

1948

## 1948-1949 Pestalozzi Froebel Course Catalog

Columbia College Chicago

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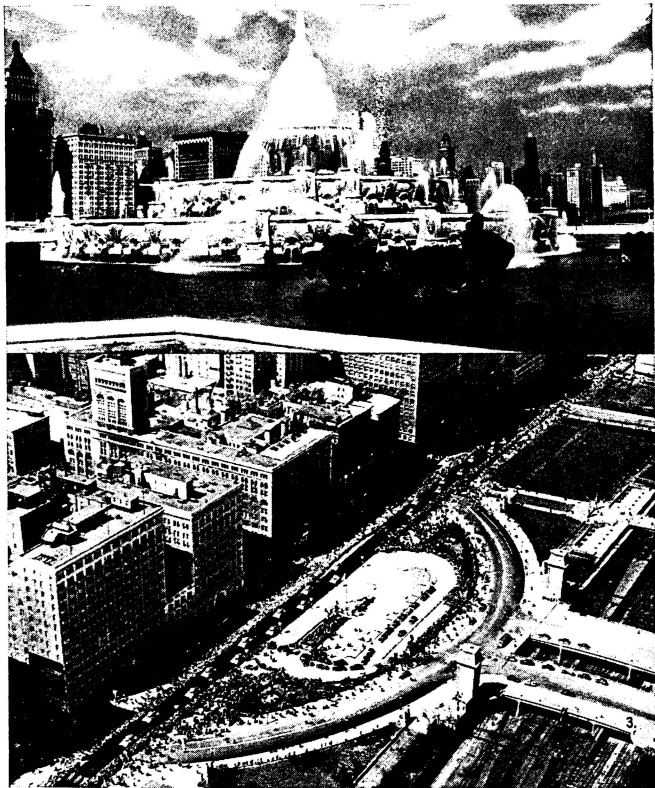
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PESTALOZZI FROEBEL  
TEACHERS COLLEGE

CATALOG ISSUE  
1948 - 1949



PESTALOZZI FROEBEL TEACHERS COLLEGE FACING GRANT PARK AND LAKE MICHIGAN

*A Special College for the Training of Nursery School,  
Kindergarten and Primary Teachers.*

## PESTALOZZI FROEBEL TEACHERS COLLEGE

410 SOUTH MICHIGAN BOULEVARD • CHICAGO 5, ILLINOIS

TELEPHONE WABASH 6761

WA 2-6761

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## T A B L E O F C O N T E N T S

	Page
Calendar .....	4
Officers of Administration.....	5
Staff of Instruction.....	5-6
Purpose of the Curriculum.....	7
Opportunities in Teaching.....	8
Location .....	9
Admissions and Credits.....	9
Degree and Diploma Requirements.....	10-12
The Program For Experienced Teachers.....	13
Placement Bureau .....	13
Summer School .....	14
Evening and Saturday Classes.....	14
Education .....	15-16
Methods and Curriculum.....	16-19
Student Teaching and Observation.....	19
Psychology and Child Development.....	20-22
Health and Physical Education.....	22-23
Fine and Applied Art.....	23-24
Social Science .....	24-27
Science .....	27-28
English and Speech.....	28-30
Tuition and Fees.....	31

## C A L E N D A R

## F A L L T E R M — 1 9 4 8

Registration.....Monday, September 13, 10 a.m. to 4 p.m.  
Tuesday, September 14, 10 a.m. to 4 p.m.  
Instruction begins.....Wednesday, September 15, 9 a.m.

## M I D - Y E A R T E R M — 1 9 4 9

Registration.....Monday, January 31, 10 a.m. to 4 p.m.  
Instruction begins.....Tuesday, February 1, 9 a.m.

## S U M M E R S E S S I O N S — 1 9 4 9

Ten Week Term.....June 20 to August 26  
Six Week Term.....June 20 to July 29  
Four Week Term.....August 1 to August 26  
Two Week Term.....June 20 to July 1

This catalog 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.

## OFFICERS OF ADMINISTRATION

HERMAN H. HEGNER.....	<i>President</i>
NORMAN ALEXANDROFF.....	<i>Dean of College</i>
DANIEL D. HOWARD.....	<i>Dean of Students</i>
BERENICE CRAWFORD.....	<i>Director of Student Teaching</i>
(MRS.) W. C. WATTS.....	<i>Acting Registrar</i>

## STAFF OF INSTRUCTION

U. S. ALLEN, B.O.....	<i>Speech</i>
FLORENCE BAKER, A.M.....	<i>Education, Art</i>
JEAN BARNETT, M.A.....	<i>Physical Education</i>
STEPHEN BAUMAN, M.A.....	<i>Physical Education</i>
MERLIN BOWEN, A.M.....	<i>English</i>
ELTON BRECKENRIDGE.....	<i>Art</i>
BERENICE M. CRAWFORD, A.M.....	<i>Education</i>
ELIZABETH ENGLE, A.M.....	<i>Education</i>
NEVA FLECKINGER, M.A.....	<i>Education</i>
DENTON GEYER, Ph.D.....	<i>Education, Social Science</i>
CHAUNCY GRIFFITH, M.M.....	<i>Music</i>
HERMAN H. HEGNER, Ph.B.....	<i>Science</i>
MARILYN N. HEWLETT, M.A.....	<i>English, Speech</i>
DANIEL D. HOWARD, M.A.....	<i>Psychology, Education</i>
MARY KOENIG, M.A.....	<i>Education</i>

SAUL KOLACK, B.A.....	<i>English</i>
HAROLD G. LAWBRANCE, M.A.....	<i>English</i>
CLARA C. LYDEN, M.A.....	<i>Education, Music</i>
NORMAN ALEXANDROFF .....	<i>Humanities</i>
MARIANN MARSHALL, M.A.....	<i>Education</i>
ELDA MERTON, M.A.....	<i>Education</i>
MARY MEYER, B.E.....	<i>Education</i>
JOHN MOOK, A.M.....	<i>Education</i>
ALINE NEFF, M.S.....	<i>Drama, Radio Education</i>
DANTE PUZZO, M.A.....	<i>Social Science</i>
JOHN REIDY.....	<i>Radio Education</i>
HELEN I. ROSSITER, M.A.....	<i>Education</i>
MARJORIE SHERMAN, B.A.....	<i>Psychology</i>
PAUL SCHROEDER, M.D.....	<i>Child Guidance, Psychology</i>
ANTOINETTE SINARD, M.A.....	<i>Education</i>
ELIZABETH WATERMAN, Ph.D.....	<i>Creative Expression</i>
J. LOUIS YAGER, Ph.D.....	<i>Child Development, Psychology</i>

## PURPOSE 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.

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, with power and ability to think intelligently and act constructively; and third, with the art of helping children develop their potentialities through vital childhood activity.

## OPPORTUNITIES IN TEACHING

Seldom before in the history of American education has the need for pre-school, primary school teachers been so great or the salary inducements for entering the profession been so attractive. The country is confronted with an unprecedented shortage of teachers, particularly at the early childhood level. The shortage has been accentuated by two factors. In the first place, very little training of teachers has taken place during the war and post-war years. In the second place, there has been a spectacular increase in the birthrate in recent years. The United States birthrate has jumped by leaps and bounds, instead of declining in the 40's as the experts expected it would. By 1956 elementary school attendance in the United States is expected to jump from 18,200,000 to more than 23,400,000, an increase of about 5,200,000 or more than one-fourth.

The scarcity of well trained teachers and the growing realization of the importance of education to childhood development and growth have combined to bring about a vastly improved salary situation. For the country as a whole, and after deducting taxes, teachers' salaries have risen fully 68%. Moreover, new salary schedules as a rule provide for regular pay increases with experience and further education. After two years' experience, in most public school systems, teachers are placed on regular civil service tenure.

So the teacher of young children today, and for years to come, will enjoy the advantages of belonging to a great profession, offering security, adequate compensation, and opportunity for personal and professional growth.

## L O C A T I O N

The college is located in the Fine Arts Building in the heart of Chicago, facing Lake Michigan. It is easily reached by all city transportation facilities. Non-Chicago residents who commute to school find train and bus transportation to the college unusually good.

Within walking distance of the college are many of the educational, cultural, and social resources of a great metropolis. The main branch of the Chicago Public Library with its million volumes, the priceless treasures of the Art Institute, the stimulating exhibits in the Shedd Aquarium, the Field Museum, and the Adler Planetarium are all close at hand. Nearby, also, is Orchestra Hall, where the Chicago Symphony Orchestra gives its concerts; the Band Shell of Grant Park, where free concerts are given nightly during the summer, and numerous theaters and other recreational facilities.

## A D M I S S I O N S   A N D   C R E D I T S

Applicants for admission should be graduates from a four year accredited high school or should have the equivalent of this work in study and experience.

Normal school and college students who wish to specialize in childhood education or add to their professional development are allowed advanced standing after their credits have been evaluated.

The unit of credit used by the college is the semester-hour, which consists of the equivalent of one class-hour recitation period per week for eighteen weeks.



## DEGREE AND DIPLOMA REQUIREMENTS

### BACHELOR OF EDUCATION

Students completing four years of work in accordance with the following requirements of the college are awarded the degree of Bachelor of Education:

	Semester Hours
I. Professional Education (requiring study in each of the following areas) .....	16 to 32
(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) .....	55 to 75
(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 .....	13 to 49
To be selected under the guidance of the faculty to obtain a well balanced professional and educational program.	
TOTAL .....	120

## T H R E E   Y E A R   D I P L O M A

A three year diploma is granted to students who satisfactorily complete the following course requirements. This program meets the needs of those who wish a shorter course of professional training:

	Semester Hours
I. Professional Education (requiring study in each of the following areas) .....	16 to 24
(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) .....	43 to 57
(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 .....	9 to 31
To be selected under the guidance of the faculty to obtain a well balanced professional and educational program.	
TOTAL .....	90

## T W O Y E A R D I P L O M A

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 .....	<hr/> 60

## THE PROGRAM FOR EXPERIENCED TEACHERS

The growing demand that teachers complete a four year program of professional education leading to a degree, and the sharp increase in remuneration which the possession of such a degree has entailed, have encouraged many experienced, but non-degree teachers, to plan for more educational study.

The college has developed a special and particularly successful in-service training program for such persons. By attending classes in the evenings and/or on Saturdays, many experienced teachers have been enabled to obtain their degrees in a relatively short period of time and have, consequently, improved their professional and financial status.

In the in-service classes the teacher finds herself among other mature women of similar academic and professional background. The courses are, moreover, designed to meet the special needs of such students.

Experienced teachers who are interested in working for a degree should send transcripts of their previously earned credits to the registrar. The registrar will make a complete evaluation of these credits and indicate to the student exactly what subjects she will need to obtain her degree and to satisfy requirements for the teaching certificate.

## PLACEMENT BUREAU

The purpose of the placement office is to assist students and graduates to find teaching positions which meet their individual needs best. The placement office counsels with all who register for positions regarding job opportunities locally and nationally, in private and in public schools. It facilitates job placement by making available to superintendents and principals in attractive form a summary of the applicant's academic record together with recommendations from former instructors and school employers.

It provides a service that is available to the graduate throughout her professional career.

The demands for teachers by superintendents and principals on the placement office is presently far greater than the available supply of candidates for positions.

## T H E   M I D - Y E A R   T E R M

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 opportunity time to enter.

## S U M M E R   S C H O O L

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.

## E V E N I N G   C L A S S E S

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.

## S A T U R D A Y   C L A S S E S

Special classes for teachers and professional workers in service are conducted on Saturdays 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.

## 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—INTRODUCTION TO EDUCATION: A survey of the field of education, its problems and possibilities, with a view of orienting the beginning student to the teaching profession; the duties and responsibilities of teachers, the ethics of the profession and the opportunities for professional growth are discussed. 3 credits

B-40—HISTORY OF EDUCATION: A history of educational thought and practice from ancient times to the present, with emphasis on the school as a social institution; the impact of social, political and economic change on the evolving educational institutions of the major countries of Western Europe and the United States. 3 credits

C-40—PHILOSOPHY OF EDUCATION: A study of some classic philosophies of education together with significant contemporary currents of thought, for the purpose of comparison and for the development of an adequate theory of education in a democratic society. The meaning of education, educational aims and values, democracy and education, 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. European and colonial backgrounds leading to state control and tax support of education, growth of the curriculum, and increased professional requirements for teachers. 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

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

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—PROBLEMS 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 analysis 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

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 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

D-43—PROBLEMS IN PRE-SCHOOL ORGANIZATION AND ADMINISTRATION: A discussion of recent research on the organization and management of the nursery school and kindergarten. Principles of child development as applied to pre-school education. 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—PROBLEMS 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



C-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

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—PROBLEMS 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

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-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—PROBLEMS IN THE 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

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-45—DIRECTED OBSERVATION: Supervised observation of a carefully selected number of nursery schools, kindergartens, primary classrooms and settlement houses. Basic principles of classroom organization and management, and methods of instruction are correlated with the observations. The course is a pre-requisite for student teaching.

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

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. The emergence of the self; the socialization of the child; the factors of status.

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

A-91—INTRODUCTORY PSYCHOLOGY: The development and aims of psychology; heredity, maturation, motivation, emotions, conflicts, the special senses, learning, psychology of thinking, personality and intelligence; the application of these principles to human relations.

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

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

B-92—ABNORMAL PSYCHOLOGY: Behavior problems and abnormalities. Heredity and environment 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.*

3 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 adjustments 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-94—PSYCHOLOGY OF JUVENILE DELINQUENCY: Underlying casual 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 behavior 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

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. *Prerequisite*—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-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

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-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

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

C-26—HUMAN PHYSIOLOGY: (See page 27)

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

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-52—FUNDAMENTALS OF MUSIC: A general course in the study of theory, sight reading and ear training; designed to serve as a background for students without previous training in music.

3 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

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

B-58—CREATIVE EXPRESSION—SHOP WORK: This practical course gives the student instruction in the selection, use and up-keep 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: An elementary course in crafts, emphasizing the development of imagination and creative ability in the use of a large variety of materials. Students work with media and study methods that are useful in teaching pre-school, primary children.

3 credits

B-69—CREATIVE EXPRESSION—DRAMATIC: (See page 23.)

D-46—ART IN THE SOCIAL STUDIES: (See page 18.)

A-25—INTRODUCTORY SOCIOLOGY: A study of man's social environment and its impact on his personality and behavior. An analysis of various forms of group association; collective behavior; community organization, social interaction; social change.

3 credits

B-25—ELEMENTARY ECONOMICS: The fundamental principles of economics and their application to some of the more important of our social problems. Principles of production, consumption and distribution; the price structure; our monetary and banking systems; business cycles. 3 credits

B-25s—CONSUMER ECONOMICS: Analysis of products and their values; wise buying and saving; the economics of consumption. 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 backgrounds, their cultural characteristics, and their influence on American life. 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

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-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. 3 credits

A-37—INTERNATIONAL RELATIONS: Historical backgrounds of current international conflicts. International law and major treaties. Political philosophies of world powers. 3 credits

C-37—HISTORY OF LATIN AMERICA: 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

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

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-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-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-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-26—HUMAN PHYSIOLOGY: The structure and function of the human mechanism. Development of appreciation of health and a knowledge of how to maintain it. Circulation; respiration; elimination; reproduction; glands and hormones. 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-29—HUMAN HEREDITY: The basic principles of genetics applied to man. The mechanism of inheritance, dominance, sex linkage and sex determination; problems of eugenics. 3 credits

A-10—THE IMPROVEMENT OF ENGLISH: The 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

A-11—ENGLISH COMPOSITION: The basic fundamentals of writing, necessary reviews of grammar; the principles of expository writing as a means of self expression. 3 credits

B-10—SURVEY OF CONTEMPORARY AND CLASSICAL 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. 3 credits

C-10—THE MODERN NOVEL: Rise and development of the novel from Defoe to the present day. Principles for understanding and appreciating a variety of types. 3 credits

D-10—THE NOVEL: Individual and group study of specific problems and significant areas. *Open to advanced students only.* 6 credits

B-11—MODERN DRAMA: Modern tendencies in the drama of Europe and America since the time of Ibsen. Selected plays from such dramatists as Ibsen, Chekhov, Shaw, Barry, O'Neill, Anderson and Sherwood. 3 credits

B-13—GREAT BOOKS: The reading and discussion of books that have had a profound influence on modern thought. Selections from different fields: literature, social science, science, etc. 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 non-fiction 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

C-14—THE SHORT STORY: A consideration of short story technique; point of view, order and movement, focus setting, characterization. American, English, French, Russian, Scandinavian and German short stories are read and analyzed. 3 credits

B-46—CHILDREN'S LITERATURE: (See page 18.)

A-17—FUNDAMENTALS OF SPEECH: The basic nature of speech; practice in techniques of successful oral communication, emphasis upon the development of poise, self-confidence, clear thinking and effectiveness of speaking. 3 credits

A-18—METHODS OF DISCUSSION: A course in critical thinking involving the collection, evaluation and presentation of evidence in contemporary issues; types of group discussion; emphasis on open minded and critical discussion as part of our democratic way of life. 3 credits

B-17—SPEECH PROBLEMS OF CHILDREN: An introduction to children's speech problems as revealed in the classroom. Methods of detection and correction, the psychology of prevention. 3 credits

C-17—ORAL INTERPRETATION OF LITERATURE: Communicating the meaning and mood of literary selections through adequate articulation and use of voice tempo, volume, pitch, and quality. Reading to children and choral speaking are considered. 3 credits

NOTE—A number of these courses carry variable credit. The courses as herein listed show usual credit.

## T U I T I O N   A N D   F E E S

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 \$14.50 for each college credit (semester hour). Since the normal load of study for a full-time day student is 15 college credits each semester, his tuition fee is \$217.50. Part-time students, who carry only a few college credits, are charged accordingly; namely, \$14.50 for each college credit.

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

3. **OTHER FEES:** There are no other fees.

**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; for the Four-week term, four college credits, and for the Two-week term, two 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.