

1941

1941 Summer Pestalozzi Froebel Course Catalog

Columbia College Chicago

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Recommended Citation

Columbia College Chicago, "1941 Summer Pestalozzi Froebel Course Catalog" (1941). *Course Catalogs*. 94.
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PESTALOZZI FROEBEL TEACHERS COLLEGE

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

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SIX WEEK SUMMER SESSION

June 23 to August 1, 1941

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TWO WEEK TERMS

June 23 to July 3, 1941

July 7 to July 18, 1941

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FINE ARTS BUILDING
410 SOUTH MICHIGAN BOULEVARD
CHICAGO, ILLINOIS

PERSONNEL OF THE SUMMER SESSION

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Herman H. Hegner, *President*

Norman Alexandroff, *Dean of College*

Kathleen Power, *Dean of Students*

Hyla Jean Akre, *Director of Student Teaching*

Frank E. Allemong, *Registrar and Bursar*

| | |
|-----------------------------|--|
| Hyla Jean Akre..... | Member of regular staff |
| Cherrie P. Alexandroff..... | Parker Elementary School |
| Saul Bellow..... | Member of regular staff |
| John DeBoer..... | Director of Student Teaching Chicago Teachers College |
| Roberta Foster..... | Psychologist, Institute for Juvenile Research |
| Ira Latimer..... | Member of regular staff |
| Eggert Meyer..... | Member of regular staff |
| David Nyvall, Jr..... | Director of Choir Chicago Teachers College |
| Paul Schroeder..... | Director Institute for Juvenile Research |
| George Guernsey..... | Editor American Teacher, Educational Trends |
| Ralph W. Johnstone | Instructor Art Institute of Chicago |

SPECIAL CLASSES

In the special classes which are held late afternoons, evenings and Saturdays subjects of special interest and practical value are offered to classroom teachers, supervisors and principals.

Teachers working for higher certification, degrees or diplomas will find among these courses convenient units of required credit. By submitting records of their past college or normal school work to the college office, they can secure a detailed listing of courses necessary for a degree or diploma.

Tuition for the semester is \$11.70 for each course giving 1 credit, \$17.50 for each course giving 1½ credits, \$23.35 for each course giving 2 credits and \$35.00 for each course giving 3 credits. The unit of credit is the semester hour. Liberal arrangements are made for installment payments.

SPECIAL SEMINARS AND INDEPENDENT STUDY

For the benefit of students who are unable to attend weekly classes, seminars and independent study courses are offered. Students living outside of metropolitan Chicago will find it interesting and helpful to include such courses in their educational programs.

REGISTRATION

Students may register by mail or call in person after September 9 from 10 a. m. to 4 p. m. daily. To avoid overcrowding classes the college reserves the right to refuse registrations for such classes.

LATE AFTERNOON AND EVENING CLASSES

B-43 NURSERY SCHOOL-KINDERGARTEN EDUCATION: This course will include the following: the inherent abilities of children from two to six years of age, meeting their developmental needs, when and how to motivate their thinking, guiding children and parents simultaneously, bridging the gap between Nursery School and Kindergarten.—1½ credits.

Wednesdays, 5 to 6:30 p. m. First meeting September 17, 1941.

—Violet Ruby

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.—1½ credits.

Wednesdays, 5 to 6:30 p. m. First meeting September 17, 1941.

—Ira Latimer

R O E B E L T E A C H

M I C H I G A N B O U L E V A R D , C H I C A G O ,

A-37 INTERNATIONAL RELATIONS: (Identical with course No. A-36.)—
1½ credits.

Wednesdays, 5 to 6:30 p. m. First meeting September 17, 1941.

—Ira Latimer

D-16 CREATIVE WRITING: An opportunity for those students who have the ability or desire to express their ideas in written form as a matter of recording—for sharing with others and for possible publication. Guidance in recognizing and stimulating children's writing.—2 credits.

Wednesdays, 7 to 9 p. m. First meeting September 17, 1941.

—John DeBoer

B-46 READING AND THE LANGUAGE ARTS IN THE PRIMARY SCHOOL: Since the language arts form a major portion of the primary program, much attention in this course is given to communication through writing, reading, speaking, and children's literature. Emphasis is placed upon the stimulation of the desire and need within the child to express his ideas as well as to record them.—2 credits.

Wednesdays, 7 to 9 p. m. First meeting September 17, 1941.

—Kathleen Power

SATURDAY CLASSES

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.

Saturdays, 9:30 to 11:30 a. m. First meeting September 20, 1941.

—Herman H. Hegner

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

Saturdays, 9:30 to 11:30 a. m. First meeting September 20, 1941.

—Herman H. Hegner

C-93b 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. Emphasis is placed on teacher-pupil relationships. Prerequisite—A-91. Limited to teachers in service except by permission of the Dean of Students.—1½ credits.

Saturdays, 11:30 a. m. to 1 p. m. First meeting September 20, 1941.

—Dr. Paul Schroeder

E R N O O N , E V E N I N G A N D

E R S C O L L E G E

I L L I N O I S

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.—1½ credits.

Saturdays, 11:30 a. m. to 1 p. m. First meeting September 20, 1941. —Violet Ruby



SEMINAR COURSES AND INDEPENDENT STUDY

C-44 SEMINAR IN THE SOCIAL STUDIES: Open to students interested in carrying on experiments or research in the area of social studies in early childhood education. Recent trends and studies will be presented. *Open to advanced students only.*—1 credit.

Saturdays, 9 to 11 a. m. October 4, October 25, November 15, December 13, January 17.
—Kathleen Power

C-20 SEMINAR IN TEACHING OF SCIENCE: This seminar is designed to discuss such problems as science in a community school, children's attitudes, interests and needs, current techniques, special problems at different age levels.—1 credit.

Saturdays, 11:30 a. m. to 1:30 p. m. October 4, October 25, November 15, December 13, January 17.
—Egbert Meyer

D-41 VALUES AND OBJECTIVES IN EDUCATION—THE ROLE OF THE SCHOOL IN THE DEFENSE PROGRAM: A study of the ways in which education at all levels can contribute to the defense of democracy in the present crisis. How recent developments in the national and international scene may affect the objectives and procedures of American education.—1 credit.

Saturdays, 2 to 4 p. m. October 4, October 25, November 15, December 13, January 17.
—John DeBoer

B-21 WORLD GEOGRAPHY: Each student enrolled in this course will be expected to survey the field of world geography and discover those divisions in which he needs additional study for the purpose of planning his program both for this course and for continued study. Part of the class time will be devoted to student reports covering their research during the semester.—1 credit.

Saturdays, 2 to 4 p. m. October 4, October 25, November 15, December 13, January 17.
—Herman H. Hegner

500 SPECIAL PROBLEMS FOR INDEPENDENT STUDY: Students who wish to work in special areas which are not embraced by the regular program may do so by registering for independent study with the Dean of Students.—3 credits maximum.

S A T U R D A Y C L A S S E S

PESTALOZZI FROEBEL TEACHERS COLLEGE
410 South Michigan Boulevard,
Chicago, Illinois.

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OFFICIAL PROGRAM --- TWO-WEEK TERM

June 22 to July 3, 1942

GENERAL PLAN

During the two-week term, members of the College faculty will hold themselves ready to direct and advise upon the individual problems met by teachers in service. The problems of each teacher enrolled for the term will be considered, and her program of study will be chosen with reference to her special needs. The general program, listed in detail herein, has been planned to meet the general needs of teachers and will be supplemented by special guidance.

Students may select those units of work from the program listed which will meet their individual needs. Those who wish to earn credit must attend thirty-six one hour sessions or equivalent. Two hours of observation are equivalent to one hour of lecture session. Students may earn two semester-hours of credit for each two-week term provided they comply with the requirements listed on the last page of this program.

REGISTRATION

June 20 - - - - - 10 A.M. to 4 P.M.

June 22 - - - - - 9 A.M. to 12 M.

NOTE: Since the College occupies several floors and classrooms are on various floors, to avoid confusion inquire as to location of various classrooms at general information office, Room 431.

CONFERENCE PROGRAM

EDUCATION IN TIME OF WAR

June 22, 1942

Room 819

Morning Session 10 A.M.--12 M.

INTRODUCTION--President Hegner

- THE IMPACT OF WAR UPON AMERICAN EDUCATION George Guernsey
Editor of "The American Teacher"
- THE IMPACT OF WAR UPON THE FAMILY Dr. Paul Schroeder
Director of the Institute for Juvenile
Research
- OUR WAR-CHANGED WORLD Norman Alexandroff
Dean of Pestalozzi Froebel Teachers College

Discussion

Afternoon Session 2 P.M.--4 P.M.

INTRODUCTION--Kathleen Power, Dean of Students

- CHANGES IN SCHOOL ADMINISTRATION Supt. Ivan C. Nicholas
Berwyn Public Schools
- CHANGES IN CURRICULUM--THE SOCIAL STUDIES. Eggert Meyer
Member of Staff
- CREATIVE EXPRESSION Violet P. Ruby
Supervisor of Student Teaching
- THE LANGUAGE ARTS Daniel Howard
Member of Staff

Discussion

PROGRAM

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| <p>9:30 A.M.-10:20 A.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>THE DEVELOPMENT OF THE CURRICULUM FOR SOCIAL GROWTH: The curriculum as based on the functional needs of children. Special emphasis upon social living as the basis for an enriched and practical program.</p> <p>Room 380</p> <p>Miss Power</p> |
| <p>9:30 A.M.-10:20 A.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>NURSERY SCHOOL-KINDERGARTEN EDUCATION: Inherent needs of children from two to six years of age, meeting their developmental problems, when and how to motivate their thinking, guiding children and parents simultaneously, relationship of the nursery school and kindergarten to the total school program.</p> <p>Room M-88</p> <p>Mrs. Ruby</p> |
| <p>9:30 A.M.-10:20 A.M. June 23, 24, 25, 26, 30. July 1, 2, 3.</p> | <p>CURRENT EVENTS: The United States in the present world scene. The war, foreign policy, internal affairs, and current problems.</p> <p>Room 581</p> <p>Mr. Latimer</p> |
| <p>10:30 A.M.-11:20 A.M. June 24, 26, 29. July 1, 3.</p> | <p>ROLE OF THE SCHOOL IN TIME OF WAR: Education for the war and the peace. Serving the child and the community in the support of the nation's war effort and in the maintenance of mental and emotional health. Protecting the values which are essential to the making of a just and lasting peace.</p> <p>Room 381</p> <p>Mr. Guernsey</p> |
| <p>10:30 A.M.-11:20 A.M. June 29, 30. July 1, 2, 3.</p> | <p>READING AND THE LANGUAGE ARTS: Language arts as a major portion of the primary program. Communication through writing, reading, and speaking. Emphasis is placed upon the stimulation of the desire and need of the child to express his ideas as well as to record them.</p> <p>Room 380</p> <p>Mrs. Alexandroff</p> |

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| <p>10:30 A.M.-12:20 P.M. June 23, 25.</p> | <p>CREATIVE EXPRESSION--SHOP WORK: Selection, use and upkeep of tools and equipment for young children's manual activities. Emphasis is placed upon woodwork.</p> <p>Room 584</p> <p>Mr. Hegner</p> |
| <p>11:30 A.M.-12:20 P.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>NUTRITION AND CHILD HEALTH: The growth, development, health and habit formation of young children. The causes of malnutrition, the essentials of an adequate diet, food needs of children.</p> <p>Room M-88</p> <p>Mr. Meyer</p> |
| <p>11:30 A.M.-12:20 P.M. June 24, 26, 29. July 1, 3.</p> | <p>CREATIVE EXPRESSION--RHYTHMIC AND DRAMATIC: Recognizing and utilizing the creative abilities of children in the fields of rhythms and dramatics. Solving practical problems such as the selection of materials, the making of musical instruments, and adapting classroom facilities for free expression. Correlating rhythmic and dramatic activities with the total program.</p> <p>Room 380</p> <p>Miss Power</p> |
| <p>11:30 A.M.-12:20 P.M. June 29, 30. July 1, 2, 3.</p> | <p>ARITHMETIC IN THE PRIMARY SCHOOL: Materials and techniques for teaching number concepts in primary grades; children's responses and growth in the area of arithmetic as a part of total growth; arithmetic readiness; the quantitative aspect of experience as a source of number concepts for primary children; current trends in research and their influence on courses of study.</p> <p>Room 381</p> <p>Mrs. Alexandroff</p> |
| <p>1:30 P.M.-2:20 P.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>DEVELOPMENTAL PSYCHOLOGY: The physical, emotional, and mental growth of the young child in the family, in the school, and as a member of society. The physical and mental growth of children as a basis of childhood education; fitting the program to the child's needs as he matures; mental hygiene in teaching techniques based on modern principles of child development.</p> <p>Room 380</p> <p>Mr. Howard</p> |

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| <p>1:30 P.M.-2:20 P.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>SCIENCE IN THE PRIMARY SCHOOL: Children's interests, attitudes, and needs as they appear at the various age levels and how to promote their development in the realm of science, both natural and physical.</p> <p>Room 581 Mr. Meyer</p> |
| <p>2:30 P.M.-3:20 P.M. June 23, 25, 26, 29, 30. July 2, 3.</p> | <p>GEOGRAPHY OF THE AMERICAS: A study of the major geographic factors of the Western Hemisphere distribution of population, natural resources, economic development, land forms and soils, climatic differences, cultural factors, etc. Influence of the war upon the Americas. Geopolitics.</p> <p>Room 581 Mr. Meyer</p> |
| <p>2:30 P.M.-3:20 P.M. June 23, 24, 25, 26, 29, 30. July 1, 2, 3.</p> | <p>PROBLEMS OF ADJUSTMENT IN A CHANGING WORLD: Impact of social change on basic institutions: home, family, folkways and mores. The nature of social and personal maladjustment: factors in the etiology of maladjustment, types of maladjustment, measurement of maladjustment. Methods of social and psychological rehabilitation: contributions of psychology, sociology, psychoanalysis and education.</p> <p>Room M-88 Mr. Howard</p> |
| <p>3:30 P.M.-4:20 P.M. June 23, 25, 26, 29, 30. July 2, 3.</p> | <p>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.</p> <p>Room M-88 Mr. Nyvall, Jr.</p> |

REQUIREMENT FOR CREDIT

All two-week students who desire credit are required to file in the Recorder's Office, Room M-81, the following:

1. Tally sheets indicating a minimum of 36 hours of attendance.
2. A short written statement by the student indicating additions to his professional development resulting from his attendance of the two-week term.

7500 08/22/42

**PESTALOZZI FROEBEL
TEACHERS COLLEGE**

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

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TEN WEEK SUMMER SESSION

June 22 to August 28, 1942

SIX WEEK SUMMER SESSION

June 22 to July 31, 1942

FOUR WEEK SUMMER SESSION

August 3 to August 28, 1942

TWO WEEK TERMS

June 22 to July 3, 1942

July 6 to July 17, 1942

August 3 to August 14, 1942

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FINE ARTS BUILDING
410 SOUTH MICHIGAN BOULEVARD
CHICAGO, ILLINOIS

PERSONNEL OF THE SUMMER SESSION

| | |
|-----------------------------|--|
| HERMAN H. HEGNER..... | <i>President</i> |
| NORMAN ALEXANDROFF..... | <i>Dean of the College</i> |
| KATHLEEN POWER..... | <i>Dean of Students</i> |
| VIOLET RUBY..... | <i>Director of Student Teaching</i> |
| CHERRIE P. ALEXANDROFF..... | <i>Parker Elementary School</i> |
| JOHN DEBOER..... | <i>Director of Student Teaching</i> <i>Chicago Teachers College</i> |
| DANIEL D. HOWARD..... | <i>Member of regular staff</i> |
| IRA LATIMER..... | <i>Member of regular staff</i> |
| EGGERT MEYER..... | <i>Member of regular staff</i> |
| DAVID NYVALL JR..... | <i>Director of Choir,</i> <i>Chicago Teachers College</i> |

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

ALSO COURSES FOR HIGH SCHOOL GRADUATES AND OTHERS BEGINNING TEACHER TRAINING

For the first time in the history of the summer sessions, 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. For details, inquire at the office of the Dean of Students.

REGISTRATION

Registration for the Ten-Week and Six-Week terms will take place on Friday, June 19, 10 A. M. to 4 P. M. and on Saturday, June 20, 10 A. M. to 4 P. M. Instruction will begin on Monday, June 22.

Registration for the Four-Week term will take place on Saturday, August 1, 10 A. M. to 4 P. M. Classes will begin on Monday, August 3.

Registration for the first Two-Week term will take place on Saturday, June 20, 10 A. M. to 4 P. M. and on Monday, June 22, 9 A. M. to 12 M.

Registration for the second Two-Week term will take place on Monday, July 6, 9 A. M. to 12 M.

Registration for the third Two-Week term will take place on Saturday, August 1, 10 A. M. to 4 P. M. and on Monday, August 3, 9 A. M. to 12 M.

SPECIAL PROGRAMS FOR THE TWO-WEEK TERMS

The special Two-Week term programs, which give detailed information, will be sent upon your request. The general plan of the two-week terms is that each student will confer with a faculty advisor and in this conference will arrange a program whereby she may audit college classes, select areas for intensive study and map out her work.

Students may arrange to obtain two semester hours of credit for completing the prescribed unit of work during the two-week period.

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.

Students who must economize strictly, secure positions with private families, where by helping in the care of children or by assisting with housework, they are able to earn room and board. Students who wish to avail themselves of such positions may apply to the Registrar for further information.

TUITION AND FEES

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|---|----------|
| Tuition for the ten-week term..... | \$100.00 |
| Library fee for the ten-week term..... | 1.50 |
| Tuition for the six-week term..... | 65.00 |
| Library fee for the six-week term..... | 1.00 |
| Tuition fee for the four-week term..... | 47.50 |
| Library fee for the four-week term..... | .75 |
| Tuition fee for any two-week term..... | 25.00 |
| Library fee for any two-week term..... | .50 |

The tuition fees listed above include full choice of subjects from the curriculum. Individual courses may be carried at less than the full-time fee. For information, address the Registrar.

EDUCATIONAL CONFERENCE

The first day of the summer term, June 22, will be spent in an educational conference for all students registered in the college. In addition to our own faculty, experts in the various areas of education and the correlated fields will participate. This conference unifies and enriches the summer program.

CREDITS AND ADVANCED STANDING

The normal load of study for the Ten-Week term is ten semester-hour credits, for the Six-Week term six semester-hour credits and for the Four-Week term four semester-hour credits. Students who, for reason of speed-up, wish to exceed the normal load of study should apply to the office of the Dean of Students for permission to do so.

Students who wish to work for a degree or diploma should gather their credits and send them to the college offices for evaluation. All work done in accredited institutions is usually accepted for advanced standing.

COURSES OF STUDY

Students may select from the following courses in making their programs. At the time of registration each student will select his program with the help of a faculty member who will assist in an advisory capacity.

D-49—THE DEVELOPMENT OF THE CURRICULUM FOR SOCIAL GROWTH: The primary curriculum as based on the functional needs of children. In this course special emphasis will be placed upon social living as the basis for an enriched and practical program.

2 credits

Miss Power

B-46—READING AND THE LANGUAGE ARTS IN THE PRIMARY SCHOOL: Since the language arts form a major portion of the primary program, much attention in this course is given to communication through writing, reading, and speaking. Emphasis is placed upon the stimulation of the desire and need of the child to express his ideas as well as to record them.

1½ credits

Mrs. Alexandroff

B-50—THE TEACHING OF READING: Identical with course B-46.

1½ credits

Mrs. Alexandroff

B-20—SCIENCE IN THE PRIMARY SCHOOL: Children's interests, attitudes, and needs as they appear at the various age levels and how to promote their development in the realm of science, both natural and physical.

2 credits

Mr. Meyer

B-41—ARITHMETIC IN THE PRIMARY SCHOOL: Materials and techniques for teaching number concepts in primary grades; children's responses and growth in the area of arithmetic as a part of total growth; arithmetic readiness; the quantitative aspect of experience as a source of number concepts for primary children; current trends in research and their influence on courses of study.

1 credit

Mrs. Alexandroff

B-44—THE SOCIAL STUDIES: Identical with course D-49.

2 credits

Miss Power

B-50b—MODERN TECHNIQUES IN READING INSTRUCTION: Reading as part of the modern curriculum. Adjusting instruction to individual differences. Reading difficulties—diagnosis and correction. Selection of literature for the different age levels and interests. Improvement of comprehension and speed. Techniques of word recognition. The place of phonics.

1 credit

Mr. Howard

C-50—THE IMPROVEMENT OF READING: Identical with course B-50b.

1 credit

Mr. Howard

B-24—THE HEALTH PROGRAM IN THE ELEMENTARY SCHOOL: Identical with course B-26.

2 credits

Mr. Meyer

B-49—THE PRIMARY SCHOOL: This work-shop unit deals with the total school program and each student is given opportunity to work intensively in his special field of interest such as Social Studies, Language Arts, Arithmetic, Science, Creative Expression, etc.

1 credit

Miss Power

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. While emphasis is placed upon woodwork, the students are encouraged to become familiar with as wide a range of materials and techniques as possible.

1½ credits

Mr. Hegner

C-58—CREATIVE EXPRESSION—SHOP WORK: Continuation of course B-58 on an advanced level.

1½ credits

Mr. Hegner

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

1½ credits

Mrs. Ruby

B-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 boy's and girls' voices, of introducing new song material.

1½ credits

Mr. Nyvall, Jr.

B-69a—CREATIVE EXPRESSION—RHYTHMIC AND DRAMATIC: Recognizing and utilizing the creative abilities of children in the fields of rhythms and dramatics. Solving practical problems such as the selection of materials, the making of musical instruments, and adapting classroom facilities for free expression. Correlating rhythmic and dramatic activities with the total program.

1½ credits

Miss Power

B-69b—CREATIVE EXPRESSION—DRAMATIC ACTIVITIES: Children's interests and needs in expressing their ideas in dramatic form in relationship to their total development. Stimulating children's expression and furthering their interests. Dramatic play, dramatization, puppetry, creative drama, etc.

1 credit

Miss Power

B-59b—CREATIVE EXPRESSION—ARTS AND CRAFTS: This work-shop course gives each student opportunity to experiment with a large variety of materials and techniques. Adaptation of such materials and techniques to children's uses is emphasized.

1 credit

Mr. Hegner and Mrs. Ruby

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

1 credit

Mr. Howard

C-27—CHILD DEVELOPMENT—FAMILY RELATIONSHIPS: Child-parent relationships; teacher-parent relationships, differences in siblings, outside pressures on the family and pressures within the family, housing situations, social agencies and the family, case histories.

1 credit

Miss Power

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

2 credits

Mr. Meyer

B-43a—NURSERY SCHOOL—KINDERGARTEN EDUCATION: This course will include the following: inherent needs of children from two to six years of age, meeting their developmental problems, when and how to motivate their thinking, guiding children and parents simultaneously, relationship of the nursery school and kindergarten to the total school program.

2 credits

Mrs. Ruby

B-43b—NURSERY SCHOOL—KINDERGARTEN EDUCATION: Special emphasis is placed upon the selection, use and evaluation of play materials and play activities to meet the developmental needs of children in the nursery school and kindergarten.

1 credit

Mrs. Ruby

B-57—PLAY MATERIALS: Identical with course B-43b.

1 credit

Mrs. Ruby

C-94—PROBLEMS OF ADJUSTMENT IN A CHANGING WORLD: Impact of social change on basic institutions: home, family, folkways and mores. The nature of social and personal maladjustment: factors in the etiology of maladjustment, types

of maladjustment, measurement of maladjustment. Methods of social and psychological rehabilitation: contributions of psychology, sociology, psychoanalysis and education.
2 credits Mr. Howard

A-45—OBSERVATION: Programs of observation are arranged on an individual basis through the Dean of Students.
1 credit for each 36 hours.

C-45—STUDENT TEACHING Student teaching assignments are made on the basis of individual needs.
1 credit for each 36 hours.

C-47b—THE ROLE OF THE SCHOOL IN TIME OF WAR: Education for the war and the peace. Serving the child and the community in the support of the nation's war effort and in the maintenance of mental and emotional health. Protecting the values which are essential to the making of a just and lasting peace.
1 credit Mr. DeBoer

B-90a—DEVELOPMENTAL PSYCHOLOGY: A study of the physical, emotional, and mental growth is made of the young child in the family, in the school, and as a member of society. The physical and mental growth of children as a basis of childhood education; fitting the program to the child's needs as he matures; mental hygiene in teaching techniques based on modern principles of child development.
2 credits Miss Power

B-11—DRAMATIC LITERATURE: This course is recommended for students who wish to continue their sequence in English.
1½ credits Mrs. Ruby

B-24—GEOGRAPHY OF THE AMERICAS: A study of the major geographic factors of the Western Hemisphere distribution of population, natural resources, economic development, land forms and soils, climatic differences, cultural factors, etc. Influence of the war upon the Americas. Geopolitics.
1½ credits Mr. Hegner

C-31a—HISTORY OF MEXICO: This course deals with Early Explorations—Original Inhabitants—The Colonial Period—Wars for Independence—Dictatorship of Diaz.
1½ credits Mrs. Ruby

C-31b—HISTORY OF MEXICO: A history of modern Mexico from 1910 to the present.
1 credit Mrs. Ruby

A-36—UNITED STATES HISTORY—CURRENT EVENTS: The United States in the present world scene. The war, foreign policy, internal affairs, and current problems.
1½ credits Mr. Latimer

A-37—INTERNATIONAL RELATIONS: Identical with course A-36.
1½ credits Mr. Latimer

500—INDEPENDENT STUDY IN CHILD DEVELOPMENT: Students who wish to work in special areas which are not embraced by the regular summer program may register for independent study in such fields as Child Guidance, Educational Evaluation, The Exceptional Child, etc., provided they have obtained permission from the Dean of Students.

501—INDEPENDENT STUDY IN KINDERGARTEN-PRIMARY EDUCATION: Students who wish to work in special areas which are not embraced by the regular summer program may register for independent study in such fields as Social Studies, Utilization of Community Resources, Play Materials, Sex Education, etc., provided they have obtained permission from the Dean of Students.

502—INDEPENDENT STUDY IN THE SOCIAL SCIENCES: Students who wish to work in special areas which are not embraced by the regular summer program may register for independent study in such fields as Sociology, Economics, History, Geography, etc., provided they have obtained permission from the Dean of Students.

**PESTALOZZI FROEBEL
TEACHERS COLLEGE**

**410 SOUTH MICHIGAN BOULEVARD
CHICAGO, ILLINOIS**

Sec. 562 P. L. & R.

Return and Forwarding Postage Guaranteed

Postmaster: If addressee has removed,
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Will you attend six weeks?_____Two weeks?_____

Do you wish us to help you secure living accommodations?_____

As reference give names and addresses of two people:

Date_____Signed_____

Note: Tear off other card before mailing.

SIX-WEEK TERM

The six-week term opens June 23 and closes August 1. This term is designed to meet the needs of those who wish to receive full credit for summer study. Registration will take place on Friday, June 20, 10 A.M. to 4 P.M., and on Saturday, June 21, 10 A.M. to 4 P.M. Classes will begin on Monday, June 23.

TWO-WEEK TERMS

For the benefit of those who are unable to spend a full six weeks in summer study but are able to spend a short, intensive period in the study of recent trends in childhood education, two two-week terms are offered.

The first of these terms opens June 23 and closes July 3. Registration for this term will take place on Saturday, June 21, 10 A.M. to 4 P.M., and on Monday, June 23, 9 A.M. to 12 M. The second two-week term will open July 7 and close July 18. Registration for this second term will take place on Saturday, July 5, 10 A.M. to 4 P.M. and on Monday, July 7, 9 A.M. to 12M.

The general plan of the two-week terms is that each student will confer with a faculty advisor and in this conference will arrange a program whereby she may audit college classes, observe at the Children's School and have additional conferences with faculty members. A series of lectures by faculty members on recent trends in childhood education will form a part of the assigned work.

Students may arrange to obtain two semester hours of credit for completing the prescribed unit of work during the two week period. The term programs, which give detailed information, will be sent upon your request.

TUITION

Tuition for the six-week term is \$65. This fee includes full choice of subjects from the curriculum. The expense for necessary books and supplies need not exceed \$5. A library fee of \$1 is charged to each student. Individual courses may be carried at less than the full time fee. For information, address the Registrar. Tuition for either of the two-week terms is \$25. A library fee of fifty cents is charged to each student.

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 \$7.25 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.

Students who must economize strictly, secure positions with private families, where by helping in the care of children or by assisting with housework, they are able to earn room and board. Students who wish to avail themselves of such positions may apply to the Registrar for further information.

DEMONSTRATION CHILDREN'S SCHOOL

To provide observation and student teaching facilities, the college will conduct a children's school during the term where students will be able to observe techniques of teaching children from pre-school through the primary grades. Students will also have opportunities for student teaching.

EDUCATIONAL CONFERENCE

The first day of the summer term will be spent in an educational conference for all students registered in the college. In addition to our own faculty, experts in the various areas of education and the correlated fields will participate. This conference unifies and enriches the summer program.

CREDITS AND ADVANCED STANDING

The average amount of study for the summer session is six semester-hour credits. This is equivalent to eighteen class-hours of instruction a week or 108 class-hours for the full six-week term. For further information see the catalogue.

Students who wish to work for a degree or diploma should gather their credits and send them to the Registrar for evaluation. All work done in accredited institutions will be accepted for advanced standing.

COURSES OF STUDY

Students may select from all the following courses in making their programs. At the time of registration each student will select his program with the help of a faculty member who will assist in an advisory capacity. There are no Saturday classes during the summer term.

C-49—THE CURRICULUM OF THE PROGRESSIVE PRIMARY SCHOOL: The Primary Curriculum as based upon the functional needs of children. In this course, special emphasis will be placed upon the organization and adaptation of social studies as the basis for an enriched and practical program.

2 credits

Miss Power

B-46—TEACHING OF THE LANGUAGE ARTS IN THE PRIMARY SCHOOL: Since the language arts form a major portion of the primary program, much attention in this course is given to communication through writing, reading, speaking, and children's literature. Emphasis is placed upon the stimulation of the desire and need within the child to express his ideas as well as to record them.

1½ credits

Miss Power

B-20—TEACHING OF SCIENCE IN THE PRIMARY SCHOOL: Children's interests, attitudes, and needs as they appear at the various age levels and how to promote their development in the realm of science, both natural and physical.

1 credit

Mr. Meyer

B-41—THE TEACHING OF ARITHMETIC IN THE PRIMARY SCHOOL: Materials and techniques for teaching number in the primary grades; children's responses and growth in the area of arithmetic as a part of total growth; arithmetic readiness; the quantitative aspect of experience as a source of number concepts for primary children; current trends in research and their influence on courses of study.

1½ credits

Mrs. Alexandroff

B-24—THE HEALTH PROGRAM IN THE ELEMENTARY SCHOOL: The physical growth of young children; development of desirable health habits; essentials of an adequate diet for children and causes of malnutrition; modern trends in health instruction.

1 credit

Mr. Meyer

B-44—TEACHING OF THE SOCIAL STUDIES IN THE PRIMARY SCHOOL: (Identical with course No. C-49)

2 credits

Miss Power

D-40—VALUES AND OBJECTIVES IN EDUCATION—EDUCATION AND THE AMERICAN SCENE: A study of the responsibilities of the teaching profession toward the social order in a period of profound change; the special problems of the classroom teacher with respect to such social problems as crime, intolerance, and economic inequality.

2 credits

Mr. Guernsey

C-71—RADIO EDUCATION: Because of the rapid increase in the use of radio in the classroom, special practical courses have been arranged on our premises, in conjunction with the Columbia College of Drama and Radio, covering specific fields of special value to the teacher. These courses give the teacher an opportunity to learn and practice the various phases of broadcasting—educational and commercial—including radio program building, script writing, announcing, story telling, acting, etc. In addition to regular day hours of radio instruction, special evening hours have been arranged for those students who may find it more convenient. Candidates for entrance in any of these classes should make special application to the Registrar.

1 credit for each 18 hours

A-45—OBSERVATION: Observation in the demonstration school. Factors contributing to school progress are exemplified; pupil classification and programming, techniques in pupil guidance and evaluation are demonstrated; and curriculum records and reports are compiled.

1 credit for each 36 hours

Miss Akre

C-45—STUDENT TEACHING: Opportunity is given for summer students to do supervised teaching in pre-kindergarten, kindergarten, and primary grades. Assignment is made on basis of individual needs. Conferences with, and guidance by staff members; analysis of present teaching practices; integration of all courses with demonstration school as a center. Factors contributing to school progress such as pupil guidance, pupil evaluation, curriculum records, and reports are considered.

1 credit for each 36 hours

Miss Akre

B-90—CHILD DEVELOPMENT—PHYSICAL AND MENTAL GROWTH: A study of the physical, emotional, and mental growth is made of the young child in the family, in the school, and as a member of society. 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 sound principles of child development.

2 credits

Mr. Meyer

C-94—PSYCHOLOGY OF JUVENILE DELINQUENCY: Underlying causal factors in juvenile delinquency will be presented with a view to relating the individual and social influences. There will be included case discussions illustrating disturbances in the emotional development, in the causation of behavior problems of childhood, neuroses, and delinquent behavior. *Prerequisites: Introductory Psychology and Introductory Sociology.*

1½ credits

Dr. Schroeder

A-26—CHILDREN'S NUTRITION AND CHILD HEALTH:
(Identical with course No. B-24)

1 credit

Mr. Meyer

B-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.

1½ credits

Mr. Nyvall, Jr.

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.

1½ credits

Mr. Johnstone

B-69—CREATIVE EXPRESSION—RHYTHMIC AND DRAMATIC: This course helps teachers to recognize and utilize the creative abilities of children in the field of rhythms and dramatics. How to stimulate children to express themselves freely and correlate this expression with other parts of the curriculum are definitely considered.

1 credit

Miss Power

A-37—INTERNATIONAL RELATIONS: The United States in the present world scene. The wars in Europe and Asia. 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.
1½ credits Mr. Latimer

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.
1½ credits Mr. Bellow

B-94—THE PSYCHOLOGY OF EMOTIONAL PROBLEMS IN THE CLASS-ROOM: 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.
1½ credits Mr. Meyer

B-31—HISTORY OF AMERICAN CULTURE: An introduction to the origin and growth of American ideas and American culture; the institutions and ways of living characteristic of the American scene.
1½ credits Mr. Bellow

C-11—INTRODUCTION TO THE STUDY OF POETRY: The reading of poetry, classic and modern, for appreciation and enjoyment. Verse forms and poetic structure will be studied, but major emphasis will be placed on typical selections from the great periods of English and American literature.
1½ credits Mr. Bellow

500—INDEPENDENT STUDY IN CHILD DEVELOPMENT: Students who wish to work in special areas which are not embraced by the regular summer program may register for independent study in such fields as Child Guidance, Educational Evaluation, The Exceptional Child, etc., provided they have obtained permission from the Dean of Students.

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502—INDEPENDENT STUDY IN THE SOCIAL SCIENCES: Students who wish to work in special areas which are not embraced by the regular summer program may register for independent study in such fields as Sociology, Economics, History, Geography, etc., provided they have obtained permission from the Dean of Students.

B-43—NURSERY SCHOOL-KINDERGARTEN EDUCATION: The inherent needs of pre-school children; how to enrich and widen their experiences; play materials and equipment; child-parent relationships; relationship of the nursery school and kindergarten to the total school program.
1 credit Miss Akre

B-50—THE IMPROVEMENT OF READING IN THE PRIMARY SCHOOL: Reading is viewed as a contribution to children's growth in the primary school. Teaching techniques and instructional materials are evaluated. The relation of primary organization to reading, reading in the activity curriculum, reading readiness, reading difficulties, and types of remedial techniques are considered.
1½ credits Mrs. Alexandroff

**PESTALOZZI FROEBEL
TEACHERS COLLEGE**

ANNOUNCEMENTS

1941 - 1942

CHICAGO, ILLINOIS

PESTALOZZI FROEBEL TEACHERS COLLEGE

INCORPORATED

Named in honor of Pestalozzi, the famous Swiss educator and
Froebel, the founder of the Kindergarten Movement.

Accredited

Educational Plan and Announcement

1941-42

410 South Michigan Boulevard
FINE ARTS BUILDING
Chicago, Illinois

CALENDAR

SUMMER TERM 1941

SIX-WEEK SESSION

Registration.....Friday, June 20, 10 a.m. to 4 p.m.
Saturday, June 21, 10 a.m. to 4 p.m.
Instruction begins.....Monday, June 23, 10 a.m.

FIRST TWO-WEEK TERM

Registration.....Saturday, June 21, 10 a.m. to 4 p.m.
Monday, June 23, 9 a.m.
Instruction begins.....Monday, June 23, 9 a.m.

SECOND TWO-WEEK TERM

Registration.....Saturday, July 5, 10 a.m. to 4 p.m.
Monday, July 7, 9 a.m.
Instruction begins.....Monday, July 7, 9 a.m.

FALL TERM 1941

Registration.....Monday, September 15, 10 a.m. to 4 p.m.
Tuesday, September 16, 10 a.m. to 4 p.m.
Instruction begins.....Wednesday, September 17, 9 a.m.

MID-YEAR TERM 1942

Registration.....Monday, February 2, 10 a.m. to 4 p.m.
Instruction begins.....Tuesday, February 3, 9 a.m.

There will be two major vacations during the year. The customary Christmas Vacation will be two weeks in duration, and the customary Spring Vacation, which usually falls during the Easter week, will be one week in duration. Dates of vacations will be announced early in order that students will have ample time to make their plans.

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FOUNDER

BERTHA HOFER HEGNER.

★

OFFICERS OF ADMINISTRATION

HERMAN H. HEGNER, President

NORMAN ALEXANDROFF, Dean of College

KATHLEEN POWER, Dean of Students

Hyla JEAN AKRE, Director of Student Teaching

FRANK E. ALLEMONG, Bursar and Registrar

STAFF OF INSTRUCTION

| | |
|----------------------------------|--|
| HYLA JEAN AKRE, A.M..... | Education, Child Development |
| CHERRIE P. ALEXANDROFF, M.E..... | Education |
| U. S. ALLEN, B.O..... | Drama |
| SAUL BELLOW, B.S..... | Social Science, Psychology, English |
| ESTELLE BLATT, A.M..... | Health Education |
| JOHN DE BOER, Ph.D..... | Education, English |
| EVELYN DUVALL, M.S..... | Education |
| ROBERTA FOSTER, A.M..... | Psychology, Child Guidance |
| MATA FRIEND, Ph.B..... | Health Education |
| GEORGE GUERNSEY, M.S..... | Education |
| HERMAN H. HEGNER, Ph.B..... | Science, Manual Arts |
| DANIEL D. HOWARD, M.A..... | Psychology, Education, Social Science |
| RALPH W. JOHNSTONE, M.F.A..... | Art |
| IRA LATIMER, A.M..... | Social Science |
| NORMAN ALEXANDROFF | Humanities |
| CLARK WILLIS MENDUM, M.F.A..... | Speech, Drama |
| EGGERT MEYER, A.M..... | Child Development, Science, Psychology |
| BEATRICE MORRIS, B.S..... | Rhythmic and Dramatic Art |
| FRED MORROW, A.B..... | Speech |
| ALINE NEFF, M. Sp..... | Drama, Radio Education |
| DAVID NYVALL, JR., M.M..... | Music |
| KATHLEEN POWER, A.M..... | Education, Child Development |
| JOHN REIDY..... | Radio Education |
| PAUL SCHROEDER, M.D..... | Child Guidance, Psychology |
| FRANCES BRUCE STRAIN, A.B..... | Education, Child Development |
| RUTH WHITE, A.B..... | Social Science |

PESTALOZZI FROEBEL TEACHERS COLLEGE

ITS PURPOSE AND FUNCTION

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; child recreation work; 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.

Young men and women who are high school graduates or who have had college work, who are seriously interested in the field of childhood education, are eligible to apply for admission.

(See admission requirements, page 10)

HISTORICAL SKETCH

Pestalozzi Froebel Teachers College has grown out of the childhood education movement which, in its early days, was known as the kindergarten movement. Pioneer work in Europe was carried on by John Henry Pestalozzi during the 18th and early 19th centuries, and was continued and supplemented by Frederick Froebel during the first half of the 19th century. The movement reached America during the latter half of the 19th century.

With the rapid establishment of kindergartens in this country, there became a scarcity of teachers trained in the field. As a result, teacher training colleges were needed for the education of American kindergarten teachers. Pestalozzi Froebel Teachers College began to train teachers in 1895. Its founder, Bertha Hofer Hegner, had been specially trained in this field both in America

and Europe. The College was started in the Chicago Commons social settlement where the settlement kindergarten offered the necessary student teaching and observation facilities.

The College was named in honor of the pioneer educators, Pestalozzi and Froebel. However, it has at all times kept pace with modern educational thought and procedures and is today one of the outstanding progressive institutions of its kind in America.

NATURE OF THE CURRICULUM

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.

LOCATION

Chicago offers rich resources for education outside of the classroom. Public welfare institutions such as the juvenile court, parental schools, penal institutions, special hospitals, social service agencies, and social settlements are close at hand. In addition,

museums, libraries, theatres, orchestras, planetarium, aquarium, and art gallery — all within walking distance of the College — are among its many facilities for informal education.

The College classrooms are located in the very center of Chicago and are easily accessible from every part of the city and its suburbs. The classrooms have been designed especially for the work of the College and lend themselves readily to progressive and vital education.

COOPERATING ELEMENTARY SCHOOLS

A large number of schools co-operate with the college for the purpose of giving students observation and student teaching facilities. Many of these schools are located within the metropolitan area. Groups of students go to schools selected from this number for observation in connection with theory classes. Each student is assigned to a particular school for student teaching and has an opportunity to teach in a number of different types of schools.

Conferences between the classroom teacher of the school and students in training, as well as regular visits and subsequent conferences with the college supervisors, give each student personal guidance in her teaching problems.

STUDENT TEACHING

Student teaching is the most important factor in thorough preparation for Kindergarten-Primary teaching. Actual experiences in teaching children enable students to cope successfully with the problems they will meet when they become teachers. The college places special emphasis upon giving its students a valuable background of teaching experience which makes them truly experienced teachers after their period of training.

Centrally located in downtown Chicago, the college is accessible to all of the various types of schools the large city offers. Students may easily reach all of the public schools, progressive private schools, and the social settlements. This enables them to participate in many types of schools and to learn to know the problems of each type. This variety of schools offers an enriched laboratory experience in the techniques of teaching children.

ADMISSION REQUIREMENTS

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.

ADVANCED STANDING

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.

CREDITS

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

Applicants sending in lists of credits for advanced standing are required to tell what unit of credit is used in the college in which they took their work.

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

The six-week summer session starts about the third week in June and closes by the first of August. This session serves to enable students to enrich their education and thus advance themselves professionally. Summer work is accredited for diplomas or degrees and many students return year after year so that they may earn them.

Graduates of other colleges who wish to earn diplomas or degrees find that the plan of attending successive summer sessions makes it possible for them to continue their studies without it being necessary for them to stop teaching. For complete information about the term, write for the summer bulletin.

TWO-WEEK TERMS

For the benefit of those who are unable to spend a full six-weeks in summer study but are able to spend a short, intensive period in the study of recent trends in childhood education, two two-week terms are offered.

The general plan of the two-week terms is that each student will confer with a faculty adviser and in this conference will arrange a program to audit college classes, observe at the Children's School and have additional conferences with faculty members. A series of lectures by faculty members on recent trends in childhood education will form a part of the assigned work.

Students may arrange to obtain two semester hours of credit for completing the prescribed unit of work during the two-week period. The term programs, which give detailed information, will be sent upon your request.

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.

EVENING CLASSES

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

MONTHLY SEMINARS AND INDEPENDENT STUDY

For the convenience of students who are unable to attend weekly Saturday or Evening classes, monthly seminars 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 seminars or independent study, write to the Registrar.

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.

Students and graduates who wish placement service are advised to write to the Secretary of the Placement Bureau for proper application blanks, or if possible, they should call in person for registration.

Our records show that in recent years more than ninety per cent of our graduates who wish positions have been placed shortly after graduation.

LIVING ACCOMMODATIONS

Accommodations are available to suit the tastes and needs of all. Living expenses depend materially on personal desire. Residence clubs such as the Blackstone Hall, Eleanor Club, Young Women's Christian Association and International House are available.

The college aids students in every way possible to secure comfortable and suitable living quarters. Students are advised to give full information as to their desire in cost, location and atmosphere of living quarters.

A special bulletin covering living accommodations can be secured by writing to the Registrar.

The college maintains a service whereby students who must economize strictly are often placed in selected private homes. In return for services such as teaching children, reading to elderly people or helping with housework after school hours and on week ends, students are given room and board. Arrangements of this sort are frequently made and have proved satisfactory. Applicants who are interested in this service may secure further information by writing to the Registrar.

THE FOUR YEAR COURSE

Students completing four years of work in accordance with the requirements of the college are awarded the degree of Bachelor of Education. An outline of the requirements for the degree is listed on page 14.

THE THREE YEAR COURSE

A three year Kindergarten Primary diploma is granted to students who satisfactorily complete the course requirements listed on page 14. This course supplies the needs of those who wish a shorter course of professional training.

THE TWO YEAR COURSE

The two year course leading to the two year Kindergarten-Primary diploma is designed to meet the needs of a short concentrated period of study, the requirements for which appear on page 15.

OUTLINE OF DEGREE AND DIPLOMA REQUIREMENTS

The following outline of requirements is listed to serve as a guide to students who are working for diplomas and degrees. Students usually make their schedules with the help of a faculty adviser who guides in the selection of courses which will satisfy these requirements.

BACHELOR OF EDUCATION REQUIREMENTS

| | Credits |
|---|------------|
| Primary Education | 6 |
| Pre-School Education | 3 |
| Values and Objectives in Education..... | 6 |
| Student Teaching and Observation..... | 8 |
| Creative Expression—Art, Music, Rhythmic and Dramatic Activities..... | 7 |
| English | 16 |
| History | 6 |
| Natural Science | 8 |
| Psychology | 15 |
| Social Science | 6 |
| Electives in Education..... | 26 |
| Electives in Academic Subjects..... | 21 |
| TOTAL | 128 |

THREE YEAR DIPLOMA REQUIREMENTS

| | Credits |
|---|-----------|
| Primary Education | 6 |
| Pre-School Education | 3 |
| Values and Objectives in Education..... | 6 |
| Student Teaching and Observation..... | 8 |
| Creative Expression—Art, Music, Rhythmic and Dramatic Activities..... | 7 |
| English | 10 |
| History | 6 |
| Natural Science | 8 |
| Social Science | 3 |
| Psychology | 9 |
| Electives in Education..... | 26 |
| Electives in Academic Subjects..... | 6 |
| TOTAL | 98 |

TWO YEAR DIPLOMA REQUIREMENTS

| | Credits |
|---|---------|
| Primary Education | 6 |
| Pre-School Education | 3 |
| Values and Objectives in Education..... | 3 |
| Student Teaching and Observation..... | 8 |
| Creative Expression—Art, Music, Rhythmic and Dramatic Activities..... | 7 |
| English | 6 |
| History | 3 |
| Natural Science | 3 |
| Psychology | 5 |
| Social Science | 3 |
| Electives in Education..... | 19 |
| Electives in Academic Subjects..... | 2 |
| TOTAL | 68 |

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.

A-40—VALUES AND OBJECTIVES IN EDUCATION—INTRODUCTION TO AND HISTORY OF 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 the history and philosophy of education as a means of understanding our present theories and practices, coupled with observation in the schools for children in the community, serves as an orientation course in the far reaching realm of early childhood education. As new interests and problems arise, students form small groups in order to delve more deeply into the study of such problems.
5 credits.

B-40—VALUES AND OBJECTIVES IN EDUCATION—CURRENT PROBLEMS AND PHILOSOPHY OF EDUCATION: Discussion of problems affecting early childhood education. Recent progress in early childhood education. Teacher education, curriculum, school organization, bases of evaluation, teacher-pupil relationships, growth of teachers while at work. Organization of elementary schools. Unique types illustrated. Administration problems: class size, supervision, promotion, discipline, records and reports, pupils marks, reports to parents, cumulative records. Evaluation problems; testing; the school of the future.
3 credits.

C-40—VALUES AND OBJECTIVES IN EDUCATION—MAJOR COURSE IN CHILDHOOD EDUCATION: As the student has studied the various divisions of childhood education, there will be unsolved problems and unexplored areas which will be recognized, studied and assimilated in this class. Opportunity for independent study in the areas of interest, and to contact leaders in the field of education, will be given each student.
5 credits.

D-40—VALUES AND OBJECTIVES IN EDUCATION—EDUCATION AND THE AMERICAN SCENE: A study of the responsibilities of the teaching profession toward the social order in a period of profound change; the special problems of the classroom teacher with respect to such social problems as crime, intolerance, and economic inequality.

3 credits.

A-44—TEACHING OF THE SOCIAL STUDIES: The experiences and interests of young children which may be utilized in teaching the social sciences. Helping children to better understand and interpret problems of our contemporary society through various mediums of education.

3 credits.

B-44—ADVANCED COURSE IN THE TEACHING OF SOCIAL STUDIES: Enriching the daily program through first hand experiences in the neighborhood and community. Giving children, through experience, a better understanding of their place in society. Interpreting social studies from an enlarged point of view. *Prerequisite—A-44 or the consent of instructor.*

3 credits.

C-44—SEMINAR IN THE SOCIAL STUDIES: Open to students interested in carrying on experiments or research in the area of social studies in early childhood education. Recent trends and studies will be presented. *Open to advanced students only.*

3 credits.

C-49—THE CURRICULUM OF THE PROGRESSIVE PRIMARY SCHOOL: The Primary Curriculum as based upon the functional needs of children. In this course, special emphasis will be placed upon the organization and adaptation of social studies as the basis for an enriched and practical program.

3 credits.

D-45—UTILIZATION OF COMMUNITY RESOURCES: This course examines community resources on the basis of their usefulness in providing children with that experiential background which gives meaning to more formal classroom procedures. The accessibility and comparative value of community resource materials are con-

sidered. The course is intended primarily for in-service teachers. The class will feature individual investigation combined with group discussion.

3 credits.

A-46—TEACHING OF THE LANGUAGE ARTS: Since the language arts form a major portion of the school program, much attention in this course is given to communication through writing, reading, speaking and children's literature. Creating the desire and need within the child to express his ideas as well as to record them is emphasized.

3 credits.

B-46—ADVANCED COURSE IN TEACHING OF THE LANGUAGE ARTS: For those teachers and students who have had experience with children and are interested in furthering the abilities and interests of children. Helping the child to share his ideas with others. *Prerequisite—A-46 or the consent of instructor.*

3 credits.

C-46—SEMINAR IN THE LANGUAGE ARTS: Studying case studies of children's progress in the language arts. Opportunity for student to carry on experiments with help from instructor. *Open to advanced students only.*

3 credits.

D-16—SEMINAR IN CREATIVE WRITING: An opportunity for those students who have the ability or the desire to express their ideas in written form as a matter of recording—for sharing with others and for possible publication. Guidance in recognizing and stimulating children's writing. *Open to advanced students only.*

3 credits.

A-50—TEACHING OF READING: Reading readiness, enriched experiences, attitudes, habits and materials of instruction are of prime importance in learning to read. Reading as another experience in the school program and its relationship to other activities.

3 credits.

B-50—ADVANCED COURSE IN TEACHING OF READING: Seeing reading as a part of child development and its place in the total program. An opportunity to become familiar with recent trends and experiments. *Prerequisite—A-50 or the consent of instructor.*

3 credits.

PESTALOZZI FROEBEL TEACHERS COLLEGE

C-50—SEMINAR IN THE IMPROVEMENT OF READING: Evidence of reading difficulties and their treatment, the place of standardized tests and procedures to meet specific difficulties. *Open to advanced students only.*

3 credits.

A-41—TEACHING OF ARITHMETIC: How arithmetic meets the need of the young child from pre-school through the primary grades will be the basis for study in this course. Arithmetic as a means of communication will be studied. Arithmetic readiness and the place that it occupies in the whole school program.

3 credits.

B-41—ADVANCED COURSE IN THE TEACHING OF ARITHMETIC: An opportunity to study children's responses and growth in the area of arithmetic as a part of their total development. Help in carrying on experiments or research will be given. *Prerequisite—A-41 or the consent of instructor.*

3 credits.

C-41—SEMINAR IN MODERN PRACTICES AND OBJECTIVES IN ARITHMETIC: A study of the materials and techniques used in teaching arithmetic. Trends and the influences of investigation and experiment on courses of study. Arithmetic readiness and quantitative experience in and out of school will be considered. *Open to advanced students only.*

3 credits.

A-20—TEACHING OF SCIENCE: Children's interests, attitudes and needs as they appear at the various age levels and how to stimulate and further their development in the realm of science, both natural and physical.

3 credits.

B-20—TEACHING OF SCIENCE: This course is a continuation of A-20, delving more deeply into the problems and needs of children in the area of science. *Prerequisite—A-20 or consent of instructor.*

3 credits.

C-20—SEMINAR IN TEACHING OF SCIENCE: This seminar is designed to discuss such problems as science in a community

school, children's attitudes, interests and needs, current techniques, special problems at different age levels. *Limited to teachers in Service.*

3 credits.

B-43—NURSERY SCHOOL-KINDERGARTEN EDUCATION: The inherent needs of pre-school children—how to enrich and enlarge their experiences—play materials and equipment—the relationship of the nursery school and kindergarten to the total school program. 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.

B-57—PLAY MATERIALS: An evaluation of play materials and resource material will be made by studying the needs of children and the function of the available materials.

1 credit.

B-49—SEX EDUCATION AND MARITAL RELATIONS: This course serves to fill the needs of students and provide them with the necessary information to guide children in their problems.

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. Each semester the student is assigned to a different school situation.

4 credits.

C-45—STUDENT TEACHING: Continued student teaching experience in one of the cooperating schools, which provides a varied and rich experience in guiding young children. Under the supervision of the classroom director.

4 credits.

D-45—INDEPENDENT STUDY IN 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.

4 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 credit.

C-42—CLASSROOM MANAGEMENT: Those students registered in Student Teaching (C-45) have the opportunity of discussing and evaluating their classroom experience with the help of their supervisor.

1 credit.

D-42—CLASSROOM MANAGEMENT: For the students registered in Student Teaching (D-45), this opportunity for further investigation in classroom management and research with the help of their supervisors is given.

1 credit.

C-71—RADIO EDUCATION: This class is open to those students who have the desire to understand the necessary techniques for translating educational goals into radio programs. For those who wish to write and produce programs for children and adults the opportunity is given. Candidates for membership in this class should make special application to the Registrar.

1 credit for each 18 hours.

A-90—INTRODUCTORY COURSE IN CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS: As one receives a knowledge of the function of education it is necessary to understand how children grow and develop and react to education as it is practiced in school. Beginning with prenatal development and continuing through early childhood, a study of the physical, emotional and mental growth is made of the child in the family and as a member of society. As a result of this study, an analysis of the implications for education is considered and evaluated.

5 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—SEMINAR IN CHILD DEVELOPMENT: Physical, emotional 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.

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.

C-27—THE CHILD IN THE FAMILY: Mental hygiene in the family—child-parent relationships—differences in siblings—sex education—outside pressure on the family and pressures within the family will form the basis for study and discussion. Some case histories and housing situations will be evaluated. *Open to advanced students only.*

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, physically handicapped and other deviates will be studied. Individual case histories with their implications for the classroom teacher will be evaluated. Opportunities for further study and research will be given. *Open to advanced students only.*

3 credits.

C-94—PSYCHOLOGY OF JUVENILE DELINQUENCY: Underlying causal factors in juvenile delinquency will be presented with a view to relating the individual and social influences. There will be included case discussions illustrating disturbances in the emotional development, in the causation of behavior problems of childhood, neuroses, and delinquent behavior. Reading assignments will be given. *Prerequisites—one course in Psychology and one course in Social Science.*

3 credits.

A-24—PHYSIOLOGY, HYGIENE AND CARE OF THE SICK: This course in nursing deals especially with the prevention and care of illness in the home and school. Such topics are discussed as the recognition of symptoms of disease, the prevention and care of common ailments, the proper surroundings and food for the sick, care of sick children, including simple nursing and first aid treatment for emergencies which occur in the home and schoolroom.

2 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 will be considered.

3 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.

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. Art as a means of communicating one's ideas to others will be stressed — also the therapeutic value of art.

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.

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. Guidance without teaching will be emphasized.

2 credits.

A-51—CREATIVE EXPRESSION—MUSIC: Creative music as a means of expression of young children will be the basis of this course. Musical interests, spontaneous activity and planned group activity. The use of instruments as well as the making of simple instruments.

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 childrens responses will be stressed. A variety of resource material will be used.

2 credits.

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

2 credits.

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

2 credits.

C-48—THE SCHOOL ASSEMBLY: A study is made of auditorium periods as a means for providing educative experiences. The assembly is considered as part of the larger socialization program, emphasizing the philosophy of education known as experimentalism. Detailed reports of programs which pupils have planned and presented are discussed and criteria set up for their evaluation. *Open to advanced students only.*

3 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 unemployment, race relations, etc. 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 institutional approach to the study of economics is introduced by lectures, textual materials and field trips in the city. This introduction covers: the rise of the industrial era, money, banking, industry, business, market practices, governmental control, consumer organizations, labor unions, taxes, socialism, fascism.

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.

B-31—HISTORY OF AMERICAN CULTURE: A course designed to provide an introduction to the origin and growth of American ideas and American culture, and the institutions and ways of living that have arisen from them.

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-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—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. The Civil War is studied briefly.

3 credits.

A-33—UNITED STATES HISTORY—REUNION: This course covers the period from 1856 to 1930. 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.

A-37—INTERNATIONAL RELATIONS: The United States in the present world scene. The wars in Europe and Asia. 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-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-22—GEOGRAPHY OF LATIN AMERICA — Geographic influences, distribution of population, economic development and cultural factors contributing to its importance; discussion of Mexico and its relation to the United States; Importance of Latin America; Life in South America.

3 credits.

C-23—GEOGRAPHY—PEOPLES OF THE WORLDS 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.

B-94—HISTORY OF PHILOSOPHY: This is a study of early philosophy including Greek, Roman and medieval thought.

3 credits.

B-96—HISTORY OF PHILOSOPHY: This is a study of medieval and modern philosophy. This unit is a continuation of Course B-94.

3 credits.

A-91—INTRODUCTORY PSYCHOLOGY: Building an attitude toward and interest in the study of Psychology—conflicting psychologies—how we learn—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 adjustments are considered. Theories of personality are discussed. *Prerequisite—A-91 or consent of instructor.*
3 credits.

B-94—THE PSYCHOLOGY OF EMOTIONAL PROBLEMS 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.

D-17—SPEECH CORRECTION: Symptoms, causes and treatment of the more common types of retarded speech. Includes consideration of (1) organic speech disorders, (2) disorders due to poor training, (3) speech disorders as a symptom of social maladjustment and (4) voice inadequacies due to other causes. This course is planned for the classroom teacher rather than the speech specialist. Clinical demonstrations, observation, reading and discussion of case studies are included. *Open to advanced students only.*
3 credits.

A-10—ENGLISH COMPOSITION: English composition is taught by means of lectures, classroom exercises, written work, and consultation. The principles of composition are treated with reference to the whole composition, the paragraph, the sentence, and the word. English grammar is reviewed. Besides textbook work and the weekly theme, a large amount of extemporaneous writing is done in class.

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.

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.

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

All tuition is due on or before the first day of each semester and is payable without extra fee up to 3 p.m. of the fifth day of the semester at the office of the Bursar. Registration is not complete until the tuition fee is paid.

1. **MATRICULATION FEE:** Required of every student on entrance, \$10.

This fee is charged only to students registering for work in regular day classes during the school year. It is not charged to students registering solely for the summer sessions, Saturday classes, evening classes or monthly seminars.

2. **TUITION FEES:** The semester fee for a student registering for full time work is \$150.

3. **MATERIALS FEE:** The semester fee for books and materials, including all fees for library, laboratory courses, etc., is \$15.

This fee is inclusive in nature and avoids the necessity for separate fees for text books, laboratory materials, and the use of the library.

4. **DIPLOMA AND GRADUATION FEE:** A fee for diploma and graduation payable two weeks before commencement is \$10.

5. **SUMMER FEES:** Tuition for the six-week term is \$65.

This fee includes free choice of subjects from the full curriculum. The expense for necessary books and supplies need not exceed \$5.00. A library fee of \$1.00 is charged to each student. Individual courses may be carried at less than the full time fee. Tuition for either of the two-week terms is \$25.00. A library fee of fifty cents is charged to each student registering for a two-week term.

6. **SATURDAY CLASS, EVENING CLASS AND MONTHLY SEMINAR FEES:** Tuition for Saturday classes, evening classes or Monthly Seminars for the semester is \$17.50 for each course giving 1½ credits, \$23.25 for each course giving 2 credits and \$35.00 for each course giving 3 credits.

7. **INSTALLMENT PAYMENT OF FEES:** Installment plans for the payment of fees have been carefully worked out. These plans make it possible for a student to budget fees so that they can be paid from income. Details as to installment payments may be secured by writing to the Registrar.

Note: Fees as quoted are subject to change.

PESTALOZZI FROEBEL TEACHERS COLLEGE

DOWNTOWN CLASSES

LATE AFTERNOONS

EVENINGS

SATURDAYS

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FOR THE

AUTUMN TERM

SEPTEMBER 17, 1941 to JANUARY 31, 1942

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FINE ARTS BUILDING
410 SOUTH MICHIGAN BOULEVARD
CHICAGO, ILLINOIS