

1938

## 1938-1939 Pestalozzi Froebel Course Catalog

Columbia College Chicago

Follow this and additional works at: [https://digitalcommons.colum.edu/cadc\\_coursecatalogs](https://digitalcommons.colum.edu/cadc_coursecatalogs)

 Part of the [Education Commons](#)



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](#)

---

### Recommended Citation

Columbia College Chicago, "1938-1939 Pestalozzi Froebel Course Catalog" (1938). *Course Catalogs*. 96.  
[https://digitalcommons.colum.edu/cadc\\_coursecatalogs/96](https://digitalcommons.colum.edu/cadc_coursecatalogs/96)

This Article is brought to you for free and open access by the Publications at Digital Commons @ Columbia College Chicago. It has been accepted for inclusion in Course Catalogs by an authorized administrator of Digital Commons @ Columbia College Chicago. For more information, please contact [drossetti@colum.edu](mailto:drossetti@colum.edu).

PESTALOZZI FROEBEL  
TEACHERS COLLEGE

ANNOUNCEMENTS

For the sessions of

1938-39

CHICAGO, ILLINOIS

# PESTALOZZI FROEBEL TEACHERS COLLEGE

INCORPORATED

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

This catalog contains information about the following:

REGULAR SESSIONS  
EVENING SESSIONS  
SATURDAY CLASS SESSIONS  
MONTHLY SEMINARS  
SIX-WEEK SUMMER SESSION—1938  
TWO-WEEK SUMMER SESSIONS—1938  
RADIO EDUCATION  
TEACHING OF HANDICAPPED CHILDREN

410 South Michigan Boulevard  
FINE ARTS BUILDING  
Chicago, Illinois

COURSES OF INSTRUCTIONS—(Continued)

	PAGE
PHILOSOPHY .....	28
PSYCHOLOGY .....	28
SCIENCE .....	31
SOCIAL SCIENCE—HISTORY .....	33
ENGLISH .....	35
MUSIC .....	37
ART .....	37
PHYSICAL EDUCATION .....	39
DEPARTMENT OF EDUCATION FOR TEACHERS OF	
HANDICAPPED CHILDREN .....	40
REQUIREMENTS FOR CERTIFICATE FOR TEACHERS OF	
HANDICAPPED CHILDREN .....	41
DEPARTMENT OF RADIO EDUCATION.....	42
TUITION AND FEES.....	45

## FOUNDER

BERTHA HOFER HEGNER.

## OFFICERS OF ADMINISTRATION

HERMAN HOFER HEGNER, President of the College

HERMAN FREDERICK HEGNER, Vice President of the College

FRANK E. ALLEMONG, Bursar and Registrar

MAE KILCULLEN, Dean of Education

NORMAN ALEXANDROFF, Dean of Administration

GRACE MACHORTAR, Executive Secretary

LAURA HASSENSTEIN, Supervisor of Student Teaching

RUTH WEAVER MIKESSELL, Director of Student Activities

ELIZABETH FABER, Librarian

## CALENDAR

### SUMMER TERM 1938

#### SIX-WEEK TERM

Registration.....Friday, June 17, 10 a.m. to 4 p.m.  
Saturday, June 18, 10 a.m. to 4 p.m.  
Instruction begins.....Monday, June 20, 10 a.m.

#### FIRST TWO-WEEK TERM

Registration.....Saturday, June 18, 10 a.m. to 4 p.m.  
Monday, June 20, 9 a.m.  
Instruction begins.....Monday, June 20, 9 a.m.

#### SECOND TWO-WEEK TERM

Registration.....Saturday, July 9, 10 a.m. to 4 p.m.  
Monday, July 11, 9 a.m.  
Instruction begins.....Monday, July 11, 9 a.m.

### FALL TERM 1938

Registration.....Monday, September 19, 10 a.m. to 4 p.m.  
Tuesday, September 20, 10 a.m. to 4 p.m.  
Instruction begins.....Wednesday, September 21, 9 a.m.

### MID-YEAR TERM 1939

Registration.....Monday, January 30, 10 a.m. to 4 p.m.  
Instruction begins.....Tuesday, January 31, 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 enough so students will have ample time to make their plans.

## GENERAL INFORMATION

### ORGANIZATION AND PURPOSE OF THE COLLEGE

Pestalozzi Froebel Teachers College is a community of superior teachers and eminent specialists whose years of experience in translating educational ideals into practical class room procedure have fitted them for the education and training of Nursery School, Kindergarten and Primary teachers. Special Colleges of this type hold a unique position in American education. All effort is directed toward one goal; namely, the effective training of women for teaching children during the first nine years of their lives.

The program of the college includes training of the high school graduate who has had no previous teacher training; in-service training for experienced teachers who wish to acquaint themselves with up-to-date educational theory and practice; and the training of those who have already completed college or university study and wish to specialize in the field of childhood education.

The college identifies itself with progressive education. It at all times keeps its educational activities consistent with the latest developments in educational methods and philosophy.

### HISTORICAL SKETCH

The college grew out of the need for trained kindergarten teachers during the last decade of the 19th century. In 1895, Bertha Hofer Hegner, who had just returned from a course of training at Pestalozzi Froebel Haus in Berlin, was appointed Kindergarten Director of the Chicago Commons Social Settlement to start a kindergarten for children in that area.

With the opening of the kindergarten it was immediately apparent that there were more children than one teacher could care for and that the assistance of a number of workers was needed.

A group of enthusiastic young women in the settlement offered their services and urged that they be given training for this new work. The college grew out of this need for trained helpers and for a number of years was identified with the Chicago Commons Social Settlement.

In the year 1910, it was moved to the downtown area of Chicago and has functioned there since that time.

In 1913, it was incorporated in the state of Illinois as Pestalozzi Froebel Kindergarten Training School.

At first the college trained Kindergarten Teachers only. During the year 1915, the Primary Department was added and the name changed to Pestalozzi Foebel Teachers College. The college has always followed the policy of sound education to meet the needs of teachers of young children. Through this first service of training a small group of women who wished to do something for under-privileged children, it has grown until today it is an institution where those who wish to serve American childhood in general are able to secure sound training for such a career.

### **NURSERY-KINDERGARTEN-PRIMARY TRAINING**

In the progressive type of normal college education for nursery school, for kindergarten and for primary teachers is no longer separated into distinct courses. The procedures followed in the nursery school and in the kindergarten are so like those followed in the primary grades that the divisions Nursery School Education, Kindergarten Education and Primary Education are psychologically unsound. Consequently, it is necessary for the prospective teacher, who wishes to be efficient and well-trained, to secure an education that will give her knowledge of procedures that apply to nursery, kindergarten and primary grades.

The advantages of education which covers nursery, kindergarten, and primary grades are three-fold. First: Superintendents of modern schools want teachers who have had this thorough background of education and understand the new type of teaching. Second: The holder of a kindergarten-primary certificate can teach in either the nursery school, the kindergarten, or primary grades. Third: This thorough education builds sound background, a most important factor in future professional power.

### **SPECIALIZATION**

In line with this sound policy of combined nursery, kindergarten and primary education, specialization in any of these branches resolves itself into a matter of a longer period of practice teaching in either the nursery, the kindergarten, or the primary grades. Stu-



dents may specialize in one of three ways: First: Those who wish to teach in the primary grades after graduation may major in practice teaching in the first, second or third grades, and minor in practice teaching in the kindergarten and nursery. Second: Those who wish to teach kindergarten after graduation may major in practice teaching in the kindergarten and minor in practice teaching in the first, second or thirds grades and in the nursery. Third: Those who wish to teach in the nursery school after graduation may major in practice teaching in the nursery school and minor in practice teaching in first, second or third grades and in the kindergarten.

## CURRICULUM

### THE FOUR YEAR COURSE

Students completing four years of work in a manner satisfactory to the college are awarded the degree of Bachelor of Education. The four year curriculum combines courses in education theory and techniques with observation and practice teaching; in addition, a broad background of academic courses is required. An outline of the requirements for the degree of Bachelor of Education is listed on page 20.

### THE THREE YEAR COURSE

The three year course supplies the needs of those who wish a solid foundation of professional training. This course enable students to major in education and to minor in academic subjects of university standard.

A three year Kindergarten-Primary diploma is granted to students who satisfactorily complete the course requirements as listed on page 20.

### TWO YEAR COURSE

The two year course leading to the two year Kindergarten-Primary diploma is designed to concentrate into a short period of time the technical methods and procedures courses necessary for teacher education. Observation and practice teaching work are included and in addition are offered those units of academic work required for state teacher's certification. An outline of the requirements for this course appears on page 21.

## ACCREDITMENT

The college is fully accredited as a training school for kindergarten-primary teachers by the Department of Education of the State of Illinois. Graduates receive special certification to teach in kindergarten-primary grades. It is accredited by other states on the same basis. In addition, leading universities generally accept for advanced standing credits earned at this college.

## LOCATION AND EQUIPMENT

There is a growing tendency among educational institutions to locate in large city centers. The dynamic forces of progressive professional culture demand a city background where they may develop fully in their most practical phases.

The reason for this change is that modern education requires laboratory facilities for experiment. Leading colleges of commerce, medicine and engineering have found that only the large city furnishes a sufficient background for experimental work. A Teachers College, to get the best possible results, also needs the laboratory and observation facilities that only a large city can offer. It needs the schools and educational institutions, public, private and social, where the young women studying to be teachers may get the practice and observation they need most.

Chicago holds, within its radius of a few square miles, the thousands upon thousands of different activities of man. It is natural then, that the student desiring to learn and know these activities comes to the large city for such knowledge. The city offers all: it offers the most complete libraries to be found anywhere; it offers museums where the world's treasures are collected under one roof; it offers parks and bathing beaches for healthful, out-of-door recreation; through theatres, operas, orchestras and concerts it offers the best opportunities for cultural and social activities; in short, it offers the vital touches so necessary for the young woman, the touches that become a part of her life equipment and make of her a truly educated woman.

The college classrooms are located in the very center of Chicago. They have been designed especially for the work in the college. They lend themselves readily to the informal type of instruction necessary in teacher education.

The central location of the college makes it easily accessible from every part of the city and its suburbs, hence the college has a large enrollment of day students who, by living at home, are able to obtain their teacher education at a minimum cost.

The college has a central position in the down-town group of Chicago educational institutions. The Chicago Art Institute, the John Crerar and Chicago Public Libraries, the Field Museum, the Planetarium, Orchestra Hall and the Opera are among those within walking distance.

### **PRACTICE SCHOOLS**

A large number of schools co-operate with the college for the purpose of giving students observation and practice teaching facilities. These schools are all 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 practice teaching and has an opportunity to teach in a number of different types of schools. The preference of each student is considered in assigning her to either public, private or settlement schools, and also is considered in assigning her to a school near her home.

Conferences between the room directors of the school and students in training, as well as regular visits and subsequent criticisms from the college supervisors, give each student personal guidance in her teaching problems.

### **PRACTICE TEACHING**

Practice 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 proper 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 different 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 practice in many different types of schools and to learn to know the prob-

lems of each particular type. The college is able to offer a greater variety of practice teaching than can another college of its kind which is located in a smaller community. It is able to give its students uninterrupted mornings of practice work, to place its students singly or in small groups of two or three; whereas, the school without abundant facilities for practice work must crowd many students into one practice school. There is an evident advantage in placing a small number of students in one school. There is less confusion; the students are able to get in closer touch with the children; they are able to stay in one school long enough to know the children and to become familiar with the problems of that particular school.

A variety of types of practice schools offer not only better practice teaching but better facilities for observation, for experiment, and for general laboratory work in methods of teaching. Students are able not only to teach in different kinds of schools but are able to observe the conditions and teaching problems in other schools in which, because of lack of time, they are unable to teach. This gives a professional background which is the most important factor in making capable teachers.

Pestalozzi Froebel Teachers College through more than forty years of experience has found practice teaching and properly directed observation to be the element in a course of teacher education which makes for the greatest success and for the greatest professional strength. Properly guided experience gives the teacher efficient preparation with which to conduct her first school in a most efficient manner.

## **ENTRANCE 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. Applicants must present evidence of sufficient scholarship, mental maturity, and fitness to enable them to follow the course of study.

## **ADVANCED STANDING**

Normal school and college students who wish to add these practical courses to their education are allowed advanced standing. Applicants for advanced standing are asked to send in copies of

their credit records so that these may be evaluated and the length of time in which the applicant may finish be decided definitely.

College students and graduates who wish to add to their earning power find this plan desirable because they are able to secure the technical training needed to obtain a teacher's certificate without examinations and are able to command the salaries that a high type of professional education warrants.

### **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 term starts at the beginning of the third week in June and closes at the end of July. This term serves to enable experienced teachers to study the new methods of education and thus to advance themselves professionally. Summer work is accredited for the diplomas or degrees and many teachers return year after year so that they may earn them.

Graduates of other colleges who wish to earn the 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 CONFERENCES**

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 conferences are offered.

The general plan of the two-week conferences 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 conference programs, which give detailed information, will be sent upon your request.

## **SATURDAY CLASSES**

Special classes for teachers 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.

## **SPECIAL MONTHLY SEMINAR COURSES**

For the convenience of students who are unable to attend weekly Saturday or Evening classes, monthly classes are conducted. Students living outside of metropolitan Chicago will find it convenient to include such classes in their educational programs.

Students who are planning an extensive in-service program will find these seminars helpful additions to their courses of study.

## TIME DIVISIONS

The school year, which extends from September to June, is divided into two periods of eighteen weeks each. Each period is known as a semester. The first semester starts in September and ends in January. The second semester starts in February and ends in June. The summer term is six weeks in duration.

## 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.

## 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 requirements in cost, location, character 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.

## STAFF OF INSTRUCTION

HELEN BURNETT, M. A.....	Nursery School Education
BERTA HATTWICK, Ph. D.....	Nursery School Education
FRANCES HORWICH, M. A.....	Nursery School-Kindergarten Education
LAURA HASSENSTEIN.....	Kindergarten Education
CHERRIE ALEXANDROFF, Ph. B.....	Primary Education
MAE KILCULLEN, Ph. D.....	Primary Education
RUTH MIKESELL, M. A.....	Primary Education, Science
HERMAN HOFER HEGNER, Ph. B.....	Philosophy, Psychology
PAUL SCHROEDER, M. D.....	Psychology, Child Guidance
LYLE WOLF, M. A.....	Psychology, Educational Evaluation
ESTELLE BLATT, B. S.....	Health Education
MATA FRIEND, Ph. B.....	Health Education
WILDA LOGAN, M. S.....	Health Education
VERA MIROVA.....	Physical Education
SAUL BELLOW, B. S.....	Social Science
IRA LATIMER, M. A.....	Social Science
NORMAN ALEXANDROFF.....	Dramatic Literature
U. S. ALLEN.....	Drama
KARL WAY.....	Drama
IRENE SKINNER.....	Children's Drama
JULIET BARKER, M. A.....	Speech
RUTH BRUMBAUGH, B. A.....	Speech
MINA ROGERS, M. A.....	English
VERA SONDER, Ph. B.....	English
EVELYN ZERZANEK, B. A.....	English
ISABEL HENDRICKSON, B. Mu.....	Music
MARY MORSE.....	Children's Literature
LOIS BROWN, M. A.....	Art
ELIZABETH STRANGE, B. S.....	Art
DOROTHY VRABLICK, M. A.....	Practice Teaching
ELIZABETH FABER, M. Sp.....	Library
ALINE ALLEN.....	Radio Education
DON MERRIFIELD.....	Radio Education
JOHN REIDY.....	Radio Education



## THE TEACHER EDUCATION DEPARTMENT

### PRE-SERVICE EDUCATION

The education of students who have had no previous teaching experience is a vital function of the college. Its Pre-Service Education program is designed to give students the type of general education which will best equip them for intelligent service in modern American schools, and in addition to educate them in the best teaching procedures known to the profession.

Pre-Service education is conducted in day classes during the school year which begins in September and closes in June. It includes not only theory work in the college classrooms, but observation and practice teaching in schools selected for that purpose.

Each student is carefully guided to the solution of her educational problems by a faculty of specialists who have had much and varied experience in the Pre-Service Education of teachers.

### IN-SERVICE EDUCATION

In-Service Education of experienced teachers has become a vital part of the work of the college. Most of this work is carried on as part-time instruction so that students may continue their education while they are teaching. Most of this work is offered during summer sessions, in Saturday morning classes, in Evening Classes and in Monthly Seminars. Teachers who are able to secure a leave of absence may carry on their education in day sessions during the school year.

Diplomas and degrees are awarded to those who complete the required sequence of work in these In-Service classes. These required sequences are listed on pages 20 and 21. Teachers who have completed college work in other recognized institutions will be awarded advanced standing if they present their credentials to the Registrar for evaluation.

Detailed information about In-Service classes and lists of courses offered are outlined in special bulletins which will be sent upon request.

## OUTLINE OF DEGREE AND DIPLOMA REQUIREMENTS

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

### BACHELOR OF EDUCATION REQUIREMENTS

	Credits	
Primary Procedures and Principles.....	6	
Kindergarten Curriculum .....	3	- 1
History and Philosophy of Education.....	6	- 6
Practice Teaching and Observation.....	8	- 4
Manual Art Education.....	3	- 2
School Music .....	2	- 1
Art .....	2	- 1
English .....	16	- 1
History .....	6	
Natural Science .....	8	
Psychology .....	15	
Sociology .....	6	
Electives in Education.....	26	
Electives in Academic Subjects.....	21	
TOTAL .....	128	

### THREE YEAR DIPLOMA REQUIREMENTS

	Credits	
Primary Procedures and Principles.....	6	
Kindergarten Curriculum .....	3	
History and Philosophy of Education.....	6	
Practice Teaching and Observation.....	8	
Manual Art Education.....	3	
School Music .....	2	
Art .....	2	
English .....	10	
History .....	6	
Natural Science .....	8	
Psychology .....	9	
Electives in Education.....	26	
Electives in Academic Subjects.....	6	
TOTAL .....	98	

## TWO YEAR DIPLOMA REQUIREMENTS

	Credits
Primary Procedures and Principles.....	6
Kindergarten Curriculum.....	② 3-1
History and Philosophy of Education.....	3
Practice Teaching and Observation.....	④ 8-4
Manual Art Education.....	3
School Music.....	2
Art.....	2
English.....	6
History.....	3
Natural Science.....	3
Psychology.....	5
Sociology.....	3
Electives in Education.....	19
Electives in Academic Subjects.....	2
<b>TOTAL</b> .....	<b>68</b>

Rhetoric - 6  
 English - 6  
 Shakespeare - 3  
15 - English

## COURSES OF INSTRUCTION EDUCATION

140—INTRODUCTION TO EDUCATION: This course deals with the formulation of the fundamental principles of teaching as based upon psychology and present theories relative to the work of the school.

3 credits.

142—CLASSROOM MANAGEMENT: Designed as a clinical course for the consideration of problems met in practice teaching, it demonstrates educational theory translated into action. Includes discussions of all of the factors operating in the classroom, including pupil organization and control, pupil guidance, organization of pupils' learning activities, organization of varied teaching procedures, evaluation, pupil records and reports and curriculum records.

1 credit each semester.

144—SOCIAL STUDIES IN THE PRIMARY GRADES: This is a practical course based on experiences which may be utilized in teaching children the social sciences; geography, history and civics. Physical science material will also be included. Attention will be given to enriching the students' own experiences through: studying the contributions of leaders in the field of the social studies, taking excursions to places of interest in the community, collecting illustrative materials, and giving written and oral reports in class. The class will also be divided into groups wherein students will organize units of work applicable to primary grades.

3 credits.

145—OBSERVATION: Students are sent to selected schools where they observe teaching of children in the nursery, kindergarten, first, second, third and fourth grades. Different types of schools are scheduled for observation and particular emphasis is placed upon the comparison of methods used in these different schools. Discussions follow observation periods and written reports are a part of the work. The course is designed to acquaint students with teaching methods and teaching problems.

2 credits.

145s—**DEMONSTRATION CLASS FOR HANDICAPPED CHILDREN:** Three observation periods per week in classes for the handicapped. All students will be required to attend a weekly conference during which problems concerned with the teaching of handicapped children will be considered.  
2 credits.

224—**THE TEACHING OF GEOGRAPHY:** This course deals with the nature of Geography in the elementary field, its distinctive techniques and elements of evaluation, selection, organization, and gradations of subject matter for effective use in the classroom. The course will enable teachers to see the possibilities for developing a geography readiness through the integration of geography with other curriculum subjects. Special emphasis will be placed on primary units of work which are applicable to this level of instruction.  
1½ credits.

240—**HISTORY OF EDUCATION:** This is a survey of the contributions of different races and nations to educational reform from ancient to modern times. It includes a study of sources of educational progress; periods of educational awakening in history including the Renaissance; the leading educational reformers and their influence upon education; the sources of modern education. Text book work, lectures and library references constitute the course.  
3 credits.

241—**ARITHMETIC IN THE PRIMARY GRADES:** This course will include a study of materials and methods used in teaching Arithmetic in the primary grades. Recent trends in the field, the influence of scientific investigation and experiments and the quantitative experience of the activity program will be considered. Courses of study, materials, and texts will be examined and evaluated.  
2 credits.

243—**NURSERY SCHOOL - KINDERGARTEN CURRICULUM:** 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.

2 credits.

245—SUPERVISED PRACTICE TEACHING: Each student is assigned to a school where she takes part in teaching the children. The directors of these schools are experienced nursery, kindergarten, and primary teachers who have been selected as being particularly capable of directing student teachers. These directors report to the Supervisor concerning the abilities of the students and the Supervisor carefully directs each student so that she may overcome her difficulties and become a truly strong teacher. The directors meet with the supervisor once a month at which time they discuss the problems of training student teachers. The Supervisor visits each practice school and watches students teach. She can then direct them further and offer suggestions which will help them in meeting their problems. Students are assigned to different schools each semester and are thus able to get a thorough background of experience.

4 credits each semester.

245s—PRACTICE TEACHING OF HANDICAPPED CHILDREN: Opportunity will be provided for qualified students to teach in classes for the handicapped under the supervision of skilled directors. A weekly conference with staff members will be held to discuss the various teaching methods and instructional materials used.

2 credits.

248—CHARACTER EDUCATION: A study is made of techniques for developing and evaluating character in the primary school. Plans for character development are studied and evaluated. Contributions of research and the literature of this field are discussed.

1 credit.

250—READING IN THE PRIMARY GRADES: This course will include a study of modern procedure in the teaching of reading. Topics to be considered are reading readiness, the development of funda-

mental reading habits and attitudes, materials for reading, and reading in the activity curriculum. Evidences of reading difficulties and their diagnosis and the place of standardized tests in the remedial program are stressed. Procedures are examined and analyzed. 3 credits.

340—PHILOSOPHY OF EDUCATION: This is a study of the philosophical background of modern education with special reference to the relationship between school and society and the problems of educating for a democracy. 3 credits.

342—CURRENT PROBLEMS IN 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. 1½ credits.

343—PARENT EDUCATION: Students are familiarized with the importance and functions of parent education through a survey of its literature and organizations. A bibliography useful to students in their contact with parents will be built and reports from current periodicals will be included. The course will include the making of a curriculum in parent education covering the work done in a variety of situations. Plans will be made for specific types of meetings. 2 credits.

346—THE TEACHING OF LANGUAGE ARTS: This course includes discussions of method in language expression including oral and written English, oral and silent reading, spelling and writing. It will show the psychological development of language patterns and habits and will illustrate the principles of learning applied to the various aspects of language acquisition. It will discuss scientific

investigations designed to reveal individual differences in abilities and will offer specific helps for diagnostic and remedial instruction as well as for original, creative expression.

3 credits.

348—THE SCHOOL ASSEMBLY: A study will be made of auditorium periods as a means for providing educative experiences. The assembly will be 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 will be discussed and criteria set up for their evaluation.

1½ credits.

349—TECHNIQUES OF TEACHING: Organization of teaching practices around developmental problems of childhood. Selection, organization, presentation and evaluation of various types of teaching procedures. Pupil interest and teaching materials as determiners of methods.

1 credit.

350—VISUAL-SENSORY EDUCATION: Selection, gradation, organization, presentation and evaluation of visual-sensory aids. Sources, selection and use of pictures, specimens, charts, models, maps, globes, slides, film strips, movies.

1½ credits

351—REMEDIAL READING: This course includes a consideration of the place of remedial teaching in the reading program, evidences of reading difficulties and their diagnosis, the place of standardized tests in the remedial program, and procedures in remedial teaching to meet specific difficulties. Case studies are examined and analyzed.

1½ credits.

371—RADIO EDUCATION: Classes in the department of radio are open to those who have a sound foundation in education. The department purposes to equip such students with the techniques necessary to translate educational ideals into practical radio pro-



grams. Courses of instruction are designed to fill the need of those who wish to write and produce programs both for children and adults. Since instruction in this field must be approached entirely from the standpoint of individual aptitude, candidates for membership in these classes should make special application to the Registrar for permission to enroll.

1 credit for each 18 hours.

445—CURRICULUM BUILDING: Instructional point of view. Survey of recently developed curricula. Analysis of recent research studies. Work of laboratory and experimental schools. Use of curricula in schools of different types and various adaptations (core curriculum, integrated curriculum, activity curriculum, etc.) Guidance in construction of instructional materials, syllabi, courses of study. Discussions, individual exhibits of materials collected, organized or written.

2 credits.

446—CURRICULUM AND PROCEDURES FOR HANDICAPPED CHILDREN: Deals with principles and techniques for handicapped children and includes discussion of present practices in the management of such classes. The organization of instructional materials in reading, language, social studies, arithmetic, science, spelling, writing, handwork, music and art for each of the three groups usually provided for in special classes.

3 credits.

## PHILOSOPHY

104—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.

204—HISTORY OF PHILOSOPHY: This is a study of early philosophy including Greek, Roman and medieval thought.  
3 credits.

206—HISTORY OF PHILOSOPHY: This is a study of medieval and modern philosophy. This unit is a continuation of Course 204.  
3 credits.

207—LOGIC: The analysis of logic in argument, the principles of symbolic logic, and the fundamentals of scientific methodology are considered.  
3 credits.

208—ETHICS: A study of the classic conceptions of moral theory, analysis and criticism of such concepts with reference to the culture in which they were forged; modern theories; morality in the making; the problems of everyday conduct.

## PSYCHOLOGY

✓ 100—GENERAL PSYCHOLOGY: This is an introductory study of human behavior—It includes a consideration of the nervous system and its relationship to sensation, emotion, habit, etc. A study is made of heredity, maturation and learning.  
3 credits.

✓ 200—CHILD PSYCHOLOGY: This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of behavior during childhood, with special reference to the meaning of these facts to the teacher. Spe-

cial stress will be put on a consideration of the emotional life of young childhood, and of the theories of behavior.

2 credits.

202—**ABNORMAL PSYCHOLOGY:** Problems of mental adjustment and the integration of behavior into personality. Behavior problems and abnormalities. Heredity and environmental factors in mental disorders. Discussion of the various types of abnormalities, their symptoms and cure. A critical study of methods used in the treatment of abnormalities.

3 credits.

203—**SOCIAL PSYCHOLOGY:** This is a study of social behavior. It deals with how men react to leaders, to crowd situations, to the spread of opinion or to propoganda. It includes a study of cultural environment and its effect upon individuals.

3 credits.

205—**EDUCATIONAL DIAGNOSIS (Formal and Informal Measurement):** This course includes a general survey of intelligence and achievement tests available for use in the nursery school, kindergarten and primary grades; the use of such instruments for diagnostic purposes; the construction of informal types of tests for primary grades, and suggestions for their use in a remedial program.

3 credits.

301—**BEHAVIOR PROBLEMS OF YOUNG CHILDREN:** This course presents methods for identifying and correcting undesirable habits of young children. Among the behavior problems to be considered are: temper outbursts, negativism, destructiveness, selfishness, thumb and finger sucking, speech difficulties, food dislikes and many others.

3 credits.

302—**MENTAL HYGIENE OF CHILDHOOD:** This course will give a general survey of mental hygiene. The origin and development of personal and social needs; the role of biology, physical health, environmental factors, home background, family relationships, school and social factors will be analyzed to determine deviations of ad-

justment in infancy and childhood. The underlying motives, with their mental, physical and emotional manifestations will be studied. The role of the teacher and the development of influences designed to prevent and correct disorders, will be emphasized.

1½ credits.

303—THE 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. 3 credits.

304—PSYCHOLOGY OF JUVENILE DELINQUENCY: Underlying casual 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, of neuroses, and delinquent behavior. Reading assignments will be given. 1½ credits.

305—TECHNIQUES IN CHILD GUIDANCE: This course deals with the growth and development of personality of the child. Techniques of child guidance will be discussed. Text: Institute for Juvenile Research Staff, *Child Guidance Procedures*, D. Appleton—Century Co., N. Y. 1937. Lectures and quizzes will be given. 1½ credits.

321—SOCIAL PSYCHOLOGY APPLIED TO TEACHING: A study is made of the use of principles of Social Psychology in handling schoolroom groups, the choice of discipline techniques for varying situations, traits determining the prestige of the teacher and the development of prestige, analysis of social groups in the school and community and their effect upon the teacher. This course of study is especially valuable to the experienced teacher. 3 credits.

323—PSYCHOLOGY OF CULTURE: This is a discussion of present day attitudes toward the study of the super-organic. The course considers the relation between human behavior and human culture;

it touches upon the broader methods of evaluating anthropological data; it discusses problems of race intelligence and race emotional tendencies. It serves to give the student a better understanding of human society.

3 credits.

### SCIENCE

✓ 120—NATURAL SCIENCE—NATURE STUDY: This course covers curricular selection and techniques of teaching science units at elementary levels. Plants and animal activities are studied with emphasis on their seasonal occurrence and life histories.

3 credits.

124—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.

126—CHILDREN'S NUTRITION AND CHILD CARE: This course covers the growth, development, health, and habit formation of young children. The causes of malnutrition, height and weight standards, the essentials of an adequate diet, and the food needs of children will be considered. Suggestions for dealing with the child who is considered a feeding problem will be given.

3 credits.

223—GEOGRAPHY OF NORTH AMERICA: This is an introductory course. 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.

225—PHYSICAL SCIENCE: This course presents simple principles of physical science with methods of presentation and illustrative materials. Under earth science will be a land study including rock and soil, seasons with weather study, earth relationships which includes an astronomy visit. Mechanics will present electricity, light and power, simple machines such as are used in home appliances and toys. The course is designed to make the teaching of elementary science easy.

2 credits.

221—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.

222—WORLD GEOGRAPHY: This course is organized on the same general plan as course 221. 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.

324—THE HEALTH PROGRAM IN THE ELEMENTARY SCHOOL: Designed to extend teacher background of health information. Significant recent contributions and problems of health administration will be discussed. Modern trends in health instruction, teaching techniques and development of appropriate standards of healthful behavior in terms of habits, attitudes and knowledge will be included.

1½ credits.

421—GEOGRAPHY OF LATIN AMERICA: Geographic influences, distribution of population, economic development and cultural factors contributing to importance; discussion of Mexico and its relation to the United States; why Latin America is important; Life in South America.

1½ credits.

## SOCIAL SCIENCE—HISTORY

121—INTRODUCTORY SOCIOLOGY: This is a survey of the hows and whys of group life as it has evolved in our present day society. Problems confronting society brought about by family life, by rural or city population, by race relations, poverty and crime are discussed. A study of handicapped children is required together with visits to centers working with delinquent children.

3 credits.

✓ 123—CITIZENSHIP AND AMERICANIZATION: This course is designed to give students a background of knowledge in community life and civic problems so that they will be better able to use the community as a background for the teaching of social studies. It is based upon a consideration of group life problems of the community, industrial society and government and politics.

3 credits.

226—EDUCATIONAL SOCIOLOGY: This course covers a study of the social foundation on which the curriculum is built, a survey of the agencies that educate together with the residual function of the school and weighing the curriculum and educational methods in terms of social needs.

3 credits.

227—THE FAMILY: The social significance of the family forms the basis of study in this course. It includes the development of and history of the family; social and economic conditions affecting family life, social problems of the family, and conservation of the family. This course is valuable background for more effective parent teacher relationships. The place of the child in family relationships.

1½ credits.

322—HISTORY OF SOCIAL THEORY: This is a survey of the development of social philosophies from Plato on. The aim of this course is to give students the historical background necessary for grasping adequately present day culture. Text—Lichtenberger—*Development of Social Theory*.

3 credits.

325—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.

2 credits.

131—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.

132—UNITED STATES HISTORY—THE FORMATIVE PERIOD: This is a continuation of course 131 which 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.

133—UNITED STATES HISTORY—REUNION: This course covers the period from 1856 to 1930. While it is not necessary to study courses 131, 132 and 133 in consecutive order, it is advisable to do so if possible.

3 credits.

134—CONTEMPORARY SOCIAL PROBLEMS: An orientation course with lectures by experts followed by group discussion led by the instructor. The world scene as a background for what America's children must understand and for what we want them to believe. Problems resulting from recent social changes in the development of the machine age, which schools must take into account. Civic training and local problems which schools are challenged to face.

1½ credits.



## ENGLISH

110—RHETORIC AND 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 the regular textbook work and the weekly theme, a large amount of extemporaneous writing is required in class.

3 credits

118—LITERATURE FOR YOUNG CHILDREN: A summary course planned to develop an appreciation of good literature in nursery schools, kindergartens and primary grades. Rhymes and jingles; nonsense verse; picture-story books; real and fanciful stories, and poetry for young children will be evaluated. Standards for selection of stories and verse; available sources, and present day trends in their use will be discussed.

3 credits

210—ORAL ENGLISH: The purpose of the course is to help students develop freedom and power in the expression of their thoughts, feelings, and reactions. A variety of ways are employed to help students to observe, think things through, and to talk convincingly and interestingly. Clear speaking and clear thinking are reciprocal. Grammar faults are corrected. Current events, social, economic, political, provide rich material for prepared or extemporaneous talks. The class is given preliminary practice in speech and voice training.

2 credits

218—STORY TELLING: This course is designed to give practice in story telling and in the selection of literature for nursery school through the primary grades. Literature suitable for stories and for dramatization is selected and studied. A study is made of situations which encourage the child's own literary expression.

2 credits

265—PRODUCTION OF CHILDREN'S PLAYS: In keeping with progressive methods of education this course is designed to give the teacher a sense of the dramatic not only for formal play producing and writing but also for dramatization in daily school experience.

A distinction is made between formal dramatics for audiences and educational dramatics for the pupil in the classroom. Psychological and social factors are stressed. Practical information as to assembling and building of easy stage settings and costuming is given. Fundamental principles of interpretation and acting are stressed.

3 credits

313—WRITING OF CHILDREN'S LITERATURE: This course is designed to fill the needs of teachers who wish to utilize their knowledge of children and children's literature as a background for the writing of stories for young children. Story material and criteria will be discussed and children's stories written. Such stories may have both classroom and commercial value.

1½ credits

314-15-16-17-18-19 — CONTEMPORARY & CLASSIC LITERATURE: These courses provide for individual and group study of significant writers in modern and classic literature in relation to psychological and social forces. They aim to help students establish criteria of literary criticism, appreciation and enjoyment.

3 credits for each course

416—WRITING FOR PUBLICATION: This course is designed primarily to aid teachers who are meeting unusual problems or using new techniques to share their experiences with other teachers, either through informal reports or through contributions to periodicals. It will be sufficiently broad to include the technical problems of outlining and writing footnotes and bibliographies, such as may be required in term papers, on the one hand, and the stylistic requirements of popular magazine articles, on the other.

1½ credits

417—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.

2 credits.

## MUSIC

✓ 151—SCHOOL MUSIC: This course will provide a study of the musical interests of young children from nursery school through the primary grades. It includes a study of children's songs, principles governing selection of music for children, singing songs, children's voices, and training of monotones.

1 credit

251—SCHOOL MUSIC: This is a continuation of course 151 and provides an opportunity for more intensive study of teaching music to young children, available music material for children such as songs, music for rhythmic and dramatic play activities, and musical instruments.

2 credits

252—MUSIC, GAMES AND RHYTHMS: Study of musical interests of children. Sources of songs, rhythms, simple dramatics. Demonstration of teaching techniques.

1 credit

## ART

156—FINE ART: (DRAWING—DESIGN—CLAY): This is a foundation course including composition, free hand drawing, figure drawing, design and color, lettering and posters, illustration, costume design, and picture study. Emphasis is placed upon the selecting and adapting of material to meet the needs of the kindergarten and primary grades.

1 credit

157—KINDERGARTEN-PRIMARY HANDWORK: Instruction covers methods of teaching children of kindergarten and primary grades. The course includes basketry, construction work, rug weaving, book binding, wood carving, toy making, home making, work with nature material, et cetera. Students are thoroughly prepared to teach children these activities. Some of the materials such as clay, wood, textiles, paper, paints, crayons, large boxes, and nature materials are used as substitutes for the traditional materials of the kindergarten and primary grades.

2 credits

256—FINE ART: A continuation of Course 156, Teaching Methods. Sketching, drawing, color and design and their application to problems of teaching demonstrated and discussed. Relationship of materials to method.

1 credit.

257—PLAY MATERIALS: Play materials for children in the nursery school, kindergarten, and primary grades are studied. New play material is presented, including a comparison of Froebelian materials with those in use today and a consideration of educational principles governing their use for the different stages of child development.

1 credit

351—CREATIVE ART FOR CHILDREN: This course stresses the free work-shop method through which teachers may work out their varied interests in Art. They are afforded an opportunity to work with a great variety of materials such as: clay, plaster, paper, water color and oil, crayon, cloth, yarn, net, wood, weaving material etc. Opportunity is offered to work out practically every kind of project and to obtain fundamental advice upon the use of the many types of material.

1½ credits

357—MANUAL ART: This course will include ways and means of unifying the work of the kindergarten and primary grades through activities and experiences which grow out of the educational use of the environment. These will include home and community problems as well as social and industrial interests. It will include a critical study of materials for creative and constructive expression, the sources of these materials, and relative costs. Application will be made to the interests and needs of children on the basis of their growing powers and will include experiences with clay, cloth, paint, plaster, block printing, parafine, brass, wood, foods, finger painting, wool, weaving, boxes and beadwork.

1½ credits

358—SHOP: This is a practical course in the selection, use and up-keep of woodworking tools for the kindergarten-primary grades. It includes work in electric wiring and appliances on an elementary level. The practical working out of physical science experiments is included. Simple kitchen experiments such as the making of butter, grinding of grain, making of simple cookies, cakes, etc., are part of the course. This course will give teachers the skills necessary for planning correlated manual and science activities.  
1 credit

### PHYSICAL EDUCATION

✓ 168—FOLK DANCING: Folk dances of various countries are taught in a manner in which they can be presented to children. The application of folk dancing to the schoolroom and playground is stressed. The proper costuming for the various dances is given in a most practical form.  
1 credit

✓ 267—GAMES: This course includes a study of the play needs and interests of children; and the selection and development of appropriate games for children in the nursery, kindergarten and primary grades.  
2 credits

✓ 367—PHYSICAL ACTIVITIES (Nursery School-Kindergarten-Primary): This course includes Physical Education in its relation to general education, present day trends in physical education, objectives and principles, curriculum making, visual aids, graphic material and equipment needed. There will be opportunities for panel and open discussion, the survey of books in the field and the working out of a measuring procedure. The work will include games, rhythms, mimetics, body-mechanics, and health.  
1½ credits

## DEPARTMENT OF EDUCATION FOR TEACHERS OF HANDICAPPED CHILDREN

Increasing emphasis on education as child development makes it necessary for all teachers to have an intelligent and sympathetic understanding of the symptoms, causes and treatment of sub-normal mentality, physical handicap and social maladjustment. This department has been organized in response to the increasing demands by school superintendents for teachers equipped to organize, teach or supervise special classes, rooms or schools. Its purpose will be to give teachers the necessary understandings and skills prerequisite to teaching children with low mentality, physical handicap and social maladjustments.

Since the underlying philosophy in teaching the handicapped is to teach what pupils have the ability to learn, rather than to make training conform to definite patterns, diagnostic and clinical procedures will be discussed, demonstrated and practiced in order to indicate need as well as to indicate areas of greatest promise. Diagnostic and remedial teaching will be discussed and illustrated. Techniques for stimulating and directing the natural activities of children will be emphasized. Instructional methods and materials will be developed and their uses demonstrated.

Grades of mental deficiency among feeble minded children such as morons, imbeciles and idiots with suggestions for the education of each type will be discussed. Clinical types of varying degrees found among the microcephalic, mongolian, hydrocephalic and cretins are also included.

Cases of physical divergence from the normal will include sense defects, abnormalities in height, weight, rate of growth and maturing, nervous disorders of various kinds and conditions due to special injury and disease, such as the crippled and paralytic. While the problems of educating the deaf, dumb and blind will be discussed, the department will not train teachers for such special classes. However, sight saving will be included. Nervous disorders will include epilepsy, post encephalitis, chorea, habit spasms, psychoneuroses, schizophrenic reaction types and manic depressive reaction types. Cases of social maladjustment and juvenile delinquency will be studied.

All of the resources available in Chicago's great medical and social centers will be drawn upon in the conduct of this department.

## REQUIREMENTS FOR CERTIFICATE FOR TEACHERS OF HANDICAPPED CHILDREN

	Semester Hrs.
PRACTICE AND OBSERVATION .....	8
<p style="margin-left: 20px;">Must include two semester hours in practice teaching of handicapped children and observation of the teaching of handicapped children.</p>	
EDUCATION .....	46
<p style="margin-left: 20px;">Must include the following courses:                      Philosophy of Education, Curriculum and Procedures for Handicapped Children, The Teaching of Social Studies, The Teaching of Arithmetic, Nursery School-Kindergarten Curriculum, Character Education, The Teaching of Reading, Remedial Reading, The Teaching of the Language Arts, Visual-Sensory Education, Techniques of Teaching, Games and Physical Activities, School Music, Nature Study, Speech Correction, Art and Handwork.</p>	
PSYCHOLOGY .....	15
<p style="margin-left: 20px;">Must include Child Psychology, Behavior Problems of Children, Mental Hygiene, Child Guidance, Educational Diagnosis and Abnormal Psychology.</p>	
SOCIAL SCIENCE .....	6
<p style="margin-left: 20px;">Must include The Family, Contemporary Social Problems, and Social Economics.</p>	
HEALTH EDUCATION .....	6
<p style="margin-left: 20px;">Must include Physiology and Hygiene and Nutrition.</p>	
ELECTIVES .....	47
TOTAL .....	128

NOTE: These requirements parallel the requirements for the Degree of Bachelor of Education. By carefully arranging their programs, students can satisfy requirements for both the degree and the certificate.

## DEPARTMENT OF RADIO EDUCATION

The department of radio education meets the needs of teachers who wish to specialize in this new field. Educators are acknowledging the radio as an increasingly important medium of public instruction and are demanding that educational institutions establish departments for the training of specialists in radio education. It is desired that teachers be trained so that they can take advantage of the frequent opportunities to broadcast children's stories, narrations and educational talks. Such broadcasts help lift the educational value of station offerings and are remunerative as well.

Classes in the department of radio are open to those who have a sound foundation in education. The department purposes to equip such students with the techniques necessary to translate educational ideals into practical radio programs. Courses of instruction are designed to fill the need of those who wish to write and produce programs both for children and adults.

This department has grown out of extensive research conducted by the college in public and private schools in the Chicago area. Its purpose is practical rather than theoretical. Instruction is given by professional radio writers and producers who are entirely in sympathy with the problems of education. Well equipped studios are maintained by the college for presentation of such work.

The following courses of study are offered during both day and evening throughout the school year and during the summer term.

### COURSES OF INSTRUCTION

174—RADIO. ELEMENTARY MICROPHONE TECHNIQUE: The development of understanding of the microphone and skill in using it. Knowledge of the use of different types of microphones, leveling of voice, handling of scripts, methods of fading in and out, working on and off the microphone, weird effects, et cetera.

177—RADIO. ELEMENTARY ANNOUNCING, NARRATING AND STORY TELLING: Station announcing, commercial announcing, program announcing, descriptive announcing, news and sports reporting.



Students are trained to announce in an interesting manner and to recognize and capitalize upon the dramatic values to be found in announcements. Narrating and story telling trains the student intelligently, dramatically and in a vivid way to describe situations and relate tales.

178—RADIO. ELEMENTARY RADIO ACTING: Includes characterization and interpretation as well as practice in acting in a great variety of radio shows. Students have opportunity for practice in group playing before the microphone and the development of proper microphone habits.

278—RADIO. ADVANCED ANNOUNCING, NARRATING, AND STORY TELLING: A continuation of Radio 177. Preliminary work or equivalent in Announcing, Narrating and Story Telling is a prerequisite to admission to this unit.

378—RADIO. ADVANCED RADIO ACTING: A continuation of Radio 178. Preliminary work or equivalent in Radio Acting is a prerequisite to admission to this unit.

275—RADIO. RADIO WRITING: Introduction to the writing and editing of various types of scripts including serials, completed episodes, adaptations and dramatized interviews. The course also deals with developing the main plot, character building, motivation of characters as well as preparation for auditions and synopses for sponsors. Radio scripts are carefully planned to appeal to a radio audience in a definite way. Students also acquire technical knowledge of broadcasting requirements, musical transition and timing of scripts.

276—RADIO. RADIO PROGRAM DIRECTING: Various problems of Radio Program Directing, including casting, auditioning, selection of scripts, rehearsals, sound effects, selection of music, timing, et cetera.

196—INTERPRETATION. ELEMENTARY RADIO INTERPRETATION: The reading of lines for microphone purposes. Tempo and pace, volume, timing, intensity, pitch, building of climax, use of pause,

acceleration, emphasis, mood and transition. Students are given a large amount of work before the microphone.

298—INTERPRETATION. CHARACTERIZATION AND DIALECT: The necessary training in the use of dialect when portraying foreign ways of using the English language, also specific colloquial language peculiarities. This is a practical course.

396—INTERPRETATION. ADVANCED RADIO INTERPRETATION: Open to students who have covered the necessary preliminary work in interpretation for microphone purposes.

116—SPEECH. MECHANICS AND USE OF SPEAKING VOICE: Voice projection, voice control, vocal breathing, tone production and modulation, articulation and enunciation.

This method of studying speech is a practical approach which eliminates the unnecessary long exercises and the non-essentials that are usually employed in this study.

## 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 conferences is \$25.00. A library fee of fifty cents is charged to each student registering for a two-week conference.

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 unit which is equivalent to one and a half semester hours of credit.

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.

*"Not skill, nor books, but Life itself  
is the foundation of all education."*

*—Pestalozzi.*