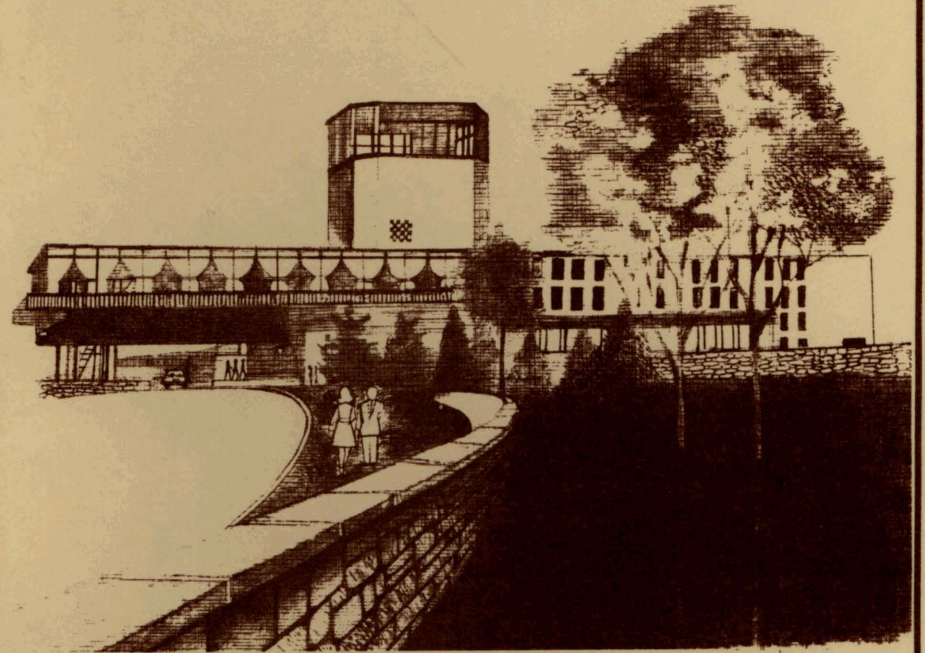


**BUILDING A FOUNDATION
FOR THE FUTURE**



**The
College of Education
at
Lehigh University**

**The Study of Education
at
Lehigh University**



College of Education

**Robert L. Leight
Professor of Education, College of Education
Lehigh University**

**Commentary by
John A. Stoops
First Dean, School of Education
Lehigh University**

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Dedication

This study is dedicated to the faculty whose talents and efforts provided the instruction program which has distinguished the study of education at Lehigh. Their contributions were many and varied. It has been impossible to note them all in a short study such as this.

Special recognition should be given to Dr. Estoy Reddin who quietly prepared a two volume study of education in Northampton County for publication of the Bicentennial. Much of the information on the early period of professional study in education was obtained from her volume on higher education.

Robert L. Leight
January, 1990

Comments On The Study of Education at Lehigh University

In his Study of Education at Lehigh University, Professor Leight rightly observes how unusual it is for a university pre-committed to science and engineering to sponsor a significant level of study in education. It is unusual but anyone who examines the lives and thought of Asa Packer and Bishop Stevens can not be surprised. Future minded men attract others of that disposition; and they, in turn, attract others. In this way the attitudes of Lehigh's founders prevail. Lehigh is a future-minded university. Because education and the future go hand in hand, the study of education belongs at Lehigh. It is part of the foundation.

The University was little more than twenty years of age when it began. At the time, Lehigh's early leaders were still alive and involved, still looking ahead. The University was the first to recognize the value of cooperative education in an industrial society. It was among the first to anticipate the spectacular rise of public education and the nation's utter dependence on good elementary and secondary schools. Through centers, institutes, conferences, councils and even a laboratory school, Lehigh was always first, or among the first, to respond to the many educational changes of the Twentieth Century.

Dr. Leight reveals the study of education at Lehigh as an enterprise with a remarkable capacity for regeneration and renewal. It first appears as a Department that includes Psychology and Philosophy; then it becomes a Department of Education; later it evolves to a Graduate School of Education; and, recently, it becomes a College of Education. Each new formulation includes but does not supersede its predecessor. Thus, the enterprise emerges as an institution that is both coherent with its past and forever new.

As Dr. Leight chronicles the changes he also identifies three constant underlying drives which for nearly one hundred years have vitalized the institution and empowered needed changes. They are: innovation, leadership and hard work. Thus, as historians sometimes do, he isolates for our view the precious essence of an institution's distinction and shows it as something of great worth.

Lehigh's founders taught their University to be future minded. We now stand in contemplation of a new century. Events foreseen are so huge as to make those of recent times seem granular. Our struggles for new formulations and devices must certainly intensify. But even these will not avail unless training institutions such as our College of Education and its antecedents continue to provide young professionals with a will to innovate, a disposition to lead and a capacity for hard work. Lehigh is a proven provider. It deserves our support and continuing affection.

Dr. John A. Stoops

The Study of Education at Lehigh University

Preface

Each institution of education is unique. However, colleges and universities are fitted into categories based upon such criteria as their sources of financial support, level of selectivity and relative stress upon research, teaching and service. Given these taxonomies, Lehigh is usually classified as a selective, research oriented small- to medium-sized university.

Few of Lehigh's peers among the smaller research-oriented universities have demonstrated the continuing commitment to the study of education to the degree that Lehigh has. The outlines of a remarkable case study of the evolution of professional study emerge as we study Lehigh's particular experiences.

Although the study of education at Lehigh has reflected trends which have influenced the shape of preparation programs and educational research, Lehigh's history is unique in many ways. The narrative which follows attempts to describe the events which have shaped Lehigh's College of Education into the institution it is today. Out of the clutter of events it is possible to distinguish three principles which have characterized the Lehigh story. These principles include:

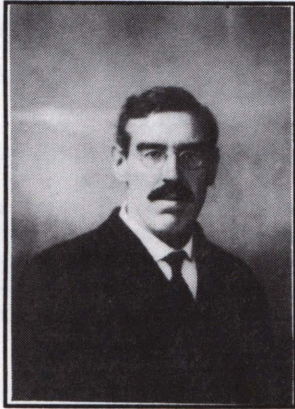
- innovation: as the one private university in its region, Lehigh has been a laboratory for educational innovation.
- leadership: as a university, Lehigh strives for leadership. Its graduates assume responsible leadership positions in a broad variety of professional and research fields. In professional education the leadership credentials gained through university preparation programs are critical to the assumption of many positions of responsibilities. Lehigh's graduates have achieved an excellent track record of leadership in elementary, secondary and higher education.
- work ethic: Lehigh students work hard. Education students are no exception. Visiting faculty remark upon the seriousness of purpose of students in Education and the commitment to excellence that they demonstrate in their approach to research, course work and internships.

Given this backdrop, let us turn to the story of the professional study of education at Lehigh University.

Introduction of Professional Study of Education

The traditions which have nurtured professional study for teachers at Lehigh University go back almost one hundred years. Two graduates of Lehigh University were among the first in Pennsylvania to receive permanent teacher certification based upon a combination of four years of collegiate study, successful teaching experience in the public schools and a recommendation from school officials. Since these two young men received their state certification in 1895, it is safe to assume that their study at Lehigh was accomplished in the late 1880s or early 1890s.

The commitment of Lehigh University to the study of education precedes the establishment of formal offerings in that field. The first specific academic courses in education were rostered as "Pedagogy" and "History of Education" which were given as early as 1903 by the Department of Philosophy and Psychology. That department was



Dr. Percy L. Hughes

expanded to include a specific designation including education in 1907. At that time Dr. Percy L. Hughes began to direct the work of the combined Department of Philosophy, Psychology and Education, a task which continued until 1931 when the Department of Philosophy became separate from the Department of Psychology. At the beginning of the following year, the Department of Education became a separate entity and Professor Harold P. Thomas began a tenure as Department Head which was to last thirty years.



Dr. Harold P. Thomas

Upon his retirement in 1962, Dr. John A. Stoops was appointed as Head of the Department of Education and Dr. Norman H. Sam became the Director of Summer Sessions. By 1911 it was possible to do graduate work in Education at the level of the master's degree. Extension work was given for teachers in service at that time and there were opportunities for practice teaching.

By 1919 it was possible for Lehigh undergraduates to prepare for a teaching certificate for high school teaching by the selection of a sequence of studies in pedagogy and by accomplishment of a B.A. degree in fields such as history, English, ancient or modern languages, biology or chemistry, or physics and mathematics.

As early as 1909 Lehigh offered courses for practicing teachers in the Bethlehem area. In that year the university began to offer extension courses to "teachers and businessmen." These courses were collegiate courses in which the successful students could earn college credits. In fact, graduate students could take the extension course in the History of Education toward a master's degree in the Department of Philosophy and Education. The extension program was an evening or Saturday program during the academic year. By 1914 practicing teachers also had access to summer session courses as two courses for teachers were rostered during that year.



First Building to House Education Offices

Graduate Study of Education

During the late teens and the early twenties larger numbers of practicing teachers participated in undergraduate and graduate courses at Lehigh. A graduate seminar and thesis in Education was rostered by the 1925-26 term for students who desired to obtain an M.A. with a major in Education. The first person to receive an M.A. with an Education major was Bessie Edna Kast, who had graduated in 1921. She was a real pioneer as Lehigh had not admitted any women until 1918 and then only as graduate students. Miss Kast, a Wellesley graduate, appropriately wrote a thesis upon "The Education of Women in Pennsylvania." It was fifty years after Miss Kast received her degree that the University Trustees decided to admit young women as undergraduates!

The precedents which were established as early as 1911 determined the dual purpose of the University in the field of Education for the next half century: (1) to provide undergraduate work in such areas as the foundations of education, educational methods and practice teaching for those who were preparing to teach in the secondary schools; and (2) to provide opportunities for the development of educational specialties, such as administration and supervision, through graduate work, primarily for practitioners already in service and at the graduate level.

The graduate program began to outgrow the participation of students in undergraduate work, especially during the years after 1930. As graduate courses were made available to in-service teachers and specialists, a large percentage of courses were given during summer sessions. Graduate courses for teachers were offered primarily on Saturdays and during summer sessions. By 1942 Lehigh had been selected by the Pennsylvania State Council of Education as a training center for public school administrators. Individuals could secure administrative certificates as superintendents, supervising principals, elementary school principals and secondary school principals.

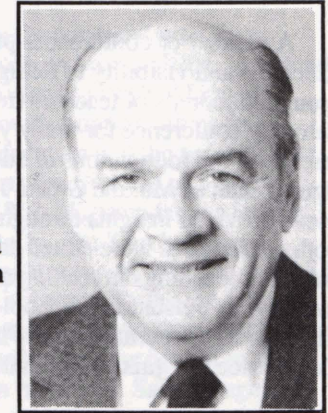
Programs for teachers and other instructional personnel were also provided through the evening program, Saturday courses and summer school. In 1945 the first workshop for teachers was provided. This was a course in language arts and attracted an enrollment of more than fifty teachers. During the post World War II period the undergraduate teacher education programs continued as did the part time programs for educational specialists and graduate programs for in-service teachers.

A Period of Growth and Expansion

The 1960s were a time of extraordinary growth and expansion for Education at Lehigh University. While still a Department of Education in the College of Arts and Science, authorization was given by the university for a Doctor of Education (Ed.D.) degree. An M.A. in Education was authorized for graduate students who took a concentration of twelve credits in a cognate field, such as history, math, English or one of the sciences. The M.A. became the desired degree for secondary school teachers as they could obtain additional depth in their certification field by taking advanced course work in the related academic area. The doctoral degree provided new challenges for graduate students. Its first concentration was in educational administration. The first degree recipient was Mrs. Anne Winkler, who received the Doctor of Education degree (Ed.D.) in 1963.

Considerable attention was given to the Department of Education's reading program during the early 1960s. Through a cooperative research program with Bethlehem Area School District, the Initial Teaching Alphabet was piloted in American schools. A reading clinic had also been established on campus to serve the needs of Lehigh students during the academic year and elementary and high school students during the summer.

In 1962 Dr. John A. Stoops became the Chairman of the Education Department. Under his energetic leadership, dramatic changes were accomplished. One decision was to phase out the undergraduate teacher certification program and to replace it with a graduate intern program which combined certification and graduate studies in one program. With a teacher shortage causing a demand for beginning teachers, the program was very successful. In its initial stages it was for elementary and secondary teachers. The intern concept later was extended to include the preparation of special education teachers.



Dr. John A. Stoops

The Graduate School of Education

A key step in the evolution of Lehigh University's commitment to professional study in Education was the authorization by the Board of Trustees of an autonomous School of Education in 1966, with John A. Stoops as the first Dean. This was a graduate professional school. Under his direction the School of Education expanded rapidly. It moved from standard offices on campus into new quarters on Brodhead Avenue. Doctoral programs were expanded beyond school administration to majors such as counseling and reading. Innovative programs in social restoration and career education were created on the intern teacher model. The Centennial School became established in a variety of temporary settings, then found a new home in a facility built for its purposes on what is now the Goodman campus of the University in the early 1970s.

The programs for preparation of professional personnel received national accreditation in 1967 as all of the certification programs offered by the School of Education were approved by the National Council for the Accreditation of Teacher Education (NCATE) as a result of their program review. Lehigh was one of the first institutions in the Commonwealth to undergo this national accreditation. It had also been one of the two first colleges in Pennsylvania to have program approval of its teacher intern program for elementary and secondary teachers.

A number of conferences provided professional enrichment for educators and visibility to Lehigh. The annual Reading Conference brought hundreds of teachers from long distances for a drive-in, one day Saturday conference for many years. In the early 1970s a similar conference in the foundations of education was established. National figures such as Maxine Green, John Goodlad, Rollo May and Margaret Mead provided insights through lectures; the papers of participants in both conferences were edited and published by Interstate Publishers as annual proceedings in reading and the foundations of education. More recently, an outstanding School Law Conference has been implemented. Through its cooperation with Phi Delta Kappa, the School Law Conference has gained national prominence.

Also during the 1960s, three major organizations were established to extend the contacts of Lehigh, primarily to the field of practicing educators. One was the affiliation of a Lehigh Chapter to the national education fraternity, Phi Delta Kappa. The Lehigh Chapter received its charter in 1964. At about the same time a group of Alumni began to formally affiliate as an Alumni Association. Both groups have remained active. The Phi Delta Kappa Chapter recognizes outstanding service, leadership and research, not only by its selection of membership but also by awards to outstanding future teachers from the region. The Alumni Association sponsors an alumni day in which a national figure of prominence to education is honored. The third initiative was the Lehigh University School Study Council, which is composed of school districts, intermediate units and the University. It was formed for the cooperative study of school problems and for professional development of teachers and administrators.

In a separate initiative, the School of Education formed a not-for-profit corporation for public broadcasting. Professor of Administration John Cartwright was joined by John Stoops and Glenn J. Christensen, Provost of the University, in establishing the legal foundations for an educational television station. A public board consisting of prominent Lehigh Valley citizens and educators met under the auspices of the School of Education to arrange financing and establish a location and an

educational mission for the station. To accommodate its newly constructed broadcast facility, Lehigh leased (in perpetuity) a parcel of land on its mountaintop campus. This Lehigh Valley Station, presently known as Channel 39, soon became one of the most prosperous and respected public television stations in the United States. It serves the region well, and some of its productions featuring elements of the local culture have been broadcast by kindred stations across the nation and beyond.

The School of Education enjoyed almost exponential growth in programs and enrollment during the late 1960s and early 1970s. A special education program was created under the leadership of Dr. Margaret Grandovic. A career education program provided opportunities for teachers in vocational-technical, business education and the practical arts. Dr. Norman Sam, who served concurrently as the Director of Summer Sessions and Professor of Education from 1963-85, provided leadership for the Career Education program. Incidentally, Dr. Sam had been interested in education about space and brought some of the earliest NASA space workshops in the country to Lehigh University during the mid and late 1960s as summer session courses. The summer school provided an opportunity for innovative courses. Among the most successful of the 1960s and 1970s was a workshop in modern math. Dr. Sam brought professors from England for more than twenty summers to teach the workshop course in mathematics. The two distinguished mathematics educators were professors Williams and Shuard. Both have been leaders in mathematics education in England.

The education program of Lehigh University took on an interesting dimension during the 1970s as Lehigh and Inter-American University established a cooperative doctoral program in Puerto Rico. Lehigh courses were taught by regular Lehigh professors in Puerto Rico, and a number of students from Puerto Rico completed their course work residency and dissertations in Bethlehem. A significant number of Puerto Rican educators in leadership positions completed Lehigh Ed.D. degrees under this program. Lehigh "loaned" one of its professors, Dr. Alfred Castaldi, to Inter-American for a year so that he could serve as the Dean of the School of Education there.

The contours of the educational programs at Lehigh had been shaped by the decisions of the mid-1960s. There was an autonomous School of Education, headed by a dean. Teachers were prepared at an advanced level in programs that required graduate school admittance as a prerequisite. Doctoral level study was available in a number of professional fields. The needs of professional study for teachers, administrators and school specialists reached unprecedented levels during the early 1970s, and the School of Education accepted new initiatives and expanded programs and

faculty in order to respond to the training and research needs of the teaching profession.



Brodhead Avenue Building

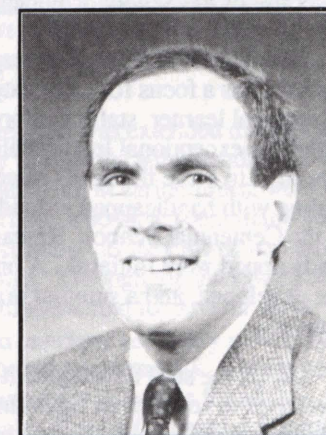
One example of the research initiatives of the School of Education was the commissioning of a two volume bicentennial history of education in Northampton County by the Bicentennial Commission which was assigned to Lehigh. One volume traced the development of elementary and secondary education in Lehigh's local County of Northampton while the other analyzed the growth of higher education. This major task was coordinated by Dr. Estoy Reddin. Sections of the history were written by faculty and graduate students, including Dr. Reddin, Dr. John Ragsdale (now President of Allentown Wesleyan College), Salvatore Panto (now mayor of Easton) and Dean John Stoops.

By 1976 Dr. Stoops began to concentrate his attention to research on the evaluation of school programs. He resigned as dean to accept appointment as Distinguished Professor of Educational Philosophy and Director of an Institute for Educational Evaluations. Dr. Stoops developed prototypes for elementary school evaluation and pilot tested the procedures which he had developed with selected graduate students at Lehigh and other regional universities. In 1978, while still at Lehigh, he formed the Assembly of Elementary Schools. The Assembly began the accreditation of elementary school accreditation in the Middle States Region. In 1980 the Assembly moved from Lehigh to the Philadelphia headquarters of the Middle States Association of Colleges and Schools. Subsequently, the Assembly became the Commission on Elementary Schools, and Dr. Stoops continued his work as its Executive Director.

One of the more innovative programs which was initiated in the early 1970s was the Social Restoration program. The School of Education had been informed in 1971 that there was a need for teachers to work in education programs in prisons and for delinquent adolescents.

In response, Lehigh developed its social restoration program along the model of the intern program. A specific certification was authorized by the Pennsylvania Department of Education for Social Restoration teachers, and Lehigh was the first collegiate institution to be granted program approval in the field. A master's degree was authorized by Lehigh in Social Restoration. For a period in the 1970s, Lehigh interns were employed as teachers in maximum security prisons such as Gratersford as well as in county prisons and detention homes. The program director, Dr. Raymond Bell, was widely recognized for his innovative work in corrections education. In addition to the training program, Dr. Bell has conducted considerable funded research on education programs for delinquent and corrections populations.

In 1976 Dr. Perry Zirkel became the second Dean of the School of Education. Dean Zirkel had been the Director of a Teacher Corps cooperative program between the University of Hartford and the city of Hartford, Connecticut. While a faculty member at the University of Hartford he had completed a law degree to augment his doctoral degree in education.



Dr. Perry A. Zirkel

One of Dean Zirkel's early initiatives was to assist the school district of Allentown in the development of a collaborative proposal with Lehigh for a Teacher Corps project. The project was funded, and Dr. Elvin Warfel was selected as the project director for Lehigh. The Teacher Corps project helped to certify new teachers through the intern program and provided an outstanding assortment of staff development programs for the teachers in the target schools of Allentown. Several of the participants from Allentown continued in professional study at Lehigh in programs that led to advanced degrees, certification in leadership programs, or to school specialist certificates. Unfortunately, Teacher Corps funding was eliminated in the early 1980s by the Reagan administration and the collaborative program had to be terminated.

A Period of Enrollment Decline

The School of Education had record numbers of graduate students during the early and mid 1970s. Like other education schools, the number of students declined in the late 1970s due to the decline in employment

opportunities for teachers and other school personnel. The declining numbers of students and the imbalance between income and expenses in the School of Education alarmed the central administration of the University, and on December 7, 1979, President Deming Lewis alerted the faculty to the possibility of closing the School of Education if the trends of costs versus income continued. When the information reached the remainder of the faculty of the University, there was considerable concern that decisions concerning the possible termination of an academic unit had been made without faculty consultation. Faculty from the other colleges and the University administration offered to provide assistance to the School of Education in dealing with this emergency.

Response of the School of Education

The School of Education responded by the selection of three "salients" as a focus for its deployment of resources. These were the exceptional learner, staff development and educational technology. Under the exceptional learner salient, training and research efforts were expanded to serve the needs of professional teachers and specialists in dealing with handicapped individuals such as those adolescents served by the Centennial School. Research and training programs to serve adult handicapped were initiated. A program to prepare teachers of the gifted was developed, and a summer practicum in gifted education was initiated.

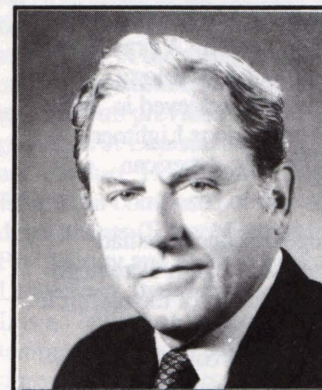
Under the staff development salient, a number of approaches were developed to serve those individuals already in service in schools and training settings. Schools were provided with assistance in the preparation of their school improvement plans. Some off-campus courses were given. In a few cases, video technology was used to provide an interactive environment for students at other sites than the University.

The educational technology salient coincided with the availability of microcomputers for schools and homes. One of the first microcomputer training laboratories for teachers was established in collaboration with the Bethlehem Area School District in Broughal Middle School. The school district used the lab during the day for computer literacy courses for school students while the University used the lab at night and during the summer for staff development courses for teachers. A major set of computer labs also was established. Video technology began to be merged with computer technology. Lehigh's School of Education began to be recognized as one of the most advanced Schools of Education in its sophistication in Educational Technology. Eventually, a state sponsored training laboratory was authorized and established at Lehigh. During the

1980s this laboratory served hundreds of teachers as a training and development resource. Dr. LeRoy Tuscher has been widely recognized for his role in the development of Lehigh's expertise in educational technology.

Despite the concerns of faculty and Lehigh central administration regarding the possible termination of the School of Education, enrollment leveled off during the early 1980s. A number of funded programs provided support for faculty and graduate students. In 1979 the Centennial School was moved from the Saucon Valley Campus to a school site in Bethlehem. Given the trends toward mainstreaming of handicapped students, the move was a favorable one. The site within Bethlehem was much more accessible for potential students within the area than the remote setting in Saucon Valley, and as enrollment in the Centennial School increased, opportunities for professional training and applied research with the handicapped also improved. Its previous facility was taken over by the Benjamin Franklin Institute.

The scope of the special education program was extended during the 1980s to serve adult clients. Social policy toward the adult handicapped has been to "de-institutionalize" individuals who, in earlier times, were placed in large, impersonal institutions. Those who have spent many years in closed settings require guidance and instruction as they move into more independent lifestyles in community settings. Through the leadership of Dr. Diane Browder, a program has been implemented for several years which trains professionals in the skills and concepts necessary to help adult mentally retarded to be successful in the broader community. Lehigh has assumed the responsibility for running several group homes for adult mentally retarded individuals. This program, like the Centennial School, has provided a high quality social and educational service which is consistent with the University's mission in professional education and applied research.



Dr. Paul VanR. Miller

There were changes in leadership during the early 1980s. Dr. Zirkel assumed a position as University Professor of Education and Law since he was teaching law-related courses in the College of Business and Economics as well as courses related to his specialty in school law within the School of Education. Dr. Paul VanR. Miller was named as Dean pro tem. Dr. Arthur Humphrey became the Provost and was supportive of the

efforts of the School of Education. In 1982 Dr. Peter Likins assumed Lehigh's presidency. He devoted considerable attention to the School of Education and commissioned a committee to consider the organization of major units of the University. In 1986 the Board of Trustees authorized the change to its present status as College of Education. Dr. Miller was named as Dean.

The College of Education

In a relatively short period of time the School of Education had evolved from a very precarious status of potential termination to an upgraded status of College of Education. Credit should be given to the leadership of Dean Miller, President Likins and Provost David Sanchez in spelling out a clearer mission for the School. The help of other units of the University was invaluable. Faculty in the other Colleges supported their colleagues in Education in their efforts to be successful. The training needs in the profession were clearly moving upward by the mid-1980s as enrollment increased in the graduate professional programs. Two external evaluating committees (the Pennsylvania Department of Education and the National Council for the Accreditation of Teacher Education) had conducted program reviews and had given the School of Education high marks. A national reform movement was triggered by a report on excellence in 1983. Clearly, the College of Education was in the mainstream of educational reform.

While the Doctor of Education (Ed.D.) degree is the typical terminal degree in such specialties as school administration and reading, the specialties which are more closely aligned with the social science disciplines are more likely to require a Doctor of Philosophy (Ph.D.) degree. Three of the doctoral programs have been authorized to implement Ph.D. programs. These are school counseling, school psychology and special education. In both the school counseling and special education programs an Ed.D. is available as well. A practitioner degree (Educational Specialist) is awarded in school psychology. Recognition for the School Psychology program was achieved in 1988 by Dr. Edward Shapiro, who was awarded the prestigious Lightner-Witmer Award of the Division of School Psychology, American Psychological Association.

By the fall of 1986, the status of the College of Education had stabilized. Concurrently a committee of Trustees of Lehigh were negotiating with officials from Bethlehem Steel Corporation for the research laboratory that Bethlehem Steel had built in the 1960s on the top of South Mountain. By the beginning of the Christmas break, these negotiations had resulted in an agreement whereby the University would

purchase the property and several of the buildings. As the one completely graduate unit on campus, the College of Education was selected to be the first academic program to move to the newly named Mountaintop campus. During the summer of 1987 the move was made to a wing of Building A on the Mountaintop.

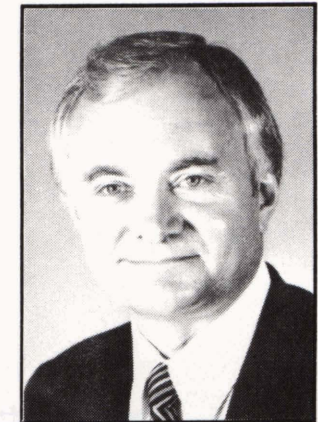


Mountaintop Campus

To the Mountaintop

Most of the faculty have been well pleased with their new home. Their offices face the city of Bethlehem and the Lehigh River. On a clear day you can see, if not forever, at least to the Blue Mountains to the North, Allentown to the West, the cement mills of Nazareth and the A-B-E Airport. Best of all, there is sufficient classroom space so that the faculty does not have to trudge off to distant academic buildings at 4:00 p.m.

In the fall of 1987, Dr. Miller announced his intention to retire in June, 1988. After a national search, the University selected Dr. Alden Moe to serve as Dean of the College of Education. Dean Moe is a distinguished researcher in the discipline of reading and an experienced academic administrator. He had previous administrative positions at Louisiana State University and Purdue. He joins a College of Education composed of two academic departments (School Counseling, School Psychology and Special Education and Leadership, Instruction and Technology). It is a College of Education which is tempered by the experience of difficult times but which is optimistic while realistic about its future.



Dr. Alden J. Moe

Reference

Reddin, Estoy. ed. *Two Hundred Years of Life in Northampton County, Pa.* Vol. VII, *Higher Education*. Easton: Northampton County Bicentennial Commission, 1976.

Credits

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