

1945

1945-1946 Pestalozzi Froebel Course Catalog

Columbia College Chicago

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PESTALOZZI FROEBEL TEACHERS COLLEGE

A special college for the training of nursery
school, kindergarten and primary teachers.

THE UNIVERSITY
OF TEXAS

The college is located in the Fine
Arts Building in the heart of Chicago
within walking distance of vital edu-
cational resources such as museums,
libraries, art galleries, planetarium,
concerts, theatres, etc.

APR 30 1945

THE LIBRARY

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General Bulletin Educational Plan and Announcement

1945-46

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FINE ARTS BUILDING
410 SOUTH MICHIGAN BOULEVARD
CHICAGO 5, ILLINOIS

NATURE OF THE CURRICULUM

The purpose and function of the College is education for professional services in the area of early childhood education, child development, and child guidance. While emphasis is on the training of classroom teachers for nursery school, kindergarten, and primary grades, the College also prepares its students for work in those phases of child development outside of school such as child recreation work; nursery, kindergarten, and play group work in social settlements and other social agencies; play-rooms, play schools, playgrounds, etc.

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In summary, the program of Pestalozzi Froebel Teachers College is directed toward the development of young people equipping them first, with rich scholarship and cultural background; second, power and ability to think intelligently and act constructively; and third, the art of helping children develop their potentialities through vital childhood activity.

OFFICERS OF ADMINISTRATION

HERMAN H. HEGNER, President

NORMAN ALEXANDROFF, Dean of College

DANIEL D. HOWARD, Dean of Students

STAFF OF INSTRUCTION

CHERRIE P. ALEXANDROFF, M.E.....	Education
U. S. ALLEN, B.O.....	Speech
FLORENCE BAKER, A.M.....	Education, Art
WILL BELLOW, B.S.....	English
MERLIN BOWEN, A.M.....	English
RAYMOND COOK, A.M.....	Education
HORACE DAVIS, Ph.D.....	Social Science
EDWINA DEANS, A.M.....	Education
JOHN DeBOER, Ph.D.....	Education, English
EVELYN DUVAL, M.S.....	Education
ELIZABETH ENGLE, A.M.....	Education
VIVIAN GALE, A.M.....	Education
DENTON GEYER, Ph.D.....	Education, Social Science
MAURICE GRIFFITH, M.M.....	Music
GEORGE GUERNSEY, M.S.....	Education
HERMAN H. HEGNER, Ph.B.....	Science
DANIEL D. HOWARD, M.A.....	Psychology, Education, Social Science
HUDSON JOST, Ph.D.....	Science, Psychology
IRA LATIMER, A.M.....	Social Science
CLARA C. LYDEN, M.A.....	Education
NORMAN ALEXANDROFF.....	Humanities
EGGERT MEYER, A.M.....	Child Development, Science, Psychology
FRANCES MULLEN, Ph.D.....	Child Psychology
ALINE NEFF, M.Sp.....	Drama, Radio Education
JOHN REIDY.....	Radio Education
PAUL SCHROEDER, M.D.....	Child Guidance, Psychology
ELIZABETH WATERMAN, Ph.D.....	Creative Expression

NATURE OF THE CURRICULUM

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It is important to note that the two major purposes of the College in the field of teacher education are the initial preparation of the teacher for education of children from two to nine years of age and the further professional development of experienced teachers and directors.

The curriculum is directed toward professional education for understanding, guiding, and teaching children; it also provides the student with a broad basic knowledge for living today and tomorrow. To this end emphasis in the curriculum is directed toward the individual's needs, allowing opportunity for independent study and experience outside of the College classroom.

The far-reaching requirement that one shall be thoroughly prepared to take one's place in the important enterprise of teaching and guiding children is the goal of the College. Since the vitality of education is definitely related to the economic and social conditions and cultural factors of its time, it is necessary that students become aware of what is happening in contemporary society. Students need preparation not only to be professional workers, but to be active participants in the community. Excursions, panel discussions, and participation in social, civic, and cultural activities of the community are an integral part of the curriculum.

In summary, the program of Pestalozzi Froebel Teachers College is directed toward the development of young people equipping them first, with rich scholarship and cultural background; second, power and ability to think intelligently and act constructively; and third, the art of helping children develop their potentialities through vital childhood activity.

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CHERRIE P. ALEXANDROFF, M.E. Education

U. S. ALLEN, B.O. Speech

FLORENCE BAKER, A.M. Education, Art

THE SPEED-UP PROGRAM

The war has brought about a shortage of teachers and colleges have been asked to speed up their courses. In compliance this college has made it possible for students to complete their courses in less than the usual time. For example, it is possible in many cases for a student to complete the equivalent of two years of college work in fifteen months. The same plan applies to three or four year programs. For details inquire at the office of the Dean of Students.

HUDSON JOST, Ph.D. Science, Psychology

IRA LATIMER, A.M. Social Science

CLARA C. LYDEN, M.A. Education

NORMAN ALEXANDROFF Humanities

EGGERT MEYER, A.M. Child Development, Science, Psychology

FRANCES MULLEN, Ph.D. Child Psychology

ALINE NEFF, M.Sp. Drama, Radio Education

JOHN REIDY Radio Education

PAUL SCHROEDER, M.D. Child Guidance, Psychology

ELIZABETH WATERMAN, Ph.D. Creative Expression

TWO YEAR DIPLOMA

The two year course leading to the two year diploma is designed to meet the needs of a short concentrated period of study.

	Semester Hours
I. Professional Education (requiring study in each of the following areas)	13 to 16
(a) Educational psychology, child psychology, and human growth and development.	
(b) Teaching and learning techniques including reading and curriculum problems.	
(c) Science for teachers including elementary science and arithmetic.	
(d) Social science including social studies and laboratory course in agencies and institutions.	
(e) American public education.	
(f) Student teaching.	
II. General Education (requiring study in each of the following areas)	31 to 44
(a) Fine and applied arts (Music and Art).	
(b) Language arts including written and oral English, world literature, modern writings.	
(c) Human development (in the area of psychology, biology, and sociology).	
(d) Health and physical education (must include a minimum of 2 semester hours in materials and methods of instruction).	
(e) Science (from the areas of general science and/or mathematics).	
(f) Social Science (requiring the study of the history of the United States and of American government; and additional hours from the areas of cultural history, contemporary civilization and the history of the Americas).	
(g) Speech.	
III. Electives.....	0 to 16
To be selected under the guidance of the faculty to obtain a well balanced professional and educational program. _____	
TOTAL.....	60

THE MID-YEAR TERM

Students who are unable to enter in September may enter at the opening of the mid-year term, the first week in February. New classes of instruction are opened at this time. High school graduates of mid-year classes find that this opening enables them to continue their education without delay. University and college students who wish to start their specialization find this an opportune time to enter.

SUMMER SCHOOL

Summer courses cover the field of teacher education and child development as well as the academic courses. Students may elect to study for ten weeks, six weeks, four weeks or two weeks. The summer program opens the third week in June.

EVENING CLASSES

For those who are unable to attend during the regular day session, selected courses are offered during the evenings. For complete information about these courses, write for the special bulletin.

SATURDAY CLASSES

Special classes for teachers and professional workers in service are conducted each Saturday morning throughout the school year. These classes are of special value to those who wish to work for promotional credits or for advanced certification—degree or diploma. The courses are carefully selected with the needs of teachers as the primary consideration. For complete information about these courses, write for the special bulletin.

WORKSHOP COURSES AND INDEPENDENT STUDY

For the convenience of students who are unable to attend weekly Day or Evening classes, Saturday workshop courses, meeting once or twice a month, are conducted, and a program of independent study is provided. Students living outside of metropolitan Chicago will find it convenient to include such work in their educational programs.

For regulations concerning workshop courses or independent study, write to the Registrar.

THE PROGRAM FOR TEACHERS IN SERVICE

Practical, concentrated courses to meet present demands and equip teachers to take advantage of new opportunities are emphasized in the program. Teachers who are continuing their professional education and seeking advancement while in service will find courses which satisfy their requirements.

REFRESHER COURSES FOR THOSE RETURNING TO TEACHING

The program is also designed to give the practical and concentrated renewed training needed by those teachers who are being called into service after years of absence.

SPEED-UP COURSES FOR HIGH SCHOOL GRADUATES AND OTHERS BEGINNING TEACHER TRAINING

Summer courses are offered so that high school graduates or students with previous general college education may start their teacher training in June rather than waiting until September. Such students entering in June can continue in the fall with their college work and thus speed-up their training. Under the speed-up plan, such students will be able to complete teacher training one year sooner.

PLACEMENT BUREAU

The college conducts a free placement bureau for its students and graduates for the purpose of helping place them in teaching positions, advising them and keeping in touch with them throughout their professional careers.

It also places many graduates in commercial positions where specialists in childhood education are in demand.

LIVING ACCOMMODATIONS

Accommodations are available to suit the taste and needs of all. Living expenses depend materially on personal requirements and are available at rates as low as \$7 a week for room and board. Resident clubs such as Blackstone Hall, Eleanor Clubs, International House, and the Young Women's Christian Association are available. Reservations may be made by sending a \$5 deposit to the college office. This amount will be deducted from the first week's board and room bill.

CURRICULUM

In accordance with the philosophy of education of the college, the curriculum is organized to give students the theory and experience essential for growth and for the understanding of children.

Several related courses herein listed are often grouped together in workshop units to unify and facilitate instruction.

A-40—CURRENT PROBLEMS IN EDUCATION: In this course the student is introduced to the area of education in general and the field of teaching in particular. A study of philosophy of education and significant historical practices as a means of understanding our present theories and practices serves as an orientation course in the realm of early childhood education.
3 credits.

B-40—HISTORY OF EDUCATION: This course serves to give students a deeper understanding of current practices and problems in education by tracing their historical development.
3 credits.

C-40—PHILOSOPHY OF EDUCATION: A study of the more significant currents of thought and their influence on modern education. The meaning of education, educational aims and values, democracy and education, the development of ideals, the nature of thinking, method and subject matter.
3 credits.

C-48—AMERICAN EDUCATION: The nature and function of the American educational system. Basic issues confronting American schools in a changing society. Traditional and progressive approaches to educational problems.
3 credits.

C-49—READINGS IN EDUCATION: A study of the more significant writers in the field of education; their contribution and influence on modern educational thought.
3 credits.

D-40—EDUCATION AND THE AMERICAN SCENE: A study of the responsibilities of the teaching profession toward the social order in periods of profound change; the special problems of the classroom teacher with respect to social problems.
3 credits.

B-91—EDUCATIONAL PSYCHOLOGY: A study of the problems of learning as they apply in the classroom situation. Recent research

and theories of learning, laws of learning, conditions affecting learning, and their implications for the classroom teacher.

3 credits

A-44—TEACHING OF THE SOCIAL STUDIES: An introduction to the teaching of the social studies in the lower grades; the nature and organization of teaching units; sources and methods of selecting instructional materials; techniques of evaluating growth.

3 credits.

B-44—ADVANCED COURSE IN THE TEACHING OF SOCIAL STUDIES: Methods of evaluating and utilizing children's experiences in the development of social studies concepts; enrichment of the daily program through first hand experiences in the neighborhood and community. Further consideration of unit construction.

3 credits.

C-44—SEMINAR IN THE SOCIAL STUDIES: An analysis of recent research in the social studies curriculum of early childhood education; implication of such research for classroom organization and instruction. Opportunities are provided to carry out individual projects in the selection and development of teaching units.

3 credits.

D-45—THE RESOURCES OF COMMUNITY AGENCIES AND INSTITUTIONS: Lectures on and field trips to important community agencies and institutions; the utilization of such resources in expanding children's backgrounds of meaningful experience. The availability of institutions for the treatment of medical, psychiatric and educational problems of children.

3 credits.

D-46—ART IN THE SOCIAL STUDIES: The development of art projects to implement the units of experience in the social studies. The supervision of construction work and other art activities in the attainment of social studies objectives.

3 credits.

D-49—THE PRIMARY CURRICULUM AND CHILD DEVELOPMENT: The primary curriculum considered as a whole in its relation to the social, emotional, physical, and educational growth of the child; methods of meeting the fundamental needs of children through school experiences.

3 credits.

A-46—TEACHING OF THE LANGUAGE ARTS: Methods of teaching oral and written composition in primary grades; techniques of vocabulary development; promoting good speech habits; use of dramatization in furthering language growth.

3 credits.

B-46—TEACHING OF THE LANGUAGE ARTS—CHILDREN'S LITERATURE: A critical study of recent literature for children—informational as well as recreational; sources of children's literature and methods of selection and evaluation.

3 credits.

C-46—ADVANCED COURSE IN THE TEACHING OF THE LANGUAGE ARTS: A course for experienced teachers and mature students in techniques of language development in expanding children's interests, promoting special abilities, and nurturing personality growth. Methods of helping the child to share his ideas and experiences with others.

3 credits.

A-50—TEACHING OF READING: A survey course on teaching of reading in the primary grades; the nature of the reading process; historical development of teaching methods and instructional material; basic principles underlying a sound reading program; guidance in the fundamental stages of reading development.

3 credits.

B-50—ADVANCED COURSE IN TEACHING OF READING: Reading readiness; word recognition; vocabulary development; phonics; silent reading skills; selection of materials; classroom organization for individual differences; methods of evaluating growth.

3 credits.

C-50—THE TREATMENT OF READING DISABILITY: The problem of diagnosing and correcting reading difficulties; the psychological, social, educational, emotional, and physical causes of reading disability; methods of analyses and remediation; use of standardized and informal tests; special techniques with the severely retarded reader.

3 credits.

A-41—TEACHING OF ARITHMETIC: An introduction to the teaching of arithmetic in the primary grades; promoting quantitative experiences; developing fundamental arithmetical concepts; stimulating arithmetic readiness; introducing fundamental operations; teaching problem solving.

3 credits.

B-41—ADVANCED COURSE IN THE TEACHING OF ARITHMETIC: Further study of techniques in teaching fundamental operations; methods of promoting quantitative thinking; diagnosing and correcting arithmetical disabilities; use of special material in the teaching of arithmetic.

3 credits.

C-41—SEMINAR IN THE TEACHING OF ARITHMETIC: An analyses and evaluation of recent research on the teaching of arithmetic; recent trends and controversial issues; the problem of grade placement; the role of arithmetic in the total curriculum; implication of recent research on the psychology of learning.

3 credits.

A-20—TEACHING OF SCIENCE: Materials and methods of teaching science to young children; creating science experiences; developing fundamental concepts; selecting and preparing materials of instruction; evaluating growth.

3 credits.

B-20—TEACHING OF SCIENCE: The fundamental problems considered in A-20 receive more detailed consideration; methods of utilizing the immediate environment; exploring children's experiences; constructing exhibits.

3 credits.

C-20—SEMINAR IN TEACHING OF SCIENCE: An analysis and evaluation of recent research on the teaching of science to young children; the problem of integrating science with other disciplines; grade placement of subject matter and concepts; the development of units of instruction.

3 credits.

B-43—NURSERY SCHOOL-KINDERGARTEN EDUCATION: Organization of the school program to meet the inherent needs of children from two to six years of age. Relationship of the nursery school and kindergarten to the total school program. Cooperation between the school and home. Developmental levels of children. Housing, equipment, materials, and health practices.

3 credits.

C-43—SEMINAR IN NURSERY SCHOOL-KINDERGARTEN EDUCATION: An opportunity for teachers to understand the underlying prin-

principles of nursery school and kindergarten education as a factor in child development. Experiments, research studies, and recent trends will be discussed and evaluated. *Open to advanced students only.*

3 credits.

B-57—PLAY MATERIALS: Evaluation of available materials in terms of satisfying the needs of young children. The designing of special materials to meet special needs.

2 credits.

A-45—DIRECTED OBSERVATION: Students visit a variety of schools and discuss and evaluate what they observe.

3 credits.

B-45—STUDENT TEACHING: Observation and participation in one of the cooperating schools where the student receives her first experience with children, under the guidance of a carefully selected director in the best public and private schools in the Chicago area.

5-10 credits.

D-45—ADVANCED STUDENT TEACHING: For those students who enter the college with some teaching experience, but who want to enlarge and enrich their teaching knowledge of young children by contact with children in the classroom under careful supervision.

5 credits.

B-42—CLASSROOM MANAGEMENT: This is the course where those students who are in Student Teaching (B-45) come together to discuss and evaluate their experience under the direction of their supervisor.

1-2 credits.

A-90—DEVELOPMENTAL PSYCHOLOGY: Beginning with prenatal development and continuing through early childhood, a study of the physical, emotional and mental growth of the child in the family and as a member of society; an analysis of the implications of child growth for education.

3 credits.

B-90—CHILD DEVELOPMENT—PHYSICAL AND MENTAL GROWTH: The physical and mental growth of children as a basis for childhood education. Fitting the program to the child's needs as he matures. Mental hygiene and teaching techniques based on child development.

3 credits.

C-90—CHILD DEVELOPMENT—THE SOCIAL ORIENTATION OF THE CHILD: Factors which influence the social development of the child and their implications for education.

3 credits.

D-90—SEMINAR IN CHILD DEVELOPMENT: Physical, social and mental growth of the normal child. Factors which influence the development; diagnosis and mental hygiene; individual differences—implications for education. *Open to advanced students only.*

3 credits.

B-96—PRINCIPLES IN CHILD GUIDANCE: Approach to child guidance in its various phases: psychiatric, medical, social, psychological and recreational; the nature and needs of childhood, the existence and variety of problems of children. The place of the school and the function of the teacher in guidance are stressed. *Pre-requisite—A-90 or consent of instructor.*

3 credits.

C-96—TECHNIQUES IN CHILD GUIDANCE: This course gives teachers an opportunity to become familiar with guidance procedures. It will include a study of case material and case abstracts and members of the class will have the opportunity of making their own case records. *Prerequisite—a course in Child Guidance or consent of the instructor.*

3 credits.

C-91—CHILD DEVELOPMENT — BEHAVIOR PROBLEMS IN THE CLASSROOM: Basic needs of children. Emotional climate of the classroom. Psychotherapy in school — typical mental hygiene problems. The dynamics of human relations and the educative process.

3 credits.

C-98—THE EXCEPTIONAL CHILD: Gifted, retarded, socially and physically handicapped children. Individual case histories with their implications for the classroom teacher. Opportunities for further study and research. *Open to advanced students only.*

3 credits.

C-94—PSYCHOLOGY OF JUVENILE DELINQUENCY: Underlying causal factors in juvenile delinquency with a view to relating the individual and social influences. Case discussions illustrating disturbances in the emotional development, in the causation of be-

havior problems of childhood, neuroses, and delinquent behavior. *Prerequisites*—one course in *Psychology* and one course in *Social Science*.

3 credits.

B-95—EDUCATIONAL EVALUATION: How to record the progress and evaluate the work of children. Use of various tests, inventories and other records. How to utilize the cooperation of the home in the process of evaluation and the various ways of reporting progress to the parents.

3 credits.

A-26—CHILDREN'S NUTRITION AND CHILD CARE: The growth, development, health and habit formation of young children. The causes of malnutrition, the essentials of an adequate diet, food needs of children.

3 credits.

B-24—THE HEALTH PROGRAM IN THE ELEMENTARY SCHOOL: Modern trends in health instruction, development of better standards of healthful behavior in terms of habits, attitudes and knowledge.

3 credits.

B-24s—FEEDING THE FAMILY: Food needs of children and adults. Meeting these needs through knowledge of food values and proper food selection. Consumer practices and expenditures in wartime.

2 credits.

C-24—SEMINAR IN HEALTH EDUCATION: The health of the child at home and in school—his physical growth and the necessary provisions—equipment. Giving the student the techniques for recognizing symptoms. This course includes observations in the various clinics. *Open to advanced students only.*

3 credits.

C-26—PHYSIOLOGY: The structure and function of the human mechanism. Development of appreciation of health and a knowledge of how to maintain it.

3 credits.

B-71—TEACHING OF PHYSICAL EDUCATION: Methods of directing the physical activities of children. Stimulating creative expression; organizing and utilizing play activities for social, emotional, and physical growth.
2 credits.

A-56—CREATIVE EXPRESSION — ART: This course offers the student many possibilities for expressing his own ideas. Selection and use of materials and their adaptation to children's uses.
2 credits.

B-58—CREATIVE EXPRESSION — SHOP WORK: This practical course gives the student instruction in the selection, use and upkeep of tools and equipment for young children's manual activities. It gives the student opportunity to gain skill in manipulation of materials and tools.
2 credits.

C-58—CREATIVE EXPRESSION — SHOP WORK: A continuation of course B-58 on an advanced level.
2 credits.

B-59—CREATIVE EXPRESSION—ARTS AND CRAFTS FOR CHILDREN: The development of imagination and creative ability in the use of a large variety of materials. Experimentation in design and composition.
2 credits.

A-51—CREATIVE EXPRESSION—MUSIC: The elementary principles of teaching young children to sing individually and in groups and of supervising creative group activities in music. Ways of expanding the musical interests of children, of developing children's voices, of recognizing differences in growth of boys' and girls' voices, of introducing new song material.
2 credits.

B-51—CREATIVE EXPRESSION — AN ADVANCED COURSE IN THE TEACHING OF MUSIC: This is a continuation of course A-51. Opportunities for the carrying out of original ideas and experimentation will be given. Recognizing and stimulating children's responses will be stressed. A variety of resource material will be used.
2 credits.

B-69—CREATIVE EXPRESSION—RHYTHMIC & DRAMATIC: Children's interests and needs in expressing their ideas rhythmically and dramatically in relationship to their total development; the stimulating of children's expression and furthering their interests. 4 credits.

A-25—INTRODUCTORY SOCIOLOGY: This is a survey of group life as it is evolved in our present day society. Problems brought about by social change are studied. 3 credits.

B-34—CONTEMPORARY SOCIAL PROBLEMS: The world scene as a background for understanding and interpreting the many problems which now exist; problems which challenge the schools and which children must face. 3 credits.

B-25—SOCIAL ECONOMICS: The rise of the industrial era, money, banking, industry, business, market practices, governmental control, consumer organizations, labor unions, taxes, economic change, socialism, fascism, etc. 3 credits.

B-28—INTRODUCTION TO THE STUDY OF CULTURE: A preliminary study of the psycho-social environment: customs, mores, folkways, language, economy forces which play on the individual from birth to death. A comparison of various cultures; ancient, primitive and modern. 3 credits.

B-29—AMERICAN MINORITY GROUPS: A survey of racial and national minority groups in America, covering their Old-World background, their cultural characteristics, and their influence on American life. 3 credits.

C-30—CULTURES OF THE WORLD: An inclusive survey of the social organization, religious practices, arts and economics of various primitive and folk societies. *Prerequisite—B-28 or consent of instructor.* 3 credits.

A-38—HISTORY OF CIVILIZATION: A brief survey of the development of civilization from ancient times to the present with emphasis on the forces and factors that have contributed to the emergence of modern social, political and economic institutions.
3 credits.

A-30—AMERICAN POLITICAL AND SOCIAL HISTORY: A survey of the development of American political, social and cultural institutions from the period of exploration and colonization to the present. Designed to provide a perspective for further study or a review for students who have had such study.
3 credits.

A-31—UNITED STATES HISTORY—THE EARLY PERIOD: This course is a study of the formation and development of the United States with special emphasis on the political and constitutional development. This course covers the period 1492 to 1787.
3 credits.

A-32—UNITED STATES HISTORY AND GOVERNMENT—THE FORMATIVE PERIOD: This is a continuation of course A-31 and covers the period 1784 to 1865. Special emphasis is given to the formation of the union and its rise to power.
3 credits.

A-33—UNITED STATES HISTORY—REUNION: This course covers the period from 1856 to September, 1939. While it is not necessary to study courses A31, A32 and A33 in consecutive order, it is advisable to do so if possible.
3 credits.

A-36—UNITED STATES HISTORY—CURRENT EVENTS: The United States in the present world scene. Internal affairs. Foreign policy. International treaties and rivalries. The war.
3 credits.

B-38—MODERN EUROPEAN HISTORY: The history of Europe from the 16th century to the present: the Renaissance and Reformation, the French Revolution, the period of enlightenment, the emergence of modern states; the origins of World Wars I and II.
3 credits.

C-37—HISTORY OF LATIN AMERICAN: The political, social and cultural development of countries in central and South America from the period of colonization to the present. The nature of inter-American relationships.
3 credits.

C-38—HISTORY OF ASIATIC CIVILIZATION: A survey of the culture and institutions of the Far East with emphasis on China, India, and Japan.

3 credits.

A-37—INTERNATIONAL RELATIONS: Analysis of the industrial and military organizations of the nations at war. Historical backgrounds of current international conflicts. International law and major treaties. Political philosophies of world powers.

3 credits.

A-27—SURVEY OF PHYSICAL SCIENCES: A survey of major facts and principles in the physical sciences. The course is designed to broaden the scientific background of students and to equip them to teach elementary science.

3 credits.

A-28—SURVEY OF BIOLOGICAL SCIENCES: A survey of major facts and principles in biology. The course is designed to broaden the scientific background of students and to equip them to teach elementary science.

3 credits.

A-21—WORLD GEOGRAPHY: This is an introductory world-wide survey of the distribution and characteristics of the elements of the natural environment (climate, land forms, soils, surface and ground waters, natural vegetation and mineral deposits) with particular reference to the bearing of the natural environment on the economic life of the social groups. Low latitude and lower middle-latitude regions are studied.

3 credits.

A-22—WORLD GEOGRAPHY: This course is organized on the general plan as course A-21. Middle-latitude regions are emphasized. High-latitude areas are discussed briefly. About one-third of the work is devoted to a study of manufacturing and world trade.

3 credits.

B-23—GEOGRAPHY OF NORTH AMERICA: A study is made of the major geographic regions of North America and the economic activities related to the natural environmental complex of each region. In addition to acquainting the student with fundamental natural and geological processes, the prospective teacher will

secure material which can be adapted to the teaching of geography in the elementary field.

3 credits.

C-23—GEOGRAPHY—PEOPLES OF THE WORLD: How the life of some of the simpler societies of the world is basically affected by the physical environment. The various factors that contribute to moulding the cultural, economic, social, and religious concepts of these peoples.

3 credits.

A-94—INTRODUCTION TO PHILOSOPHY: This is a general survey of the field of philosophy in which significant currents of thought are discussed. The works of leading philosophers (ancient, medieval, and modern) are studied. The purpose of the course is to give students an orientation in the field of philosophy.

3 credits.

A-91—INTRODUCTORY PSYCHOLOGY: A basic course for understanding human reactions.

3 credits.

B-92—ABNORMAL PSYCHOLOGY: Behavior problems and abnormalities. Heredity and environmental factors in mental disorders. Discussion of the various types of abnormalities, their symptoms and treatment. An analytical study of methods used in the treatment of abnormalities. *Prerequisite—A-91 or consent of instructor.*

3 credits.

B-93—SOCIAL PSYCHOLOGY: This course is designed to aid the student in discovering such aspects of social phenomena as: the relationship between the individual and the group in society, the effects of group association upon the individual, the processes of group behavior, and the application of contemporary psychological principles to social problems. *Prerequisite—A-91 or consent of instructor.*

6 credits.

C-93—DEVELOPMENT OF PERSONALITY: The growth of personality through adjustments to environmental pressure is the main problem of this unit of study. Both normal and abnormal adjust-

ments are considered. Theories of personality are discussed.
Prerequisite—A-91 or consent of instructor.
3 credits.

B-94—MENTAL HYGIENE IN THE CLASSROOM: Basic needs of children and adults. Emotional climate of the classroom. Psychotherapy in school—typical mental hygiene problems. The dynamics of human relations and the educative process.
3 credits.

C-51a—MUSIC APPRECIATION: The major principles that contribute to listening pleasure and that characterize the best in music. Students will be guided in listening to representative musical masterpieces.
3 credits.

C-56—ART APPRECIATION: Basic principles for the understanding and appreciation of art. Lectures, discussions, and field trips to nearby museums, galleries, and exhibits.
3 credits.

D-17—SPEECH CORRECTION: Symptoms, causes and treatment of the more common types of retarded speech.
3 credits.

A-10—ENGLISH COMPOSITION: English composition is taught by means of lectures, classroom exercises, written work, and consultation.
3 credits.

B-10—SURVEY OF CONTEMPORARY AND CLASSIC LITERATURE: This course provides for individual and group study of significant writers in modern and classic literature in relation to psychological and social forces. It aims to help students establish criteria of literary criticism, appreciation and enjoyment.
6 credits.

B-11a—DRAMATIC LITERATURE: A survey of the drama from the classical to contemporary. An introduction to outstanding examples of the various forms of dramatic literature.
3 credits.

B-11b—GREAT BOOKS: The reading and discussion of books that have had profound influence on modern thought. Selections from different fields: literature, social science, science, etc.
3 credits.

B-12—THE IMPROVEMENT OF ENGLISH: A diagnosis of the ability of each student in vocabulary, grammar, punctuation, sentence structure, spelling, and reading. Development of facility in those areas where most help is needed.

3 credits.

B-17—CORRECTIVE SPEECH: Phonetics, voice projection, tone production, voice placement, breathing, articulation, enunciation and pronunciation.

3 credits.

C-10—INTRODUCTION TO THE STUDY OF THE NOVEL: This course serves to provide the student with a knowledge of the history and structure of the novel in the modern world.

3 credits.

C-11—INTRODUCTION TO THE STUDY OF POETRY: An approach to poetry through the study of the elements of verse, together with an introduction to some of the problems of modern poetry.

3 credits.

C-12—MODERN PRINCIPLES OF ENGLISH USAGE: A course designed to promote facility in the use of words and discrimination between word symbols and the things they represent. This course is based upon the scientific studies which bring new light to the problems of language.

3 credits.

C-13—CURRENT READING: A survey of leading works of contemporary fiction and nonfiction for the general reader. The course is designed to enrich individual reading programs for the teacher as a citizen and member of a profession.

3 credits.

D-10—THE NOVEL: Individual and group study of specific problems and significant areas. *Open to advanced students only.*

6 credits.

D-11—POETRY: Studies in the critical literature. *Open to advanced students only.*

6 credits.

Note—A number of these courses carry variable credit. The courses as herein listed show maximum credit. Students may earn less than maximum credit.

TUITION AND FEES

1. **TUITION FEE:** Tuition cost is determined by the number of college credits needed by the student to complete his program of training. The fee is \$15 for the first college credit and \$10 for each additional college credit. Since the normal load of study for a full-time day student is 15 college credits each semester, his tuition fee is \$155. Part-time students, who carry only a few college credits, are charged accordingly; namely, \$15 for the first college credit and \$10 for each additional college credit.

2. **OTHER FEES:** There are no fees charged for matriculation, library, etc. Nominal laboratory fees are charged only when the college supplies the student materials in art and science courses.

3. **GRADUATION FEE:** Graduation fee, including the diploma, is \$10. It is payable two weeks before commencement.

NOTE: Where necessary, plans for payment of fees in installments may be arranged with the Registrar.

A college credit consists of 18 class-hour periods. The normal load of study for a semester is 15 college credits. In the summer school the normal load of study for the Ten-week term is ten college credits; for the Six-week term, six college credits; and for the Four-week term, four college credits. Students who wish to exceed the normal load of study and thus complete their education in less than the customary period of time should apply to the office of the Dean of Students for permission to do so.

CALENDAR

FALL TERM 1945

Registration.....Thursday, September 13, 10 a.m. to 4 p.m.
Friday, September 14, 10 a.m. to 4 p.m.
Instruction begins.....Monday, September 17, 9 a.m.

MID-YEAR TERM 1946

Registration.....Monday, January 28, 10 a.m. to 4 p.m.
Instruction begins.....Tuesday, January 29, 9 a.m.

SUMMER SESSIONS 1946

Ten Week Term.....June 17 to August 23
Six Week Term.....June 17 to July 26
Four Week Term.....July 29 to August 23
Two Week Term.....June 17 to June 28
Two Week Term.....July 29 to August 9

This bulletin contains general information concerning the educational program and regulations of the college. Special bulletins concerning summer school, evening classes, etc., are issued prior to the opening of each semester or term. These special bulletins will be sent to you upon request.