for the 19th and 20th centuries.

French VIII—French Novel of Today 3 credits

Here the student will examine modern literature since Proust and will aim to determine its meaning in relationship to French life of the last twenty-five years.

(Note:—All students who desire 24 hours in French, or all students who begin later than their Freshman year, should arrange their schedules in such a manner as to take 6 hours during at least one semester; this is to enable them to be free during student teaching).

GEOGRAPHY

Miss Elliott, Head of the Department;
Miss Broadhead, Mr. Benner, Mr. Mewha, Mr. Patterson

Principles of Geography 3 credits

This is a foundation course leading through a study of representative world regions to an understanding of geography as a science of the relationship between man and his natural environment. MISS ELLIOTT, MISS BROADHEAD, MR. BENNER, MR. MEWHA, MR. PATTERSON.

Economic Geography 3 credits

This course is designed to develop geographic understanding of present and potential producing and consuming areas through a study of regional work activities in their material environmental and inter-regional relationship. MISS ELLIOTT, MISS BROADHEAD, MR. BENNER, MR. MEWHA, MR. PATTERSON.

Geography of the United States and Canada 3 credits

This study of man's adjustments to the natural environment in major physical and economic regions of the United States and Canada leads to appreciation of future land utilization possibilities. It also considers the relation of the United States and Canada to the rest of the world. MISS BROADHEAD, MR. MEWHA.

Physiography 3 credits

This is a course in geomorphology, or the study of land forms. It includes a consideration of the atmosphere and the ocean in relation to landscape and explains the natural environment to which the distribution and behavior of the animal and human world are related. It emphasizes interpretation and practical use of topographic maps. This course is a fundamental part of geography and essential to geographic understanding. MISS ELLIOTT.

Conservation of Natural Resources 3 credits

This course considers the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as they are being used. It emphasizes the importance of geographic thinking in the development of local, state, and national conservation programs. MISS ELLIOTT.

Geography of Europe 3 credits

This course has as its chief objective a geographic understanding of the present and possible future European situations. It includes a geographic analysis and interpretation of the natural, the politi-

cal and economic regions, the work and populations patterns of the continent as a whole, the spheres of influence, the international relations and the historical geography of Europe. MISS ELLIOTT.

Geography of Pennsylvania 3 credits

This is a study of (1) the major work activities from the standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) the work and population patterns in their world relations. MISS ELLIOTT.

Geography of the Western Hemisphere 3 credits

This course includes a survey of the relationships between human interests and natural environmental conditions in the major regions of the United States, Canada, and Latin America, with emphasis upon the geography of United States. World interrelationships receive attention. MISS BROADHEAD, MR. MEWHA.

Geography of the Eastern Hemisphere 3 credits

This course is an analysis of the relationships between cultural and natural layouts of major physical, political, and economic regions of Europe, Asia, Africa, and Australia, and of the hemisphere as a whole. It emphasizes the geography of world relations. MISS ELLIOTT.

Commercial and Industrial Geography 3 credits

This course includes an intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. It leads to a geographical understanding of the interdependence of nations. MISS BROADHEAD.

Climatology and Meteorology 3 credits

This course includes an intensive study of the composition of the atmosphere, the elements of weather and climate, the types of climate and their distribution, as well as a geographic interpretation of United States Weather Maps and the major climatic regions of the world. It offers experience in weather observation forecasting and mapping. MISS ELLIOTT, MR. PATTERSON.

Trade and Transportation 3 credits

A geographic analysis of world trade and transport patterns is made in this course. It considers areas of commercial production and choice of trade routes: land, sea, and air. Special attention is given to geography of ocean transport and the participation of leading maritime nations. MISS BROADHEAD.

Global Geography 3 credits

This course includes a comprehensive geographic study of major world regions and their international relationships. It contributes to the development of an understanding of peoples, nations, and current events, and offers experiences essential to skill in geographic thinking. MISS ELLIOTT.

Geography of Pacific Realm 3 credits

This course includes a study of the major geographic regions of Asia, Africa, Australia, and the islands of the Pacific and Indian oceans from the viewpoint of outstanding relationship between the cultural and the natural landscapes of the inter-dependence of these regions and the rest of the world. MISS ELLIOTT.

Historical Geography of North America 3 credits

This study of the historical geography of North America with emphasis upon the United States leads to an appreciation of the importance of man's adjustments to the natural environment in the development of present day America. MISS BROADHEAD, MR. PATTERSON.

Geography of Latin America 3 credits

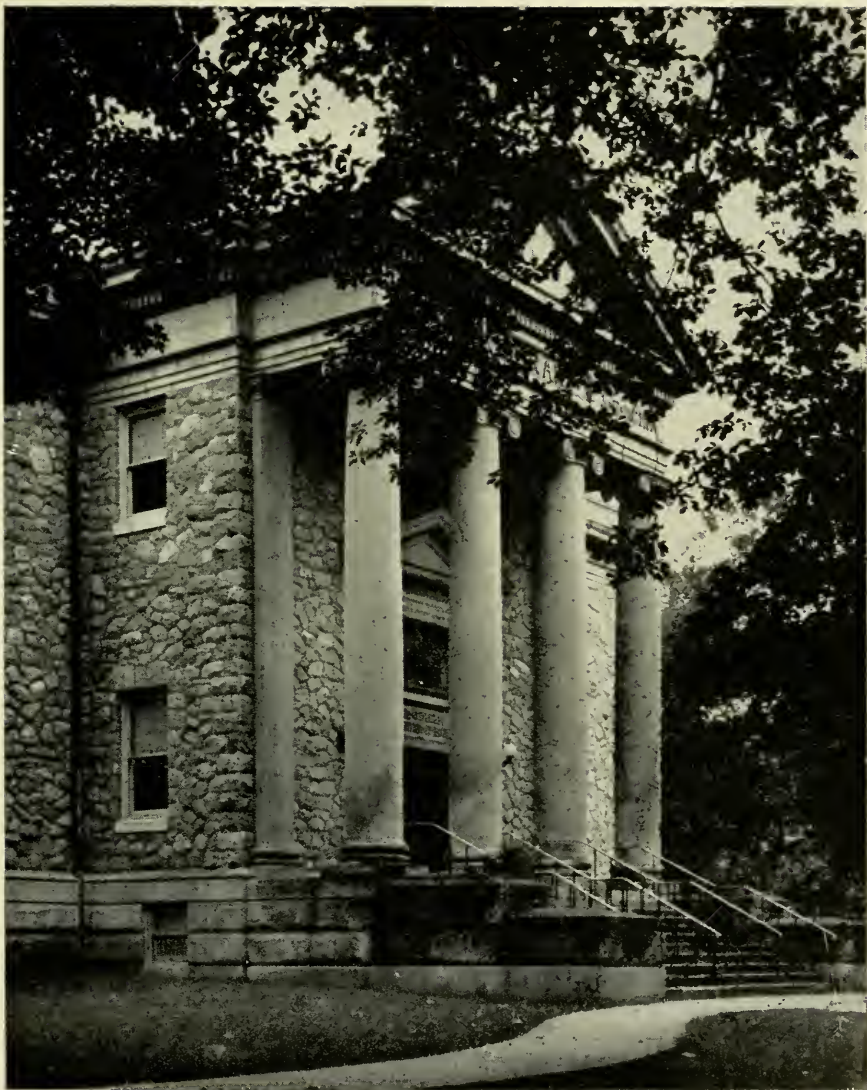
This course offers a consideration of political, economic, and cultural environment. This includes a survey of the geography of Latin America as a whole. It considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade. MISS BROADHEAD, MR. MEWHA.

Teaching of Geography 3 credits

This is a course designed to acquaint students with up-to-date methods of teaching modern geography. It considers techniques in the use of specimens, pictures, maps, word matter, activities, and other geographic tools. It gives actual experience in the analysis of current events related to geography, the organization of field trips, and the development of units of work with respect to the various levels of difficulty in geographic thinking. It is offered as two distinct courses: Teaching of Geography in the Elementary Schools, and Teaching of Geography in the Secondary Schools. MISS ELLIOTT.

Field Course in Geography 3 credits

This course surveys the physiography, the economic geography, and the conservation of natural resources of selected regions by means of actual observation and research. Regions of field study in-



DR. FRANCIS HARVEY GREEN LIBRARY

clude Pennsylvania and adjacent areas; northeastern, southeastern, northwestern, and southwestern United States; and other regions as requests warrant. MISS ELLIOTT.

One credit is given for each week devoted to field study.

For additional information address the Dean of Instruction, State Teachers College, West Chester, Pennsylvania.

Cartography

3 credits

The study of and practice in effective methods of presenting geographic concepts by means on maps, models, globes, cartograms and diagrams is the object of this course. The various map projections will be approached from the graphical rather than mathematical point of view. The selection of effective symbols, handling of tools, lettering, and other factors of mapping will be considered. MISS ELLIOTT, MR. MEWHA.

HEALTH AND PHYSICAL EDUCATION

Mr. Allen, Head of the Department; Mr. Graham, Mr. Killinger, Miss Leach, *Mr. Lux, Mr. Messikomer, Miss Schaub, Mr. Sturzebecker, Miss Wade, Mr. Waters, Miss Yanisch. (substitute).

Gymnastic Activities I and II

2 credits

This is an introductory course in the fundamentals of gymnastics, marching tactics, apparatus, and games of low organization.

Men students are taught safety measures in apparatus work and are required to pass a minimum number of skills. MR. STURZEBECKER.

Women: This course includes the fundamental techniques, team play, and officiating of volleyball; elementary gymnastics, marching tactics, apparatus, games of low organization, stunts, tumbling and tennis. MISS LEACH.

Gymnastic Activities III and IV

2 credits

Men: Instruction in games and relays is continued. Elementary practice teaching is begun through the use of small units of materials learned in the first year. MR. GRAHAM, MR. WATERS.

Women: The first semester is devoted to tap dancing; techniques, rhythmic approach, movement and analysis. During the second semester advanced work is given in apparatus; pyramid building, methods of teaching Danish Gymnastics and student teaching in class periods; tennis strokes and skill tests. MISS LEACH.

*Leave of absence.

Gymnastic Activities V and VI**2 credits**

Men: Methods of teaching gymnastics and nomenclatures of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills required of each student. MR. GRAHAM, MR. WATERS.

Women: First semester: This course includes fundamentals and team play of soccer; games for primary and intermediate grade levels, student teaching within the class in Danish and other types of formal activities.

Second Semester: Instruction is given in rhythmic activities, folk dance and singing games for elementary and intermediate grades: instruction in tennis with emphasis on officiating, scoring tactics, strategy and tournament play. MISS LEACH.

Gymnastic Activities VII and VIII**2 credits**

Men: Study and practice are given in the theory and methods of different systems of gymnastics, the organizing of games, and planning of demonstrations for schools. MR. WATERS.

Women: Fundamentals of speedball and golf; games for Junior and Senior High School; activities suitable for schoolroom use. The work of the second semester includes instruction in sidewalk activities; formal work with and without apparatus; suggested activities and planning of demonstrations, gym meets and assembly programs. MISS LEACH.

Athletic Activities I and II**2 credits**

Fundamentals of highly organized athletic activities are presented. Stress is placed on the development of skill in playing the games and on the detailed analysis of elementary techniques and tactics of play. Rules are studied and interpreted. Theory and practical tests are included.

Men: (All students in the Health and Physical Education Curriculum must participate in four varsity sports over a period of four years. By participation is meant active membership on a varsity squad for the entire season of that particular sport). Class activities in Athletic Activities I and II include football, basketball and track. MR. STURZEBECKER, MR. MESSIKOMER.

Women: Highly organized team sports are taught. They include field hockey, basketball, individual and dual sports, such as badminton, bowling, archery, paddle tennis and similar games.

Athletic Activities III and IV**2 credits**

This is a continued study of intermediate and advanced fundamental techniques and tactics of highly organized athletic activities; study and interpretation of the rules; theory and practical tests.

Men: Soccer (regulation and six-man); speedball; basketball; tennis; practice in officiating; charting and statistical work in connection with varsity games in these activities are included. In addition, students should be continuing participation as active members of varsity squads as outlined under "Athletic Activities I and II." MR. MESSIKOMER, MR. STURZEBECKER.

Women: Hockey and basketball are continued with intermediate and advanced instruction in techniques and tactics. Students also learn methods of organizing and administering tournaments and athletic contests.

Analysis of Fundamental Skills of Body Movement in Athletic Activities, advanced badminton and archery are included in the second semester.

Athletic Activities V and VI**2 credits**

In this course emphasis is placed upon the coaching point of view, methods of instruction, and supervised practice in officiating.

Men: Classwork includes boxing, wrestling and golf. By the end of this year students should have completed, if possible, the required participation in four varsity sports as outlined under "Athletic Activities I and II." MR. GRAHAM.

Women: In this course emphasis is placed on the coaching, officiating, and advanced playing of such sports as hockey, basketball, and softball. Track and field events are also included. Students are given the opportunity of taking an examination for a basketball official's rating. MISS SCHAUB.

Aquatic Activities I and II**2 credits**

The course in swimming takes up the practice, analysis, and techniques in the teaching of a variety of swimming strokes. There is instruction also in water games, stunts, and the organization of swimming play days and meets. The American Red Cross Life Saving Test is given, together with other water safety procedures. Men—MR. GRAHAM,

Dancing I and II**2 credits**

I. The philosophies of different dance types, with particular emphasis on the "modern" dance; the fundamentals of rhythm in movement and in music, with a study of their common elements

and relation to each other; the use of percussion and musical accompaniment in the dance; the teaching of rhythms to children, with a study of the approach at different age levels.

II. Advanced folk dancing, including square and country dances and the use of these in recreational programs; methods of teaching folk dancing at different age levels. MISS WADE. MISS ALEXANDER.

Hygiene I (Personal) 3 credits

Major Students in the Health and Physical Education Curriculum

This is an intensive course which is planned not only to improve the students' habits, attitudes and knowledge of personal hygiene, but, also, to serve as the background for later professional courses in methods and student teaching in Health Education. MISS SCHAUB, MISS LEACH, MR. ALLEN, MR. STURZEBECKER.

Hygiene II (School and Community) 3 credits

Students in the Elementary and Secondary Curriculum

This course includes the discussion of the School Health program from the standpoint of Healthful School Living, Health Service, and Methods and Materials of Health Instruction in grades one through twelve. It also includes the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service. Men: MR. ALLEN; Women: MISS SCHAUB.

Physiology II (Physiology of Exercise) 3 credits

This course presents the basic and fundamental functions of the human body in relation to exercise, training, work, fatigue, and other situations related to Physical Education. It is designed to acquaint the student with normal systemic reactions as well as the abnormal. Laboratory work will be arranged to familiarize the student with: Faradic and Galvanic current; muscle-nerve activities; stimulation; response; efficiency; endurance and adjustment to varying environmental factors. A study of the Kymograph and its recordings will be made in an effort to bring to the student a better understanding of human activities in everyday life.

Six weeks will be devoted to Physical Therapy, particularly designed to acquaint the physical education student with the principles of infra-red radiation; ultra-violet irradiation; medical diathermy; X-ray; light therapy; massage and artificial fever. Clinical demonstrations will be arranged as a part of the laboratory work to acquaint the student with the actual operation of the equipment and to guide him in a better understanding of practical applications.

This course will be invaluable to students planning to continue in this field as well as returning service men and women who are interested in physical therapy as a profession. Prerequisite: Physiology I. DR. TREZISE, MR. KILLINGER.

Mechanical Analysis of Activities (Applied Anatomy) 2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones and nerves. Prerequisite: Anatomy I. MR. ALLEN.

Physical Education Tests and Measurements 4 credits

This course includes the study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and the study of the relationship between capacity, ability and achievement. Physical examinations will be discussed and practical tests and measurements will be made by the student under the supervision of the instructor. MR. GRAHAM, MR. WATERS.

Nature and Function of Play 2 credits

Emphasis is placed upon the need for play in the normal development of the child, physically, mentally, socially; and the recreational aspects of play for adult well-being. A brief study is made of the historical role of play and its influence in the social development of various nations. Practical experience in recreational leadership, program planning, and the administration of programs for playgrounds, camps, clubs, etc., is included. MISS WADE.

Leadership in Protective Measures 2 credits

Prevention and emergency care of injuries of all types, but with special reference to first aid, bandaging, and massage are taught in this course. Lectures, discussion, demonstration, and projects involving practice by the students are the methods used. MR. GRAHAM, MR. STURZEBECKER, MISS LEACH.

Organization and Administration of Health and Physical Education 4 credits

The purpose of this course is to equip the student with a knowledge of the organization and supervision of health and physical education as conducted in the elementary and secondary schools.

The main topics considered are the underlying philosophy of health and physical education, basic principles, physical education laws which affect the teacher of physical education, routine clerical work required of a teacher of physical education, class organization,

preparation of an outline for the physical activity program and the physical education teacher's responsibility for finance and publicity. MR. ALLEN.

Festivals and Pageants

2 credits

This course is a study of the theory and practical problems in stage movement and business, lighting, costume, and make-up. Material is presented from the standpoint of the director of pageants in schools and playgrounds. MISS BARRER.

Curriculum Materials

4 credits

This course includes a discussion of a modern philosophy of education and modern physical education philosophy, showing the relationship between the two; it includes the critical study of the aims, objectives, and materials as they are incorporated in various elementary and secondary Physical Education Curricula. Opportunity is given for small groups to build a curriculum for a specific situation. Men: MR. ALLEN, Women: MISS SCHAUB.

Student Teaching and Conference of Health and Physical Education

2 credits

As the name indicates, this course includes observation, participation, and teaching under co-operative teachers; it includes also conferences with the supervisor in charge. Opportunities are provided for Health Instruction and Physical Education in the elementary grades and in the junior and senior high school. MR. ALLEN, MISS SCHAUB.

Physical Education I and II (Women)

2 credits

All Physical Education classes with the exception of Physical Education VII include both Physical Education and Hygiene.

Physical activities: Students participate in big muscle activities which are designed to promote and maintain vigorous physical fitness and to increase their interest in recreational activities suitable for college students and young adults. Class activities include volleyball; highly organized games such as soccer and basketball; dancing; and individual sports such as tennis and badminton.

Hygiene: During the first and second semesters, a survey is made of the personal and social health problems of the college student and adult. PHYSICAL EDUCATION STAFF.

Physical Education III and IV (Women)

2 credits

Physical activities: A wide selection of physical activities suitable for school children are reviewed and studied to provide the

classroom teacher with a wide repertoire for use with her children. Games of all types, dancing fundamentals, stunts and tumbling, are included.

Hygiene: There is a continuation of the discussion of personal and social hygiene problems begun in the first year. PHYSICAL EDUCATION STAFF.

Physical Education V and VI (Women) 2 credits

Physical activities: Study of the physical activities of school children is continued. Special emphasis is placed on teaching methods, on playground organization, safety procedures, and on the planning of special events. Physical activities studied include children's games, dances, and posture training.

Health Education: Problems of Health Education in the public schools are analyzed to develop a real appreciation of the philosophy, objectives, and methods of Health Education. The importance of specific problems is stressed: integration of all parts of the health curriculum; healthful school living, health service, organization of units of instruction, methods of teaching. PHYSICAL EDUCATION STAFF.

Physical Education VII (Women) 2 credits

Physical activities only. Stress is placed on the importance of planned physical recreation in the life of the teacher. Activities of each class are chosen on the basis of the needs and interests of the class members. PHYSICAL EDUCATION STAFF.

Physical Education I and II (Men)

This course includes the following:

Fall—Fundamentals and team play in soccer and touch football, cross country.

Winter—Basketball, volleyball, and simple activities on apparatus.

Spring—Softball and fundamental objectives in track activities. PHYSICAL EDUCATION STAFF.

Physical Education III and IV (Men)

Varsity sport participation will be credited for this course during that season. Fundamentals in golf, tennis, lacross, boxing and wrestling. MR. MESSIKOMER.

Physical Education V and VI (Men)

This course will consist of advanced work in the activities listed under Physical Education III and IV for men. The course in Health Education will be the same as that which is outlined for women under "Physical Education V and VI (women)" MEN INSTRUCTORS OF THE PHYSICAL EDUCATION STAFF.

Physical Education VII (Men)

This course will consist of physical activities only and the activities will be selected which will meet the recreative needs and interests of the students. MEN INSTRUCTORS - PHYSICAL EDUCATION STAFF.

LATIN

Dr. Staley, Head of the Department

Latin I—Ovid's "Metamorphoses"; Composition 3 credits

This course combines the reading of Ovid with a review of mythology; it includes also a study of the meter of Ovid and Virgil and attempts to clarify the problem of Latin pronunciation. The unit in composition is planned to review forms and syntax and to afford an opportunity for the discussion of the methods of presenting the essentials of Latin grammar to high school students. DR. STALEY.

Latin II—Livy 3 credits

A short review of Roman military tactics as seen in the Punic and Gallic wars: this course presents also various methods of teaching vocabularies. DR. STALEY.

Latin III—Cicero's "DeAmicitia" and "De Senectute"; selected letters 3 credits

This course follows the interest of Cicero himself and entails a presentation of Roman philosophical systems, Roman religious customs, Roman training for public life. The type of assignment varies from day to day in order that the course may offer definite ideas for the handling of reading material in high schools. DR. STALEY.

Latin IV—Horace's Odes and Satires 3 credits

This course emphasizes the influence of Horace upon world literature and includes an analysis of Sapphic and Alcaic verse forms. The readings form the point of departure for a thorough study of Roman private life and social customs. DR. STALEY.

Latin V—Plautus and Terence and Roman Civilization 3 credits

In connection with this introduction to Latin drama, the course includes a special study of Roman amusements, holidays, and dress. Once a week an hour is devoted to the discussion of current magazine articles on modern methods of teaching Latin and to special reports from student teachers. DR. STALEY.

Latin VI—Survey Course in Latin Literature 3 credits

This course follows the development of Latin literature from its origins, but places emphasis only on those authors not previously read: Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny. The unit in methods consists of a discussion of text books for high schools and the preparation of bibliographical material on the teaching of Latin. DR. STALEY.

MATHEMATICS

Dr. Pickett, Head of the Department; Miss Holland

College Algebra I 3 credits

This is a course designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for the following courses in mathematics. MISS HOLLAND.

College Algebra II 3 credits

A continuation of Algebra I, this course is conducted on the same plan. It includes mathematical inductions, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, and the theory of probability and higher equations. Prerequisite: Algebra I. DR. PICKETT.

Plane Trigonometry 3 credits

This is a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; theory of logarithms; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions. Prerequisite: Algebra I. DR. PICKETT.

Synthetic Geometry

3 credits

This is a first course in College Geometry. It extends the skills of Plane Geometry, introducing the elements of projective Geometry, and develops constructions of higher order than in other fields of mathematics. Methods of proof are emphasized in order that students may be prepared to teach demonstrative geometry. DR. PICKETT.

Analytic Geometry

3 credits

This course, which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola, aims to show the relationships between geometry, trigonometry, and algebra, and to furnish a background for the calculus and for the teaching of mathematics in the junior and senior high schools. Prerequisite: Algebra I and Trigonometry. MISS HOLLAND.

Calculus I

3 credits

The differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives is included in this course. The subjects of maximum and minimum values, velocity and acceleration, problems in rates, areas, and work are studied. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. DR. PICKETT.

Calculus II

3 credits

Continuing the work of Calculus I, this course includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed. DR. PICKETT.

Elementary Statistics

3 credits

A brief history of statistics, principles involved in and methods of collection, analysis, presentation and interpretation of statistical data, and their practical application (especially in the field of psychology, sociology, and education) are studied. Special emphasis is placed on and consideration given to averages, dispersion, correlation, index numbers, and graphic methods. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. DR. PICKETT.

History of Mathematics

3 credits

The aim of this course is to furnish a cultural background in the field of mathematics. A study is made of the history of the development of number forms and of computation, methods of solv-

ing problems, discoveries in mathematical methods and processes, mathematical recreations and biographies of outstanding mathematicians. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. MISS HOLLAND.

Teaching of Junior-Senior High School Mathematics 3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high school. It includes units dealing with organization of materials, classroom procedure, content of curricula, and present trends in the field of mathematics. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. MISS HOLLAND.

Curriculum in Arithmetic 2 credits

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined and observations are made in the Demonstration School. MISS HOLLAND.

Arithmetic II 3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic. MISS HOLLAND.

Spherical Trigonometry and Navigation 3 credits

This course is an effort to make mathematics a practical subject. Both dead reckoning and celestial navigation will be presented by using formulas of spherical trigonometry. Special topics are: charts, variation, deviation, triangle of velocities, astronomical triangle, radius of action, haversine, and the sextant. DR. PICKETT.

MUSIC

Miss Schmidt, Head of the Department; Mr. Zimmer, Miss Lee, Miss Kiess, Miss Morlock, Mr. Parry, Miss Herforth, Mr. Middleton, Mr. Jones, Mr. Mitchell, Mr. Ginter, Mr. Keenan, Mrs. Ashenfelter, Mrs. Watkins, Mr. Antonowich, Mr. Carl, Mr. Fletcher, Mrs. Gottlieb, Mr. Gutscher, Mr. Wright, Mr. Carson.

Ear Training I

This study of tone and rhythm is planned so that the student gains power to recognize, visualize, sing, and write melodic phrases in all keys. The material is drawn from standard literature, including folk and art songs and the symphonic and vocal works of Haydn, Mozart and Beethoven.

Ear Training II

Continuation of Ear Training I with material of increasing difficulty. Problems studied include syncopated rhythms, compound meter, bass clef, and the use of chromatics. The material is drawn from standard literature, including folk songs and art songs and the symphonic and vocal works of Haydn, Mozart, Beethoven, Brahms, and Tschaikowsky.

Ear Training III

This course is designed to develop ability to recognize and write chord progressions. The material is drawn from standard literature, including folk songs and art songs, chorales, and the symphonic, piano, and vocal literature of Bach, Haydn, Mozart, Beethoven, Brahms, and Tschaikowsky.

Solfeggio I

2 credits

With this study begins the development of the student's ability to learn to read at sight with sol fa syllables and words, music of modern tonal and rhythmic difficulty in all major and minor keys in the G and F clefs. MR. GINTER, MR. GUTSCHER.

Solfeggio II

2 credits

The reading of music at sight is continued. More difficult intervals and rhythmic patterns and chromatic tones with words and sol fa syllables in two, three, and four part songs and exercises are presented for individual mastery. Prerequisite: Solfeggio I. MISS SCHMIDT, MR. GINTER, MISS MORLOCK.

Solfeggio III

2 credits

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Prerequisites: Solfeggio I and II. MISS SCHMIDT, MR. GINTER.

Harmony I

3 credits

This course begins with an introduction of tonic, dominant, and sub-dominant harmonies in all their inversions; the sevenths, and very simple chromatic alterations. The non-chordal tones are then presented. The course continues with melody writing and creative work using the above material. MISS LEE, MISS MORLOCK.

Harmony II

3 credits

This course begins with the introduction of supertonic, submediant, and mediant harmonies, with their sevenths and simple alterations. It includes also melody writing and creative work, using

all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations. Prerequisite: Harmony I. MISS LEE, MISS MORLOCK.

Harmony III 2 credits

This is an intensive study of chromatic harmony and chord species. This material is applied in various types of modulation. Original melody writing and modulation is stressed. Prerequisites: Harmony I and II. MISS LEE, MR. WRIGHT.

Harmony IV 2 credits

The application of the knowledge of diatonic harmony and non-chordal tones to the keyboard is the basis of this course. The types of this work are transposition sequence building, melody harmonization, and creative work at the keyboard. Prerequisites: Harmony I, II, and III. MISS LEE, MR. WRIGHT.

Harmony V 2 credits

This course is a study of composition from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song-form with trio, the rondos, variation, and sonata-allegro. Prerequisites: Harmony I, II, III, and IV. MISS LEE, MR. KEENAN.

Harmony VI 2 credits

This course is a continuation of Harmony III. The subject matter of the course, chromatic harmony and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idiom. Prerequisites: Harmony I, II, III, IV, and V. MISS LEE, MR. KEENAN.

Chorus 2 credits

This course offers a study of choral works with these topics especially stressed: breathing, interpretation, tone quality, enunciation, and diction. Works suitable for junior and senior high schools and teachers colleges are studied, and special attention is given to preparation and public performance in these works. MISS SCHMIDT, MR. JONES.

Orchestra

Each music student is required to attend orchestra for the entire four years of the course. Advanced players may qualify for the symphony orchestra. There are elementary orchestras for the less advanced students. MR. ZIMMER, MR. MIDDLETON, MR. ANTONOWICH, MR. CARSON.

Elementary Band and Orchestra

A general ensemble offers the students practical experience on the instruments of the band and orchestra. Treating the groups as instrumental "clinics," modern methods of instrumental instruction are discussed and practiced. Special problems pertaining to rehearsal technique and materials are studied.

Instruments

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet, and trumpet are required. After having completed the required instruments, the following instruments are elective: viola, cello, bass; flute, oboe, bassoon; horn, trombone, baritone, tuba; percussion. For those advanced students who are interested in small ensemble groups in woodwinds, brass or strings, opportunity is given to survey literature for such ensembles and to study ensemble style. MR. ZIMMER, MR. MIDDLETON, MR. KEENAN, MR. ANTONOWICH, MR. CARSON.

Voice

The department of voice offers the study and application of the physiological and psychological principles of voice production and diction. The material used ranges from rote songs to classic and modern song literature, according to individual ability. Opportunity is offered for solo appearances in recital and with college organizations. MISS KIESS, MR. PARRY, MISS HERFORTH, MR. JONES, MR. GINTER, MR. GUTSCHER.

Piano

Each student receives one-half hour instruction in piano per week. Opportunity is given for ensemble or solo performances in practical recitals and in monthly public recitals. At the end of each semester students are expected to meet minimum requirements in sight reading, technique, and general musicianship, as determined by examinations before the piano faculty. MR. MITCHELL, MR. WRIGHT, MRS. WATKINS, MR. CARL, MR. FLETCHER, MRS. GOTTLIEB.

Elementary Conducting

2 credits

Principles of conducting, study of methods of conductors, adaptations of these methods to school situations, a study of the technique of the baton with daily practice, score reading, and making of programs make up this course. Selection of suitable material for school groups, reading, and reports are also used. MR. CARSON.

Advanced Choral Conducting

3 credits

The study of the methods of conductors; the adaptations of these methods to public school situations; individual practice, score reading, and the making of programs are included in this course. Special attention is given to suitable materials for school groups, readings, and reports. Each student is required to conduct the College Chorus in the Chapel exercises. Prerequisite: Elementary Conducting. MR. JONES.

Advanced Instrumental Conducting

3 credits

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score reading, etc., are studied, discussed, and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes, are studied and practically analyzed. The class itself is the practice orchestra. Prerequisite: Elementary Conducting. MR. MIDDLETON.

Materials and Methods I

3 credits

The methods and materials of every phase of work in the primary grades are studied in this course. The psychological principles underlying the presentation of these music materials are analyzed. Special attention is given to the study of the child voice, treatment of monotonies, development of rhythmic and tonal sense, and the beginning of directed music appreciation. In addition to the regular three hour course, one period a week is devoted to directed observation in which general classroom procedures are observed as well as demonstration lessons by the music supervisor. MISS SCHMIDT, MRS. ASHENFELTER.

Methods II

3 credits

This is a course which presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying in the presentations of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of this work, and the organization and training of school choirs is emphasized. Directed observation one additional period during the week as in preceding methods is given. Prerequisite: Methods I. MISS SCHMIDT, MRS. ASHENFELTER.

Methods III

This course consists of a study of the organization, administration, and content of required and elective music courses in the junior and senior high school. Attention is given to the choral and instrumental organizations usually found in these schools. Special consideration is given to the changed and changing voice, voice classes, the a cappella choir, instrumental classes, the concert band and orchestra, and the marching band. Materials, techniques, and procedures are examined and evaluated. Directed observation one additional period per week as in preceding methods is included. Prerequisites: Methods I and II. MISS SCHMIDT, MR. ANTONOWICH.

*Organ

The individual instruction in pipe organ is an effort to familiarize the student with the instrument and its literature and to develop a playing technique sufficient to serve successfully in church or recital. The instrumental approach is one of guidance in the transfer of the prerequisite piano technique to the more complex instrument. MR. JONES.

Class Piano Methods

2 credits

This course provides for the training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching are included. MR. MITCHELL.

History and Appreciation of Music I and II

3 credits

(For Students in the Music Education Curriculum Only)

The field of music history in theory and practice from early times to the present is covered in this course. Examples of music, either by phonograph or other means, are used as much as possible to illustrate this survey. A strong emphasis is placed on the interrelation between various phases of music history and other social and art movements. MR. ZIMMER.

Instrumentation

This course is open to seniors only. It presents the elements and general principles of arranging for orchestra and band. The object of the course is to enable students to do acceptable sounding

* A limited number of upperclassmen in the music curriculum who have met the piano requirements may elect organ in place of piano. Students who study organ are required to pay the practice fee of thirty-six dollars (\$36.00) per semester.

scoring, where many players are still young and unable to play difficult music, and where many bands and orchestras have incomplete instrumentation. MR. ZIMMER.

Music I (For Elementary Students) 2 credits

This course places special emphasis upon some materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training, and diction. MISS SCHMIDT, MISS MORLOCK.

Music II (For Elementary Students) 1½ credits

This course is a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their uses enhance. Observation in the Demonstration School is part of this course. Prerequisite: Music I. MISS SCHMIDT, MISS MORLOCK.

Music III (For Academic Students)

The integration of music with literature and other arts, together with a survey of forms, materials, and composers is the purpose of this course. The whole is designed to facilitate the student's enjoyment and intelligent appreciation of music through the study of outstanding examples of music literature found in modern radio and concert programs. MR. MIDDLETON, MR. ANTONOWICH, MR. CARSON.

Counterpoint 2 credits

This is a practical study of the fundamental material of music and its evolution. The course includes a comparison of harmonic and melodic movement, vocal polyphony of the motet and mass, original student composition in both strict and free style, and an analysis of Inventions of Bach. Prerequisite: Harmony II. MR. JONES.

Student Teaching and Conference 12 credits

Opportunities are provided for student teaching, which carries with it observation, extending from the kindergarten through the twelfth grade. The work is carried on in different types of schools, such as the public schools of the Borough of West Chester, consolidated country schools, and one-room rural schools. Instruction is given in both vocal and instrumental music; and in some schools, piano class work is in progress. Group conferences are held twice weekly; individual conferences are held once weekly. MRS. ASHENFELTER.

Eurythmics I and II**2 credits**

The realization of rhythm in bodily movement, and the perception of musical rhythm in muscular activity is studied. The primary purpose of the course is to help the student, through familiarization with all the factors which influence rhythmic development, to make application of all rhythmic principles in the teaching of music to children. This course is required of all students in the Music Education curriculum. MISS WADE.

SCIENCE

Dr. Gordon, Head of the Department; Miss Greenwood, Dr. Rogers, Dr. Trezise, Miss Harbold, Mr. McTavish, Mr. Skillen.

Curriculum in Elementary Science**3 credits**

This course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation, with special stress upon the activity program. The specific topics include the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, discussions, laboratory experience, field trips, demonstrations of teaching in the Demonstration School, and individual activities constitute approaches used in this course. MISS GREENWOOD.

Physical Science I**3 credits**

In this survey and orientation course, one of the aims is to make the student aware of modern concepts of the universe around him, its vastness and its composition. Such knowledge is of great value to students preparing to teach science in the elementary school, to those who are planning a specialized curriculum in science, as well as to persons who desire a cultural background. DR. ROGERS, MISS HARBOLD, MR. MCTAVISH.

Physical Science II**3 credits**

In this course studies are made of various devices by which man makes use of the earth's supply of energy. Modern applications of electromagnetic and radiant energy form a most important unit. This is followed by a consideration of the earth as a planet, continually undergoing changes which exert a controlling influence in the life of man. DR. ROGERS, MISS HARBOLD, MR. MCTAVISH.

Astronomy 3 credits

A general introductory course is designed to be of special value to those who are planning to teach general science or senior science in the secondary schools. The recognition of constellations and components of the solar system by means of the naked eye and low-power telescopes will be accompanied by classroom discussions of modern ideas concerning the universe and their practical significance. MISS GREENWOOD, DR. ROGERS.

Chemistry I 4 credits

This course in general inorganic chemistry emphasizes a thorough ground work in the fundamentals of the subject. Particular attention is paid to the basic chemical laws, the writing of reactions and problem solving. The periodic table and atomic structure are introduced very early in the semester and form a groundwork for the entire course. DR. ROGERS, MR. MCTAVISH and assistants.

Chemistry II 4 credits

This is a continuation of Chemistry I in which the more common elements are studied from the standpoint of the periodic table. Problem solving, the relationship between theory and practice and the writing of reactions are stressed. Several of the more important industrial processes are studied in detail. Prerequisite: Chemistry I. DR. ROGERS, MR. MCTAVISH and assistants.

General Chemistry 3 credits

This course is required of all students of Health and Physical Education and does not satisfy the requirements in chemistry for Science majors. It includes a general study of several of the common elements, several types of problems and the fundamental laws of chemistry. A brief study of the periodic table and atomic structure is introduced very early in the semester. DR. ROGERS, MR. MCTAVISH and assistants.

Nutritional Chemistry 3 credits

The contents of this course include such important topics as carbohydrates, fats, proteins, vitamins, the metabolism of food, dietary standards, body growth and development in their relation to food. Attention is given to dietary diseases and diseases which are spread by contaminated food. Prerequisite: Chemistry I or General Chemistry. DR. ROGERS, MR. MCTAVISH and assistants.

Qualitative Analysis 3 credits

This course makes a careful and systematic study of the more common ions. Emphasis is placed on a thorough knowledge of their

reactions, identifications, and separation. Much attention is given to the laws governing these operations and to the development of laboratory technique. Prerequisites: Chemistry I and II. DR. ROGERS.

Quantitative Analysis

3 credits

The primary purpose of this course is to develop a thorough understanding of exact laboratory operations. The basic analytic methods in gravimetric and volumetric analysis are employed. Particular attention is given to problem solving and the reasons in back of the laboratory work. Prerequisite: Chemistry I and II. DR. ROGERS.

Organic Chemistry

3 credits

This is a general introductory course in organic chemistry. It includes a systematic study of the more important compounds of carbon to the aliphatic and aromatic series. Prerequisite: Chemistry I and II. DR. ROGERS.

Industrial Chemistry

3 credits

The approach to this course is from the standpoint of the prospective teacher of chemistry or senior science. It is not an engineering course. Raw materials, primary and by-products, plant methods and plant layout are discussed. Basic chemical principles and problems are applied. Trips to neighboring plants and industries are included in the course. Prerequisite: Chemistry I and II. DR. ROGERS.

Biological Science I

3 credits

A field study of living things is supplemented by laboratory experiences, demonstrations and discussions of the fundamental life processes. The production of food by the green plants of the earth and their importance to man, the role of flowers, the important structures of the human body, and body processes are among the topics reviewed. Elements of nutrition and the obvious applications to healthful living, as well as the effects of poisons and diseases, are emphasized. DR. GORDON, MISS GREENWOOD, DR. TREZISE.

Biological Science II

3 credits

The principal divisions of the plant kingdom and the animal kingdom are reviewed in a general way, with special emphasis on such important groups as those which are responsible for diseases and substantial crop losses. Life histories in relation to the control of organisms are stressed. Principles of heredity and man's place in the biological world are included. Conservation of forests, grasslands, wild life and soils are discussed as problems in applied biology. DR. GORDON, MISS GREENWOOD, DR. TREZISE.

General Botany I 3 credits

Familiar trees and common lawn plants are studied and identified by means of keys and descriptive literature as an introduction to the plant world. This is followed by laboratory demonstrations of the structures and processes which occur in leaves, stems and roots. Plant nutrition, energy transformations, the movements of water and foods within vascular plants, as well as commercially important plant products are among the subjects of this course. It is concluded with a study of flowers, pollination and fertilization in relation to the development of fruits and seeds. DR. GORDON.

General Botany II 3 credits

The basic facts contributing to the theory of plant breeding, variations in the life forms of plants, their life histories and economic importance are stressed in this course. The bacteria, fungi, algae, mosses and ferns are studied, using familiar examples which are readily available or which are easily cultured. Laboratory techniques involve preparation of materials for the microscope, isolating bacteria and molds in pure culture, simple staining methods and use of oil immersion lenses for observing bacteria and chromosomes. DR. GORDON.

Ecology 3 credits

Intimate studies of plants and animals in their natural environment form the basis of attempts to discover the complex relationships which exist in the world of nature. Habitats visited include forest and grasslands, ponds and streams. Of special interest are the serpentine barrens, the mixed mesophytic forest, and the artificial grasslands which maintain dairy herds and fatten beef cattle in this region. The discussions and illustrated lectures are designed to focus attention on the effects of physical factors of the environment, key-industries, food-chains, population cycles, and problems in the conservation of renewable natural resources. Prerequisites: Two semesters of Biological Science. DR. GORDON.

Field Botany 3 credits

This course is designed to help teachers to become familiar with the local flora. Much practice will be given in the use of keys, manuals of botany, and herbarium materials. The flora of south-eastern Pennsylvania is particularly rich in species and includes upwards of 1500 different kinds of native plants. These include trees, shrubs and vines, wild-flowers, ferns, the larger fungi and the moss-worts. Use is made of the Darlington Herbarium and other collections. DR. GORDON.

Physics I

4 credits

This course in general college physics includes mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class periods and one laboratory period each week are required. MISS HARBOLD.

Physics II

4 credits

This course is a continuation of Physics I and includes the study of electricity, light, and sound. Physics I and II constitute a year of general college physics. Students may elect Physics II without having completed Physics I only with the permission of the instructor. MISS HARBOLD.

Physical Science VI

3 credits

A special course in musical acoustics has been arranged for students in the Music Education Curriculum to give them the scientific aspects and some simple mathematical laws which apply to all types of musical instruments, including the human voice apparatus. Further consideration is given to the acoustics of concert halls and special devices for recording, reproducing and amplifying sounds. MISS HARBOLD.

Electricity and Magnetism

3 credits

As a study of direct and alternating currents and of the general theories of electricity and magnetism this course includes such topics as electromagnetic induction, theory of magnetism, thermoelectricity, photo-electricity, communication equipment, and ionization. Attention will be given to modern applications of principal studies. Laboratory work will give students experience in the construction of electrical circuits and in the use of electrical measuring instruments. Prerequisites: Physics I and II. MISS HARBOLD.

Advanced Mechanics

3 credits

This course covers a comprehensive study of all phases of mechanics including vectors, translatory and rotary motion, machines, and the properties of solids and fluids at rest and in motion. Laboratory work will give students experience in learning to handle equipment for demonstration and for precision in measurements. Prerequisites: Physics I and II. MISS HARBOLD.

Modern Physics

3 credits

A study of the 20th century developments in the field of physics, this course interprets such phenomena as radio-activity, X-

rays, electron emission, gaseous discharge, and atomic energy in terms of recent concepts of the structure of matter and associated energy relationships. Students will perform laboratory experiments illustrating principles involved. Prerequisites: Physics I and II. MISS HARBOLD.

Optics

3 credits

A course in physical and geometrical optics, this is designed to furnish the basis for an understanding of modern theories of light and color, effects of mirrors, prisms and lenses in changing the paths of light rays. Applications of the principles involved are made to the design and use of important optical instruments including the microscope and its accessories, optical projectors, cameras, range finders, light meters, spectrometers, telescopes, colorimeters and the human eye. Prerequisites: Physics I and Physics II. DR. GORDON, MISS HARBOLD.

Ornithology

3 credits

Field work in the recognition of the birds common to our region and a study of their habits will comprise a large part of the course. Consideration will be given to the structure, classification, migration, geographical distribution, economic value, and conservation of birds. The course will be of considerable value to teachers who will sponsor Junior Audubon Societies and bird clubs in their schools and communities. Bird study is frequently the approach to the more general pursuit of natural history as a hobby. MISS GREENWOOD.

Sound

3 credits

The treatment of physics of sound involves the consideration of various sources of sounds, the transmission, absorption and reflection of sound waves and ultrasonic waves. Practical applications considered include the basic theory of musical instruments and scales, sound recording, analyzing and reproducing devices, hearing aids for the deaf, elimination of objectionable noise and improvement of acoustics in buildings. Prerequisites: Physics I and Physics II. MISS HARBOLD.

Teaching of the Sciences in the Secondary School

2 credits

Methods and materials useful in teaching of standard courses, such as general science, biology, physics, and chemistry will be taught concurrently with practice in student teaching. The use of the demonstration-experiment, laboratory procedures, field trips, and audio-visual aids, selection of texts, workbooks, and laboratory manuals, and sources of materials of science are included. THE SCIENCE DEPARTMENT STAFF.

Anatomy I

3 credits

A detailed study of the various systems of the human body is made with particular emphasis on the skeletal and muscular systems. Comparative studies are made of the gross structure of these systems with those of other vertebrates. Laboratory work includes a thorough study of the articulated and disarticulated human skeleton and the dissection of the cat. Oral quizzes are conducted on parts dissected. The practical aspects of the various systems are discussed. DR. TREZISE.

Bacteriology

3 credits

The fundamentals of microbiology including media making, methods of sterilization, the action of germicides and bacteriostatic agents, the study of morphology and physiology of pure cultures of micro-organisms and a study of the content and significance of bacteria in the air, soil, water and milk are considered. It includes the study and use of staining techniques; the use and study of genetic materials, laboratory methods of analyzing industrial samples. Also included are problems on water purification and putrefaction, general water analysis, problems on fermentation and protein breakdown which effect vital industrial products and as well many problems that deal with sanitation. This course is recommended to students interested in the field of laboratory technology, for students preparing for biological fields and for those interested in the Health and Physical Education Curriculum. Prerequisites: Botany I and Botany II or by special permission of the instructor. DR. TREZISE.

Photography

3 credits

This subject stands on its own merits as an absorbing hobby and as a means of providing visual aids to education, as well as providing skill in an important technique of the scientist. The course will deal with construction of cameras and lens systems, light sources, filters and exposure meters. Practice in outdoor and indoor photography and simple darkroom procedures will include the making of lantern slides, film slides, and motion pictures. DR. GORDON, OR DR. WENGER, OR DR. CRESSMAN.

Plant Propagation

3 credits

The scientific basis of gardening, nursery practice and greenhouse operations forms the content of this course. Techniques involved in selection of seed, successful rooting of cuttings, grafting, soil preparation, soil testing, and culture of plants for food and decorative purposes will be studied. The many gardens, nurseries and greenhouses in the vicinity of West Chester offer special opportunities to observe and to engage in practical work. DR. GORDON.

Entomology 3 credits

Lectures and demonstrations on the characteristics of the orders and families of insects, with a study of their habits, life-histories, and relations to plants and animals are given. Control of destructive insects will be considered. The laboratory work consists of a study of the structure, metamorphosis and classification of insects. Laboratory work will be supplemented by field trips to collect and observe insects of various habitats. Prerequisites: Zoology I and II. DR. TREZISE, MISS GREENWOOD.

Heredity 3 credits

Various theories of genetics and eugenics and their bearing on human progress are discussed. A study of the mechanism and laws of heredity and variation and their practical application is included. Laboratory work includes breeding experiments with living mice and rats, studying the inheritance of at least thirty characters. Prerequisites: Zoology I and II or Botany I and II. DR. TREZISE.

Histology 3 credits

A study of the principal tissues of the animal body in living and fixed preparations lays emphasis on the structural relations of cells to the activities of the body. This course includes a study of various methods of microscopical technique and is adapted to the individual requirements of premedical students, medical technicians, nurses and those majoring in Biology. Prerequisites: Zoology I and II and Botany I and II. DR. TREZISE.

Physiology I 3 credits

This course is primarily one which is designed to fit the needs of the Health and Physical Education student in preparation for the course in Physiology of Exercise and for students interested in training toward nursing or laboratory technicians. Included are studies of the functions of the human body especially in respiration, digestion, circulation, excretion, and reproduction. Clinical diagnosis of elementary physiological problems includes simple blood transfusions, basal metabolism tests, blood cell counts, blood typing, blood pressure and general problem dealing with the use of clinical apparatus. Prerequisites: Chemistry I, Anatomy I. DR. TREZISE.

Physiology II (Physiology of Exercise) 3 credits

The basic and fundamental functions of the human body in relation to exercise, training, work, fatigue and other situations related to Physical Education are presented. It is designed to acquaint the student with normal systematic reactions as well as the abnormal. Laboratory work will be arranged to familiarize the student with: Faradic and Galvanic current, muscle-nerve activities, stimulation,

response, efficiency, endurance and adjustment to varying environmental factors. A study of the kymograph and its recordings will be made in an effort to bring to the student a better understanding of human activities in everyday life.

Some time will be devoted to physical therapy, particularly designed to acquaint the physical education student with principles of infra-red radiation, ultra-violet irradiation, medical diathermy, X-ray; light therapy; massage and artificial fever. Clinical demonstrations will be arranged as a part of the laboratory work to acquaint the student with the actual operation of the equipment and to guide him in a better understanding of practical applications. This course will be invaluable to students planning to continue in this field as well as returning service men and women who are interested in physical therapy as a profession. Pre-requisite: Physiology I. DR. TREZISE.

Vertebrate Embryology

3 credits

An introduction to the principles of vertebrate embryology based upon a study of the chick and the frog with constant reference to human development are discussed. The lectures emphasize fundamental embryological processes and variations in the development of vertebrates especially in nutrition, respiration, and excretion. In the laboratory the chick, the frog and the pig embryos are studied in detail. Various techniques are explained and employed.

Recommended to those preparing for medicine, medical technology, nursing and for those majoring in Biology. Pre-requisites: Zoology I and II. DR. TREZISE.

Zoology I

3 credits

This is a basic and fundamental course intended to acquaint the student with the structure, life history and behavior of representative specimens of each phylum of the invertebrate animals. In the study of types, structure, function and adaptation are given equal emphasis. The principles of phylogeny and ontogeny are considered. The laboratory and class work is supplemented by field studies, including observations of habit, ecological conditions and the use of keys for identification and classification. DR. TREZISE.

Zoology II

3 credits

This is a continuation of Zoology I. A complete study of the vertebrate phylum is made emphasizing animal dissection and a thorough study of the systems of the amphioxus, the lamprey eel, the dogfish, the frog and the pigeon are made. The course is recommended to those preparing for medicine, medical technology, nursing and to those majoring in Biology. Pre-requisite: Zoology I. DR. TREZISE.

SOCIAL STUDIES

Dr. Heathcote, Head of the Department; Dr. Swope, Dean Menhennett, Miss Hobbs, Dr. Heim, Mr. Benner, Dr. Vollbrecht, Dr. Andes, Dr. Cuncannon, Mr. Wahl, Mrs. Ivins.

History of Civilization

3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day. DR. HEATHCOTE, DR. HEIM, MR. BENNER, DR. VOLLBRECHT, DR. CUNCANNON, MR. WAHL, MRS. IVINS.

Sociology

3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their interrelations and basic processes and their culture. Lectures, special reports, and discussions cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, co-operation, accomodation, assimilation, social control, stratification, and division of labor. The influence of social interaction upon personality is studied. The function of education in its relation to social control, culture, growth, and interaction is given consideration. DEAN MENHENNETT, DR. HEIM, DR. ANDES, DR. CUNCANNON.

American Government

3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American Democracy, and United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon. MR. BENNER, DR. VOLLBRECHT, DR. ANDES, DR. CUNCANNON.

Economics

3 credits

This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements, and business management. DR. HEIM, DR. ANDES, DR. CUNCANNON.

Social and Industrial History of the United States 3 credits

The study of our National History from an economic point of view is particularly valuable in the period of economic reconstruction in which we are living. The great trends and movements in agriculture, manufacturing, commerce, finance, transportation, and industrial relations are taught from their beginnings in the Colonial period to their contemporary expression. DR. HEATHCOTE, MR. BENNER, DR. VOLLBRECHT, DR. ANDES.

Modern European History 3 credits

This course aims to provide the student with a knowledge of the political, economic, and social movements after the Congress of Vienna. Special emphasis is given to the rise of nationalism, liberalism, the industrial revolution, imperialism, the causes of World War I and peace-time reconstruction. DR. VOLLBRECHT.

United States History I 3 credits

The purpose of this course, which is primarily narrative, is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development. DR. HEATHCOTE, DR. HEIM, DR. VOLLBRECHT, DR. CUNCANNON, MR. WAHL.

United States History II 3 credits

This course traces American History from 1865 and stresses contemporary problems. The standard and principles of political, social, and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War. DR. SWOPE, DR. HEATHCOTE, DR. HEIM, DR. CUNCANNON, MR. WAHL.

Early European History 3 credits

The purpose of this course is to trace the evolutionary development of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period covered is from 1300 to 1815. DR. VOLLBRECHT.

Renaissance and Reformation 2 credits

This is a course dealing with the study of the Renaissance, with especial reference to the artistic, literary, scientific and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development of Europe. Prerequisite: Early European History. DR. VOLLBRECHT.

Europe Since World War I

3 credits

This course aims to create a better and broader understanding of European post-war problems. Lectures on political, economic, social, and cultural topics help to interpret treaties and alliances concluded by European Powers since 1918. The following subjects are discussed: Versailles and Locarno; disarmament and rearmament; security and revision; the League of Nations; fascism; communism; and democracy; the Danube and the Balkan problems; the Baltic States and Finland. Special emphasis is given to the problem of Soviet Russia and Nazi Germany, the rivalries in the Mediterranean, and the Anglo-German problem. DR. VOLLBRECHT.

History of England

3 credits

In the light of present day conditions it would seem that a college course in History of England is more essential than ever. Such a contention is based upon the following observations:

1. The contributions from England to our own American system of jurisprudence is very significant.
2. A knowledge of British History is fundamental in a correct interpretation of our American history.
3. The part played by the British Commonwealth of Nations in the United Nations effort is tremendous and a study of this people is basic to a proper understanding of the world situation of the present day.
4. While it is a helpful course for all teachers who are engaged in citizenship training it is especially needed by that group of social-studies teachers who have so much responsibility in bringing up a new generation of world-minded citizens for to-morrow.

DR. HEIM

History of the Far East

3 credits

This course seeks to follow intensively the background of economic, political, and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined. DR. HEATHCOTE.

History of Pennsylvania

2 credits

Basic Course in History of United States and Pennsylvania
State Council of Education, December 4, 1942.

"That subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the

present regulations, require a basic course in the history of the United States and Pennsylvania.

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

This is a study which follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative period is analyzed. Then the growth of the state to the present time is traced. DR. HEATHCOTE.

Teaching of Social Studies—Secondary Education

Curriculum

3 credits

This course deals with materials and methods for grades seven to twelve. The social science courses of these grades are basic for the enrichment of citizenship. Consequently a careful study in method procedures is of utmost importance. DR. HEATHCOTE.

Family Living

3 credits

The course, Family Living, deals primarily with the family in its present form and functions. A brief study of the historical background of the family will be made. The family of the present day will receive major emphasis. Units dealing with the bonds of family life, the changed functions and relations of the family, together with a brief treatise of a few of the major problems of the family, will be considered. These problems may include divorce, changed economic functions, changed relations between the family and other institutions, such as the school, the church, and the State. DEAN MENHENNETT.

Industrial Relations

2 credits

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relationships in industrial enterprise, the place of collective bargaining, and personnel administration. DR. ANDES.

Teaching of Social Studies for Elementary Grades

3 credits

This course includes a study of recent trends in the Social Studies curriculum stressing democratic living in school, community, and nation. Civic clubs, current events, and the assembly are studied as they relate to the teaching of good citizenship. Evaluations of

curricula in Social Studies and History for the Elementary grades, as well as the methods of teaching Social Studies and Government in the Elementary grades are stressed. MISS HOBBS.

History of Latin America 3 credits

The purpose of this course is to make a survey of Latin-American history. The relation of European nations and the United States, particularly with the Latin-American countries, is examined. A study is also made of their social and cultural institutions. DR. ANDES, DR. CUNCANNON.

Social Problems 3 credits

This is an advanced course in sociology. It deals with several problems, such as poverty, unemployment, crime, divorce, mental maladjustment. Lectures, reports, and seminar techniques are used. DEAN MENHENNETT.

Introduction of Philosophy 3 credits

The purpose of this course is to study the various systems of thought from early civilization to the present time, which have enriched our culture. These systems of thought are examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed. DR. HEATHCOTE, DR. VOLLBRECHT.

Comparative Government 3 credits

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of Modern European History. In this course a comparative study of the Democracies of England and France is followed by a survey of the political systems of Germany, Italy, and Russia. Prerequisite: American Government. DR. VOLLBRECHT, DR. ANDES.

Evolution of Social Institutions 3 credits

This course deals with the sociological background in the origin and development of social institutions, such as the family, church, language, property, tool consciousness. A large portion of the course is devoted to the problems of the family. DR.. HEIM.

SUMMER SESSIONS OF 1947

PRE-SESSION	3 weeks—June 2 to June 20
REGULAR SESSION:	6 weeks—June 23 to August 1
POST SESSION:	3 weeks—August 4 to August 22

A recent survey by the National Education Association indicated a shortage of 120,000 qualified teachers. Owing to this demand, West Chester has decided to convert its program to a three year basis for those who want to speed up their course. A student can be graduated from a half year to a year earlier depending upon the number of summer sessions he attends. Normally three years and two summers will be sufficient for a degree in education under the new plan.

Credit Secured in Summer School

By action of the Board of Presidents of the State Teachers Colleges, no student will be allowed to secure more credits than the number of weeks in a session except by special permission of the president and dean. A student may enroll for one, two, or all three sessions. By attending all twelve weeks a student can complete 12 semester hours of credit.

An attractive feature of this new plan affects high school graduates who can be enrolled for their college work beginning on June 2nd for the summer session and continue on the new speed-up plan.

Expenses and Fees*

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$9.00 a week. The Activity Fee for the regular session is \$2.00, and for the pre-session and post-session \$1.00 each. Books must be purchased. They will cost approximately \$7.50. A fee of \$6.00 per semester hour of credit will be charged to cover instructional cost. The full expense of any summer session must be paid on the day of registration.

Advanced Health and Physical Education

During the summer of 1947, the college plans to offer an extensive program in the health and physical education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B.S. degree in the field of Health and Physical Education. This program will interest and appeal to the following groups of people:

*Fees subject to change without notice.

1. Graduates of the three-year curriculum in health and physical education who are planning to meet requirements for the degree in health and physical education.
2. Graduates of other curricula who now plan to transfer to the health and physical education curriculum.
3. Students who are at present enrolled in the health and physical education curriculum and who wish to shorten the time of graduation.
4. Teachers in service who are called upon to teach and supervise health and physical education and playground work and who desire to meet the state requirements for this work.

Advanced Music Courses

During the coming Summer Session the college is offering courses in Music Education for three classes of people:

1. Those who have completed the three-year music course in the State Normal Schools and Teachers Colleges of Pennsylvania.
2. Supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing the Bachelor's degree in this field.
3. Those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

In the Summer Sessions, courses will be offered only when a sufficient number of students apply for them.

More detailed information about the Summer Sessions will be sent upon request to the Registrar, State Teachers College, West Chester, Pennsylvania.

EXTENSION WORK*

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools:

1. The college adheres to the regulations set up by the American Association of Teachers Colleges. A committee of this Association has recommended that extension credits be limited to thirty-two semester hours in the four-year curricula.
2. Any courses in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the thirty-two semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

COLLEGE COURSES FOR TEACHERS

Each semester a number of courses are offered evenings from 6:30 to 9:00 p. m. and on Saturday mornings. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$6.00 per semester hour of credit.

No Activity Fee is charged students who are enrolled in the College Courses for Teachers. The payment of the Activity Fee does, however, entitle the student to participate in all student activities and college activities that are provided for by this fee.

Not more than six semester hours of credit will be allowed for courses completed in any one semester by a student who during such term, is a regularly employed full-time teacher.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.

*The State Teachers College at West Chester does not offer courses in correspondence, nor does it grant credit for courses taken through correspondence.

ENROLLMENT

1946-1947

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Curricula Total</i>
First Year—General	158	217	375	
Second Year—General	53	179	232	
Elementary Education				125
Junior	4	47	51	
Senior	4	70	74	
Secondary Education				116
Junior	29	35	64	
Senior	19	33	52	
Health and Physical Education				435
Freshman	172	58	230	
Sophomore	70	49	119	
Junior	24	32	56	
Senior	17	13	30	
Music Education				312
Freshman	44	24	68	
Sophomore	48	68	116	
Junior	16	48	64	
Senior	22	52	74	
College Graduates	3	5	8	
	<u>683</u>	<u>930</u>	<u>1613</u>	<u>1613</u>

COUNTIES

Adams	10	Lebanon	13
Allegheny	3	Lehigh	34
Beaver	3	Luzerne	27
Bedford	3	Lycoming	11
Berks	48	McKean	1
Blair	6	Mercer	1
Bradford	2	Mifflin	9
Bucks	45	Montgomery	121
Cambria	5	Montour	2
Carbon	15	Northampton	25
Center	7	Northumberland	9
Chester	201	Perry	4
Clearfield	1	Philadelphia	368
Clinton	1	Pike	1
Columbia	5	Schuylkill	38
Cumberland	31	Susquehanna	2
Dauphin	44	Union	1
Delaware	305	Warren	1
Fayette	1	Wayne	2
Franklin	17	Westmoreland	2
Greene	1	Wyoming	1
Huntingdon	4	York	47
Juniata	4	Total from Pa.	1537
Lackawanna	7	Total from other states	76
Lancaster	46		<hr/>
Lawrence	1		1613

DEMONSTRATION SCHOOL

Kindergarten	30	Fourth Grade	28
First Grade	28	Fifth Grade	26
Second Grade	31	Sixth Grade	29
Third Grade	27		<hr/>
		Total	199

SUMMARY OF ENROLLMENT

College Enrollment—Full-Time Students	1613
College Courses for Teachers—Evening and Saturday Classes..	34
	<hr/>
Total College Enrollment	1647
Enrollment in Pre-Session 1946	523
Enrollment in Summer Session 1946	740
Enrollment in Post Session 1946	415

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CAMPUS SCENE

