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CIRCULAR OF INFORMATION
STATE NORMAL
AND
TRAINING SCHOOL
CORTLAND, N. Y.

1929-1930

University of the State of New York

Department of Education

President of the University and Commissioner of Education

FRANK P. GRAVES, Ph.D., Litt.D., L.H.D., LL.D.

Assistant Commissioners

JAMES SULLIVAN, M.A., Ph.D., LL.D.

For Higher Education

GEORGE M. WILEY, M.A., Pd.D., LL.D.

For Secondary Education

J. CAYCE MORRISON, M.A., Ph.D.

For Elementary Education

LEWIS A. WILSON, D.Sc.

For Vocational and Extension Education

ALFRED D. SIMPSON, M.A., Ph.D.

For Finance

LOCAL BOARD OF VISITORS

DR. R. PAUL HIGGINS, *Chairman*

MRS. OLIVE E. DUNN, *Secretary*

DR. R. PAUL HIGGINS

WILLIAM C. KING

MRS. MABEL F. WICKWIRE

DR. CHARLES DUNNE

MRS. OLIVE E. DUNN

WILLIAM A. BOYD

EDWARD A. KILEY

NORMAL SCHOOL CALENDAR FOR THE SCHOOL YEAR
1929-1930 and Summer Session of 1930.

(1929)

Tuesday, September 10, Registration
 Wednesday, September 11, Classes convene
 Wednesday, November 27 (noon) Thanksgiving recess begins
 Monday, December 2 (9 A. M.) Classes resume work
 Wednesday, December 18 (3:30 P. M.) Christmas vacation begins

(1930)

Thursday, January 2 (9:00 A. M.) Classes resume work
 Friday, January 31 (3:30 P. M.) First semester ends
 Monday, February 3, Second semester registration
 Tuesday, February 4, Classes convene
 Wednesday, April 16 (noon) Easter recess begins
 Monday, April 28 (9:00 A. M.) Classes resume work
 Friday, May 30, Memorial Day (holiday)
 Sunday, June 15, Commencement week program begins

SUMMER SESSION

(1930)

Monday, July 7, Registration
 Tuesday, July 8, Classes convene
 Friday, August 15, Closing date

Tuesday, September 9, Registration

FACULTY

HARRY DeW. DeGROAT, A.M., Pd.D., *Principal*, Williams College,
 State College for Teachers

ETTA ALLEN, B.S., Bowling Green State Normal School, Teachers Col-
 leged (Columbia University)
Third Grade Demonstration Teacher

*MARY WASHINGTON BALL, Savage School for Physical Education,
 Chaliff School for Dancing, New York University
Assistant in Physical Education, Teacher of Dancing

ELEANOR BALLISTER, B.S., Central State Teachers College, Michigan,
 University of Chicago
Supervisor of Primary Reading

LUCILLE BARBER, B.S., State College for Teachers, Syracuse University
Assistant in Penmanship

ROSS E. BOWERS, A.B., A.M., Pennsylvania College, Cornell University
Head of Department of Science, Supervisor of Nature Study

- ALICE BRACKETT, A.B., R.N., Smith College, Presbyterian Hospital
Training School
School Nurse and Assistant in Physical Education
- HILDA BRUCE, Chazy School, Syracuse Central Business College
Principal's Secretary
- *LYNN E. BROWN, B.S., Cortland Normal School, New York University,
Syracuse University, Cornell University
Director of Training
- JANET CAMPBELL, Central School of Physical Education, New York
University
Corrective Gymnastics
- MINNIE PEARL CARR, A.B., Pd.M., A.M., Colorado State Teachers
College, Denver University, University of Wisconsin
Assistant in History
- LOUISE G. COTTLE, A.B., Mount Holyoke College, Northampton Summer
School
Assistant in Music
- LEAH A. DAY, B.S., A.M., Cortland Normal School, Teachers College
(Columbia), Cornell University
Head of Kindergarten Department
- MARY C. DEVANEY, Lowell Business College
Stenographer
- RUTH DOWD, B.S., Cortland Normal School, Teachers College (Columbia)
Assistant in Music
- BARBARA FRETZ, A.B., A.M., Cornell University
Assistant in Education
- DOROTHY E. GRAVES, A.B., Smith College, University of Washington,
Teachers College (Columbia)
Coaching and Scouting for Girls
- MARGARET T. HALLIGAN, B.S., A.M., Mount Holyoke College, Teachers
College (Columbia)
Sixth Grade Demonstration Teacher
- MARY E. HARDING, B.S., Cortland Normal School, Pratt Institute,
Syracuse University
Assistant in Art
- INA M. HAYES, Plattsburg Normal School, Syracuse University
Primary Arithmetic Methods and Model Teacher of Arithmetic
- GERTRUDE NICKE HENDRICKS, B.S., Indianapolis School of Physical
Education, Syracuse University
Assistant in Physical Education
- WILLIAM M. HILLEGAS, B.S., Columbia University
Assistant in Science

- FLORENCE L. HOAG, B.S., Fredonia Normal School, Cortland Normal School, Teachers College (Columbia) University of Chicago, University of California
Assistant in Education
- HOWARD A. HOBSON, B.S., A.M., University of Oregon, Teachers College (Columbia)
Assistant in Physical Education
- JENNIE N. HOBSON, A.B., University of Oregon, Teachers College (Columbia)
First Grade Demonstration Teacher
- EVA G. A. HUBBARD, B.S., Teachers College (Columbia)
Intermediate Reading
- ARTHUR LAYMAN, A.B., State College for Teachers
Floor Supervisor for Grammar Grades
- JOSEPHINE LIENHART, Cortland Normal School, Teachers College (Columbia)
Bookwork in Open Air School
- HELEN FRENCH LYMAN, New Haven School of Physical Education
Accompanist
- MARY MCCARTHY, B.S., A.M., Ohio State University
Fifth Grade Demonstration Teacher
- WAVA McGRATH, Cortland Normal School
Second Grade Demonstration Teacher
- H. WARD McGRAW, A.B., A.M., Colgate University, Cornell University
Head of Department of English
- CLIFTON McWILLIAMS, A.B., A.M., Princeton University, Teachers College (Columbia)
Assistant in Department of Education
- LOUISE MAYCUMBER, Cortland Normal School, Syracuse University, Teachers College (Columbia)
Principal Owego School
- FANNIE R. METCALF, B. Ed., A.M., Illinois State Normal University, Teachers College (Columbia)
Nutrition
- PAULINE A. MEYER, A.B., Lowell Normal School, Carnegie Institute of Technology
Music Methods and Supervisor of Music
- FRANCIS J. MOENCH, B.P.E., Cortland Normal School, Springfield College
Physical Education for Men, Director of Athletics
- KATHERINE E. MORAN, Oswego Normal School, Teachers College (Columbia) University of Pennsylvania
Geography Methods, Supervisor and Model Teacher of Geography
- LILLIA M. OLCOTT, B.S., A.M., Syracuse University, New York University
Head of Department of Art

ALICE OLIVER, B.S., Boston Normal School, Boston University, Wellesley College Summer School for Kindergarten Training
Assistant in Kindergarten

BESSIE L. PARK, A.B., A.M., Cortland Normal School, New Haven School of Gymnastics, Clark University, Chautauqua School of Physical Education, Harvard University, University of Texas
Head of Department of Physical Education for Women

MAXWELL G. PARK, Ph.B., A.M., Warrensburg State Normal School, Teachers College (Columbia), University of Wisconsin, University of Missouri, University of Chicago, Harvard University
Head of Department of Education

ALICE A. PIERCE, Cortland Normal School, Keuka College, Syracuse University, Cornell University
Supervisor of Penmanship

ESTHER PORTER, B.S., Teachers College (Columbia)
Dancing and Assistant in Physical Education

MARTHA E. ROBBINS, A.B., A.M., Wellesley College, Teachers College (Columbia)
Assistant in English

CHRISTABEL ROBINSON, Oneonta Normal School, Teachers College (Columbia)
Assistant in English

MARGUERITE ROBINSON, A.B., B.S., B.L.S., Colby University, Simmons College
Librarian and Teacher of Library Methods

HARRIET B. RODGERS, B.S., A.M., University of Michigan, University of Iowa, Columbia University
Teacher of Swimming and Assistant in Physical Education

MARION RYAN, B.S., A.M., Teachers College (Columbia)
Second Grade Demonstration Teacher

LINDA C. SMITH, B.S., Worcester State Normal School, Teachers College (Columbia)
Fourth Grade Demonstration Teacher

CHARLES F. STUBE, A.B., A.M., B.D., Ph.D., Hamilton College, Rutgers University, New York University, Harvard University
Head of History Department

BEN SUELTZ, A.B., A.M., South Dakota, State Teachers' College, Teachers College (Columbia), Cornell University
Junior High School Mathematics

GERTRUDE P. THORNHILL, A.B., A.M., Ohio University, Columbia
Assistant in English

JOHN H. THORP, B.S., Stout Institute
Manual Training

ESTHER E. TRUMBULL, B.S., State Teachers' College, Pratt Institute
Assistant in Handwork and Drawing

ELLA M. VAN HOESEN, Cortland Normal School, Cornell University,
Syracuse University, Teachers College (Columbia) University of
Chicago. Floor Supervisor of Primary Grades, Supervisor
and Model Teacher of Primary Language

CLARA VOORUS, B.S., Slippery Rock Normal School, Teachers College
(Columbia)
Assistant in English

ELLEN WOOD WARTH, B.S., A.M., Simmons College, Teachers College
(Columbia)
Assistant in Nutrition and Domestic Science

LAURAMARIE WEGMAN, B.S., Kent State Teachers' College, University
of Chicago
Assistant in Geography

MARION A. WILSON, Syracuse University
Assistant in Training School

ESTHER WILTSIE, A.B., B.L.S., Vassar College, Simmons College
Assistant Librarian

THOMAS KELLY, Janitor
JAMES SAVAGE, Engineer

* On leave of absence.



Library

DESIGN OF THE CORTLAND NORMAL SCHOOL

The special function of the general courses of this normal school is to prepare teachers for the elementary and junior high schools of the state.

Requirements for Admission

Students desiring to be admitted to these courses must be graduates from a four-year academic course.

The applicant must present either a regents academic diploma or evidence of graduation from a four-year high-school course approved by the Commissioner of Education.

In addition to the completion of such course, the applicant must satisfy the following conditions:

1. The applicant must be at least 16 years of age.
2. The applicant must receive a formal appointment signed by the district superintendent of the district or the superintendent of the city or village in which he resides. The application must be approved by the Commissioner of Education.

The applicant must have completed an approved four year high school course, including at least four years of English, two years of science, two years of mathematics, one year of history, two years of a foreign language and enough electives to make a complete four year course.

The requirements for admission to the physical education course are exactly the same as to the general courses except that a regents academic diploma at a minimum average of 75% must have been earned or a school diploma at a minimum average of 80%. *Candidates seeking admission to the course in physical education in September, 1930, will be required to come to Cortland in advance for a personal interview and oral examination before receiving their final appointment.* Beginning with September, 1931, preference for admission to the course in physical education will be given to candidates who offer biology, physics and chemistry. The number of entrants to the course in physical education is limited to 65, of whom 30 are to be boys. The number to be admitted to the course in nutrition is limited to 24.

The number to be admitted to the general courses in September 1930 has been limited. Applications should be filed not later than July 1. In September 1929 many were unable to secure admission, having applied too late.

No students residing outside the state will be admitted to the course in physical education.

Method of Appointment

The applicant should write to the normal school or to the Education Department for an appointment blank before the first of June. The principal of the high school should certify to the successful completion of the required high school course and the district or city superintendent must vouch for the applicant's character. The blank is to be filled out and returned to the Principal of the normal school.

Before receiving an appointment the candidate must possess the evidence of proficiency mentioned above and must sign the following declaration, which is a part of the appointment blank:

"In consideration of receiving free tuition at a normal school, I hereby obligate myself to teach in the schools of the State of New York for a period of two years following graduation."

Time Required for Completion of Courses

General courses offered in the state normal schools are now three years in length. Limited certification may be given at the end of the second year of the normal school courses, except in the course in physical education. This certification will be for a period of three years. If during the three years the student completes at least twelve semester hours' work in the advanced courses of the third year, the limited certificate may be extended for an additional two years. The normal school diploma is to be issued on the completion of the third year of the course.

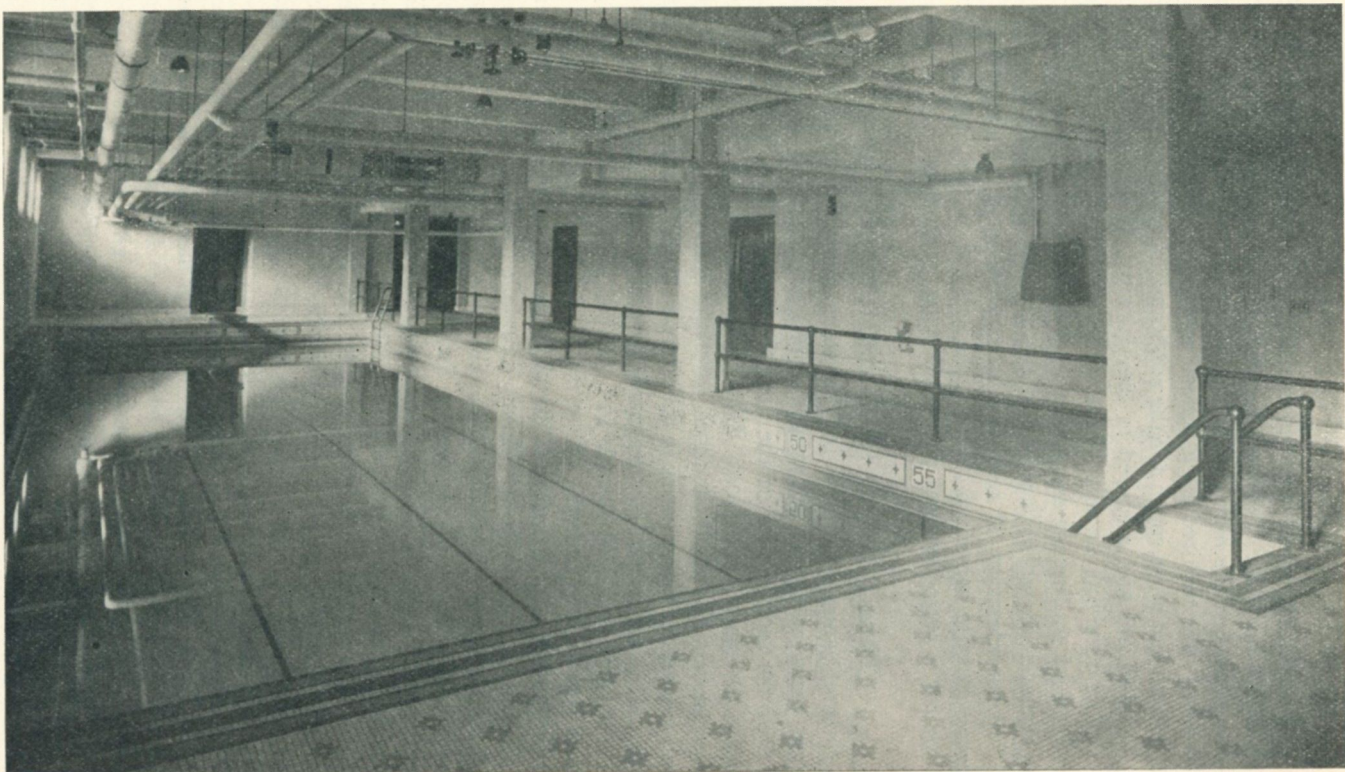
Those entering the course in physical education in September, 1930 will be required to take four years.

This arrangement makes it possible for normal school students to enter the teaching service on the completion of two years of professional study. The additional year may be completed in part in summer session courses.

Gray cotton tank suits are required for Swimming. These may be ordered at school at the time of registration. The towel and laundry fee for freshmen is \$4.35 and for juniors and seniors \$3.00. This must be paid at the time of registration.

Graduates of training classes may complete the professional course in the normal school in two years on the following conditions:

1. They must have entered the training classes *on high school diplomas* covering the minimum approved high school course;
2. They must have *taught one year* subsequent to completing their training class course;
3. They must possess the required aptitude for training.



Swimming Pool

The privilege of completing the course in two years is not granted to students who completed the training class work in the fourth year of the high school, receiving credit for their training class work on the high school diplomas, neither is this privilege granted to those taking the course in physical education.

Swimming

Regular instruction in swimming is given to students of all courses. Those who finish the regular courses are required to pass a test in swimming before graduation.

Advanced Standing

Credit in any required subject duly certified from an approved higher institution may be applied on any course. Candidates who desire to transfer from other institutions must present certificates of honorable dismissal.

College graduates and graduates from two-year normal school courses are given the privilege of completing all courses except that in physical education in *one* year. College and normal school graduates may complete the course in physical education in two years. For exceptional training and aptitude the course may be further shortened.

NON-RESIDENTS

Non-residents of the state are neither solicited nor encouraged to enter this normal school, but in exceptional cases, such persons as especially desire to do so, and who comply with the requirements for admission, may be admitted by special appointment of the Commissioner of Education upon paying in advance to the treasurer of the local board a tuition fee of \$50 per term of 19 weeks. The application for appointment should be made some weeks in advance in order to allow time for investigation of the candidate's qualifications.

Required Equipment for Physical Education—Men

A regulation equipment is required for all gymnasium work. This consists of shoes, black upper with corrugated rubber sewed sole; regulation long gym leader's trousers, dark blue with white stripe; regulation belt, black leather with nickel buckle; white cotton sleeveless jersey. Two additional oxford shirts, short sleeve, with open sport collar, are required for dancing. The cost of this equipment is approximately \$15.

Athletic equipment is required for football, baseball, skating, basketball, in fact for all sports which are covered in the course. A regulation color or style is not required for athletics. All men taking physical education are urged to bring with them as much athletic equipment as they have, so the initial expense will not be too great. Inasmuch as actual practice in all forms of athletics is required, proper equipment is very essential.

Required Equipment for Physical Education—Women

The following uniform is required of all girls taking the special course in physical education: one-piece gymnasium suit of fine navy blue serge with white guimpe, black cotton stockings and black gymnasium shoes. Price of suit, including two guimpes—\$14.

This suit will last during the entire course and will be serviceable for considerable further wear.

The athletic outfit includes black serge bloomers, all-white middy, black cotton stockings and high white sneakers, trimmed with gray. However, students are urged to bring with them at the opening of school as much athletic equipment as they already have. This they will be permitted to use. Each girl should have at least three middies. Price of serge bloomers—\$4; sneakers (1927) \$.85; gymnasium shoes \$5.

All girls should bring with them a tennis racquet and two balls, together with a (probably medium weight) hockey stick. If you are unable to secure a hockey stick, write to Miss Bessie L. Park, Cortland, N. Y., by the middle of August in order that all athletic equipment may be available for the opening of school.

Archery is required of all physical education girls. The equipment for this costs each student from \$1.00 to \$1.50 a year. Those having archery bows should bring them with them.

Towel and laundry fee for freshmen is \$4.35, which must be paid at the time of registration.

Girls should come prepared to pay for all gymnasium and athletic equipment when ordered the first day of school.

A gray cotton one-piece tank suit with skirt is required for swimming. Approximate cost—\$2.

Dancing costume for second and third year girls will cost about \$4.

Gymnasium suits, bloomers and tank suits will be ordered at the school at the time of the student's registration.

GENERAL INFORMATION

The Building, Grounds and Equipment

The building of the Cortland Normal School is situated on a hill not far from the center of the city. It is located on a campus of more than thirty acres, giving a wonderful view of the seven valleys converging at Cortland. Toward Syracuse the valley for eighteen miles is plainly visible on a clear day.

The campus and the building, with its equipment cost more than a million and a quarter dollars.

The building contains a spacious gymnasium, a corrective room and several other large rooms well adapted to floor work. It has a large swimming pool and an unusual outfit of showers and dressing and locker rooms, also a special room equipped with hair drying machines. Each student will be provided with an individual day locker as well as an individual gymnasium locker.

Provision is made for five tennis courts, three of which are finished, a quarter-mile track, a football field, a baseball diamond and a hockey field. Three out-of-door basketball courts are available. Plenty of room is available for outdoor gymnastics. All of the apparatus and equipment is the best obtainable and absolutely new and adequate in quantity.

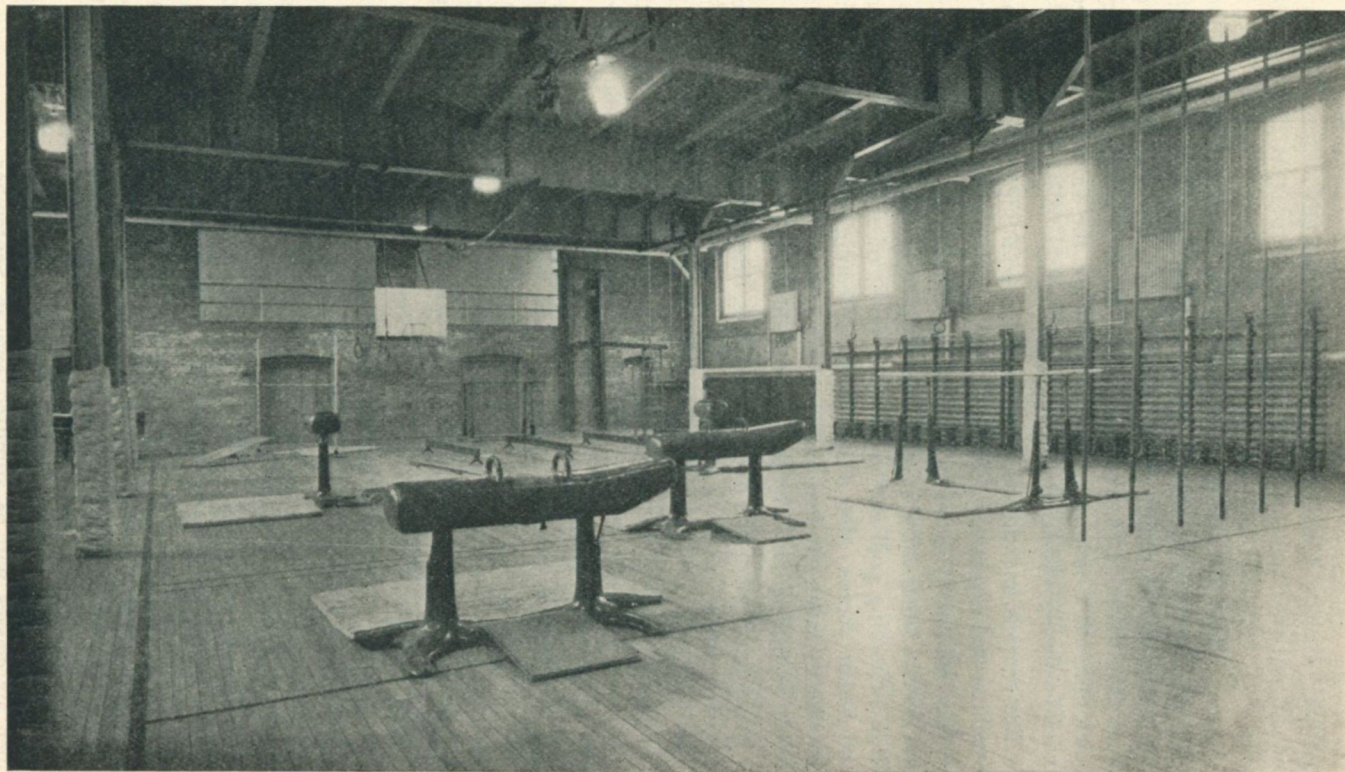
Arrangements can be made for those who desire to take piano lessons, specializing in the music related to physical training, folk dancing, etc. For any such, piano practice rooms fitted with new upright pianos are available without extra charge. The only charge will be for the lessons.

The School Year

The school year consists of 39 weeks divided into two terms.

The first term opens on the second Wednesday in September and continues 19 weeks, with a vacation at Thanksgiving, and during the mid-winter holidays. The second term begins on the first Wednesday in February and continues 19 weeks with a vacation at Easter. One week at the close of the year is given up to examinations and graduation. Students will be graduated at the end of each term, but commencement exercises will be held only at the close of the year in June.

Students in the courses in physical education and in nutrition and open air classes will be admitted *only* in September.



Gymnasium

Physical Examination

Before admission applicants must present evidence of physical examination by a physician. For this, regular blanks are furnished by the school.

Working for Maintenance

Quite a demand exists for women students to do miscellaneous work in good homes of the city. However, students in regular courses are advised to lengthen their course by one semester if they work for their maintenance. The hours required for the course in physical education are so long that students can not be recommended for such positions unless they will lengthen their course to three and one-half years.

Considerable employment is also available for men.

Transfers

On concurrence of the principals interested, students may be transferred from one normal school to another by the Commissioner of Education, for cause.

Text Books

Text books, with the exception of a few reference books which each teacher should own, will be furnished free to first year students.

Literary Societies

There are six literary societies for young women and two for young men. They hold frequent meetings for the purpose of the individual improvement of their members in parliamentary practice, discussion, and literature. They are subject at all times to visitation by any member of the faculty, all meetings being held under faculty supervision. For these weekly meetings each of the girls' societies has its own club room or sorority house.

Normal Students' Christian Union

This is a purely voluntary non-sectarian organization of the students of this school. It meets every Wednesday evening, promptly at seven-thirty o'clock, and closes at eight-thirty o'clock. It is conducted by the students, but it is under the general supervision of the authorities of the school. Each year four or five members represent the organization at Silver Bay.

School Parties

From eight o'clock until ten o'clock on Saturday evenings when the school is in session, the school gymnasium is open to students for pleasure and recreation under faculty supervision.

Location

Cortland is situated midway between Syracuse and Binghamton on the Delaware, Lackawanna and Western railroad. The Elmira and Cortland branch of the Lehigh Valley railroad, passes through the city. This road forms a junction with the Auburn division of the Lehigh Valley system at Freeville and with the New York Central railroad at Canastota.

Domestic Science

A completely equipped kitchen is available for work in domestic science and nutrition.

Library and Reading Room

Students have access to a library and reading room supplied with well-selected bound volumes. The books have been selected with reference to the needs of each department of the school. Additions are made each year and great care is used in procuring such books as will be most helpful to the students who are training for the teaching service. The best magazines and periodicals—educational, literary, and scientific—as well as daily and weekly papers, are generally represented on the reading tables. The library is open nine hours each school day and two hours on Saturday. Students have free access to the shelves, and the librarian or her assistants are in constant attendance to aid students in finding the books to which they have been referred by the teachers. The aim of the librarian and teachers is to aid the students to cultivate a taste for good literature and to become familiar with the use of such books as will be most helpful to a teacher.

THE KINDERGARTEN

The department for training kindergartners consists of a large kindergarten 60 feet by 24 feet with a fireplace, a grand piano, an electric fountain, and furniture in gray to match the wood trim.

Another room, the same size as the kindergarten, is fitted up with playground apparatus for the use of the children in winter and stormy weather.

A specially equipped work room affords opportunity for all the different handwork activities.

Two piano-practice rooms, containing upright pianos, are provided for students who need special instruction and practice in kindergarten music. An accomplished pianist is in charge of this work.

Kindergartners will also receive instruction in management of small children on the playground.

Kindergartners are expected to avail themselves of other features of the school, such as the library, gymnasium and swimming pool.

The price of board averages about \$8 per week, including room. Rooms can be rented also for self-boarding; they are furnished or not as students desire; rooms can be rented for \$2.00 to \$2.50 per week, according to accommodations. Students can rent furnished rooms for \$2.50 per week with the privilege of cooking their food. There is no boarding hall or dormitory connected with the school. Six sorority houses with resident faculty members furnish superior living accommodations for about 175 girls. Two boys' fraternities also own their own houses. The cost of room and board is the same as in private homes.

Whenever practicable, students should reach Cortland the day preceding the opening of the term. On arriving, students should go directly to the Normal School if they desire assistance in securing boarding places.

Further information can be obtained by corresponding with the Principal.

HARRY DEW. DEGROAT.

SUBJECTS	Kdg.-Prim.		Inter.		Gram.	
	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)
<i>Semester I</i>						
Introduction to Teaching and Observation.....	3	2	3	2	3	2
Library Methods.....	1	1	1	1	1	1
Science.....	3	3	3	3	3	3
History of Civilization.....	3	3	3	3	3	3
Geography I.....	3	3	3	3	3	3
Written Expression.....	2	2	2	2	2	2
Art I.....	3	2	3	2	3	2
Penmanship.....	2	0	2	0	2	0
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	20	16	20	16	20	16
<i>Semester II</i>						
Educational Psychology.....	3	3	3	3	3	3
Literature I.....	3	3	3	3	3	3
Health Education I.....	4	2	4	2	4	2
Oral Expression.....	2	2	2	2	2	2
Arithmetic I.....	2	2	2	2	2	2
Music I.....	3	2	3	2	3	2
Educational Biology.....	2	2	2	2	2	2
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	19	16	19	16	19	16
<i>Semester III</i>						
Kindergarten Theory.....	3	3	0	0	0	0
Methods of Teaching History.....	0	0	3	3	3	3
Literature II.....	3	3	3	3	3	3
Methods of Teaching Geography.....	0	0	3	3	3	3
Methods of Teaching Reading.....	3	3	3	3	3	3
Health Education II.....	4	2	4	2	4	2
Art II.....	3	2	3	2	3	2
Art III.....	3	2	0	0	0	0
Special Kindergarten - Primary Methods.....	2	1	0	0	0	0
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	21	16	19	16	19	16
<i>Semester IV</i>						
Principles of Education.....	3	3	3	3	3	3
Educational Measurements.....	3	3	3	3	3	3
Methods of Teaching Arithmetic.....	2	2	2	2	2	2
Children's Literature.....	3	3	3	3	0	0
Practice Teaching.....	5	3	5	3	5	3
Music II.....	3	2	3	2	3	2
Elective.....	0	0	0	0	3	3
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	19	16	19	16	19	16

SUBJECTS	Kdg.-Prim.		Inter.		Gram.	
	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)	Minimum Recitations Clock Hrs. a Week	Credits (Sem. Hrs.)
<i>Semester V</i>						
Specialized Psychology	2	2	2	2	2	2
Sociology	2	2	2	2	2	2
Music III	3	2	3	2	3	2
Technique of Teaching	2	2	2	2	2	2
Art IV	3	2	3	2	3	2
Practice Teaching	5	3	5	3	5	3
Modern European History	3	3	3	3	3	3
	20	16	20	16	20	16
<i>Semester VI</i>						
History of Education	2	2	2	2	2	2
Economics	2	2	2	2	2	2
Electives	4	4	4	4	4	4
Practice Teaching	10	6	10	6	10	6
Methods of Teaching Penmanship	2	2	2	2	2	2
	20	16	20	16	20	16

Course of Instruction in Physical Education

The course of study which follows is designed to train both men and women to become efficient teachers and supervisors of physical training in elementary, junior and senior high schools. It provides during the six semesters for the study of the approved types of gymnastics with plenty of practice therein. The work in athletics has been planned for the purpose not only of enabling the individual to acquire skill in athletic games but also to enable him to become proficient in coaching these games.

<i>First Semester</i>		FIRST YEAR	<i>Second Semester</i>	
English	*3 †3		General literature.....	*3 †3
Chemistry	2 2		History of Civilization.....	3 3
General psychology	3 3		Chemistry	2 2
Physiology	2 2		Physiology	2 2
Anatomy	2 2		Anatomy	2 2
Gymnastics	2 4		Gymnastics	2 4
Athletics	2 4		Athletics	2 4
Plays and games.....	1 2		Dancing	2 4
Dancing	2 4		Swimming	1 2
Swimming	1 2			
	20 28			19 26

* Number of semester hours credit.

† Number of sixty minute periods a week.

<i>Third Semester</i>		SECOND YEAR	<i>Fourth Semester</i>	
Kinesiology	2 2		Physiology of exercise	2 2
First Aid	2 2		Principles of teaching Physical Education	2 2
Athletics	2 4		Athletics	2 4
Dancing			Dancing	
Men	1 2		Men	1 2
Women	2 4		Women	2 4
Plays and Games II	1 2		Theory of play	2 2
Gymnastics	2 4		Gymnastics	2 4
Methods of physical training	2 2		Methods of physical training	2 2
Hygiene	2 2		Hygiene	2 2
Anthropometry }	3 3		Swimming	1 2
Diagnosis }			Individual gymnastics	2 2
Individual gymnastics	2 2		Electives	4 4
Swimming	1 2			
	20 27		Total for men	21 27
Total for men			Total for women	22 29
Total for women	21 29			

<i>Fifth Semester</i>		THIRD YEAR	<i>Sixth Semester</i>	
History of Education	3 3		Organization and administration	2 2
Principles of Education....	3 3		Educational psychology	3 3
Athletics	2 4		Athletics	2 4
Gymnastics	2 4		Gymnastics	2 4
Sociology	2 2		Physical Education Seminar	1 1
Physical Education Seminar	1 1		Theory of athletic coaching	
Methods of teaching swimming—for women	1 1		—for men	2 2
Theory of athletic coaching—for men	2 2		Dancing	½ 1
			Practice teaching	2 2

<i>Fifth Semester</i>		<i>Sixth Semester</i>	
Dancing	$\frac{1}{2}$ 1	Swimming	1 2
Practice teaching	2 2	Electives	
Swimming	1 2	Men	3 3
Electives—men and women..	3 3	Women	2 2
<hr/>		<hr/>	
Total for men	20 $\frac{1}{2}$ 26	Total for men.....	19 $\frac{1}{2}$ 25
Total for women	19 $\frac{1}{2}$ 25	Total for women	16 22

Nutrition and Open Air Classes

Only a limited number of students will be admitted to this course which covers three years. It is expected that students who pursue the course will take it for three consecutive years. At least one year's instruction in domestic science in high school should form a part of the preparation for this course, although it has not yet been made absolutely prerequisite.

Arrangements have been made for classes to visit neighboring schools maintaining open air classes, and presenting nutrition programs. Work in hygiene will hold an important place in the instruction in health education given through two years.

Those who take this course are required to take six weeks of special hospital training during the summer following their junior year. Appointments are made to the Cortland County Hospital and to the Binghamton General Hospital.

Those who complete the course will be given diplomas which will be valid licenses to teach open air classes, to supervise programs of nutrition, or to do regular grade work in an elementary school.

Graduates should be in great demand because of the increasing call for teachers trained along these lines, and because of the lack of teachers to do this special work.

FIRST YEAR			
<i>First Semester</i>		<i>Second Semester</i>	
Library Methods.....	1	Educational Psychology	3
History of Civilization.....	3	Health Education	2
Geography I.....	3	Oral Expression	2
Written Expression	2	Arithmetic	2
Art I.....	2	Music I.....	2
Penmanship	0	Food Chemistry	3
Food Chemistry	3	Physiology	2
Physiology	2		
	<hr/>		<hr/>
	16		16
SECOND YEAR			
<i>Third Semester</i>		<i>Fourth Semester</i>	
History Methods	3	Principles of Education.....	3
Geography	3	Educational Measurements	3
Reading Methods	2	Arithmetic Methods	2
Health Education	2	Practice Teaching	3
Nutrition	3	Nutrition	3
Methods of Health Teaching....	3	Elementary Nursing	3
	<hr/>		<hr/>
	16		17

<i>Fifth Semester</i>		THIRD YEAR	<i>Sixth Semester</i>	
Specialized Psychology.....	2	Economics		2
Sociology	2	Practice teaching		2
Music III.....	2	Methods of Penmanship.....		2
Art IV.....	2	Advanced Dietetics.....		3
Management of Open Air Rooms and Observation	3	Physical Diagnosis		2
Bacteriology	1	Practice Teaching		5
Practice Teaching	4			16
	16			

In connection with this course, a completely equipped suite of rooms is provided consisting of a class room and dining room; a sleeping room equipped with folding cots, blankets and special clothing; a store room, and service kitchen. Children of the city, free from infectious disease and physically not strong enough for regular school work, are recommended by the city medical inspector for treatment and instruction in this department.

The temperature of the school room in cold weather is not allowed to go below 54 degrees, nor to rise above 60 degrees. The sleeping room, except in the coldest weather, is maintained at practically the outside temperature.

This open window class furnishes good facilities for observation and practice. Further opportunity for teaching health and nutrition in the regular grades of the training school is furnished to students of this course.

THE GENERAL COURSES

Introduction to teaching

This course is intended to acquaint the prospective teacher with the range of activities in the field of pedagogy, with the range of and with the requirements for teaching. The importance of adequate professional preparation for teaching cannot be emphasized too much. A survey of education, an analysis of teaching, and an evaluation of both should enable the student to choose intelligently the type of teaching service which seems to offer the greatest professional opportunity to the individual teacher concerned. A carefully prepared plan of observation in the practice school is used as an integral part of the survey and guidance features of the course.

Educational measurements

The aims of this course are (a) to "give the students an intimate knowledge of one or two tests in each of the major subjects," (b) to "give training in the use of simple statistics for the handling of test data," (c) to "show how test results can be analyzed and used to suggest methods of teaching," (d) to "work out a method of sectioning classes into ability groups," and (f) "to give training in the construction of objective tests for informal examining." It is arranged that this course accompany or precede responsible room teaching.

Educational psychology

This course is an introduction to psychology and aims to develop in the student an objective and understanding attitude toward children and toward himself. Topics included in the course are: Individual Differences, Native Equipment, Efficiency, Emotions and Urges, with special emphasis on the psychology of learning and its basic relation to teaching.

By means of this course, it is intended that the student will be better able to understand (1) children, (2) the learning process and (3) himself, and throughout the course, mastery of the subject matter of psychology is looked upon as a means to that end rather than as an end in itself.

Principles of education

This course in the Principles of Education integrates the conclusions of the study of Psychology, Sociology, Culture History, History of Education, Biology, Health and Hygiene, Industry, Art, Methods of Teaching and Technique of Teaching into a unitary system of thought pattern which will vitalize the specific aims and performances of the teacher and enable him to see his work in truer perspective as related to a dynamic social order, to the needs of the community, to his fellow workers and to the present and prospective needs of his pupils and himself.

The course in the Principles of Education leaves the teacher with a wider vision of the nature of education in its relation to social progress and civilization. In consequence it leaves the teacher with a fuller consciousness of the importance and dignity of education which will bring in its train a quickened professional consciousness and greater loyalty to the profession and its aims.

Technique of teaching

The course begins with the formulation of a general statement of the meaning and function of education and the development of the fundamental principles of teaching-learning processes. Consideration is then given to the application of these principles to the work of the classroom, including the problems of control, the selection and organization of subject matter, the planning of different types of lessons and classroom activities and the various techniques involved. The work is correlated closely with the work in practice teaching and illustrated by observation of types of lessons in the laboratory school. There should be differentiation so far as possible for three divisions of the elementary school. Prerequisites: Introduction to Teaching and Observation; Elementary Psychology.

History of education in the United States

General Outline:

- 1 Value and Meaning of History of Education
- 2 The Pre-American Period
- 3 The Colonial Period
- 4 (Naturalism in Education)
- 5 Democracy in Education 1789-1850
- 6 Scientific Development of the Educational System 1850-1890
- 7 Education During the Present Period

Typical elaboration of a unit :

- 1 Value and Meaning of History of Education
 - a Comparison of Greek and Oriental civilizations as to type, stage, institutions, objectives
 - b Evaluation of contemporary American civilization by above criteria
 - c Function of education in civilization
 - d Value of History of Education
 - (1) Historical approach to social problems
 - (2) Study of History of Education a potentially directive and constructive social force

Chief Objectives :

- 1 A conception, on the part of the prospective teacher, of education as a device for preserving and improving civilization, broadly cultural and social in content and design.
- 2 A consciousness of the evolutionary character of all movements and the potentiality of voluntary social evolution.
- 3 A critical social attitude with the ability to evaluate present tendencies to the end of shaping contemporary programs and directing future educational effort.

In organization of the course the aim is to make it functional instead of merely informational, and cultural rather than technical in basis. The psychological need, intrinsic interest in life situations, is satisfied through the emphasis placed on contemporary problems, human and social values, and leadership related to particular movements.

To prepare the student to meet such a social need, to make him an educator in the broadest sense through a presentation of the psychological, the philosophical, and sociological phases of the subject, the present course in History of Education in the United States is designed.

Kindergarten theory and methods

This course is proposed for the student who wishes to specialize in the field of kindergarten teaching. There is an extensive and important literature regarding the fundamental principles upon which infant education is founded. Because of the importance of the right kind of a beginning in the educational process, it is desirable to offer one course which will thoroughly ground the student in the basic theory underlying this field of work and which will enable him to see the field of kindergarten education in relation to the life of a child before and to the school life following.



Cortland State Normal School

Written expression

One of the chief aims in the teaching of written expression is the formulation of habits of writing that will enable the individual to express his thoughts accurately, clearly, and definitely. Those who attempt to teach young people to write in accordance with this aim must not only themselves be able to write with a fair degree of accuracy, clearness and definiteness, but must have some standards that they can apply easily to the compositions of their students. This course in written expression includes then, not only practice in writing, but also practice in evaluating composition work in accordance with the standards that have been established.

Oral expression

Oral expression is a form of English that presupposes not only the ability to compose accurately and clearly, but also the skill to express thought so effectively as to mean something definite to those who are listening to what is being said. Prospective teachers of young children know how to organize their thoughts and to express them effectively from the standpoint of clearness and utterance, normal pronunciation of words used and definite organization of the material. In addition, they should be able to criticise constructively rather than destructively the oral expression of their students in accordance with certain definite standards that they have built up in them. A course in oral expression should afford opportunity not only for practice on the part of the individual in the expression of his ideas, but more than that, in the evaluation of the ideas expressed by others with special emphasis on the constructive criticism given. The expression of the individual is often times mared by some defects of articulation or pronunciation or some peculiarities of speech. It is a part of the duty of the instructor in oral expression to discover what the special needs of the individual members of the class are in these respects and to prescribe such remedial measures as may be followed by the individual in the correction of his speech defects.

Literature I and II

This course is divided into two parts, Literature I for first year students, and Literature II for second year students. It is planned not for those who are to become specialists in English but rather for future teachers in the elementary schools who should have a genuine appreciation for and interest in good literature, for use in their classrooms and for the enriching of their own lives. If students

are to continue to read good literature after graduation, their interest in it must be stimulated during college years. It is the business of this course chiefly to provide such stimulus, by introducing the student to the leading types of literature, by acquainting him not only with the masterpieces of world literature from the past but also with the work of important contemporary writers, and by furnishing him with at least the beginnings of literary taste and standards of judgment.

The work of the first semester is devoted principally to narrative forms of literature: epic, ballad, miscellaneous narrative poetry, biography and letters, the novel, and the short-story; that of the second semester to drama, lyric poetry, history and the oration, and the essay.

Library methods

A study is made of the up-to-date school library, of library tools, such as the Card Catalog, the Readers Guide, etc., of the most important reference books both on general and on special subjects. Aims to teach the student to use the school library and any library intelligently and without waste of time. Students get practice in finding the answers to questions similar to those which come up later in their other studies. Attention is also called to the student's reading and suggestions are made for using leisure time in reading interesting books. The course ends with the making of a bibliography which must include a variety of sources.

Reading methods

A This course is designed to give the student teacher an understanding of the underlying principles and purposes in the teaching of reading to the Primary Grades; an evaluation of the materials and equipment necessary to attain these purposes; and a beginning in the necessary skills.

B This course is for the intermediate grades and for the junior high school. The work covers a discussion of the importance of reading as a school subject in the light of recent educational investigation and experimentation. Some of the topics chosen for discussion are as follows: Principles underlying the teaching of oral and silent reading; appropriate reading materials; the growth of the vocabulary; relation between teaching reading and teaching how to study; standardized and informal tests; etc.

In both courses the differences in the silent reading activities, in respect to aims, materials and technique, between the work type and the recreatory type are clearly drawn.

In the work type certain skills are stressed which enable pupils to comprehend the essentials of material given to them for reading or study.

In the recreatory type, the chief aim is to have pupils enjoy the literature which is recommended for reading. To bring this about, prospective teachers must analyze the interests and needs of children as members of society, and familiarize themselves with a body of literary material which will arouse the enthusiasm of their pupils. The necessity of considering a wide variety of material in order that individual needs may be met, constitutes an important principal underlying the choice of reading matter.

C A course in methods of teaching literature in the junior high school grades is combined with the general reading methods, where it is called recreatory reading. The chief objects of the course are to arouse in the prospective teacher a consciousness of the importance of developing in the children of these grades tastes and appreciation of literature; to acquaint the students with a body of material which will appeal to the needs and interests of adolescent children as members of society; to discuss methods whereby children may be brought in contact with a wide variety of reading material to be read rapidly rather than intensively; and finally to make a study of textbooks and children's anthologies in order that those who are to become teachers may influence effectively the reading of the children, towards the establishment of permanent interests and ideals leading to a broader view of the world in which the child must live.

Children's literature

The course includes a survey of literature suitable for children of kindergarten-primary and intermediate grade age, with a study of authors and illustrators. Stories from folk literature, modern fanciful and realistic stories and poetry are studied.

Every teacher needs to realize the importance of cultivating in children a love for good reading and the ability to read easily and without waste of time and energy. She must become familiar not only with what is best in children's literature but also must acquire a technic which will develop in children right reading skills, attitudes and habits.

Literature should be selected with a view to what is suited to different age interests of children and opportunities given to test such selection by telling and reading stories and poetry in natural situations.

Children are naturally creative. For this reason, the course aims

to acquaint the teacher with ways and means to develop this latent power in the form of original stories and poems and various kinds of dramatic expression.

The history of civilization

A study is made of the more important constructive achievements of man that have affected modern civilization together with an appreciation of the sacrifices that have been wrought by past generations to secure present day freedom. The course will begin with primitive man and show how he developed slowly through the various stone ages and his specific part in the creation of civilization. In the study of the Mediterranean countries an opportunity is given to show the effect of geography and human nature on the progress of the race. Importance to American thought and progress of the problems rising among nations in other parts of the world is considered.

No attempt is made to present the progress of any country or race singly but rather to give those large movements that have affected mankind in general. Such a study should serve to unify the historical knowledge already possessed by the student and enable him to see history not as groups of unrelated facts pertaining to isolated countries but as the gradual progress made through the ages. The topics and their arrangement have been influenced by the work that the students will be required to present in their practice teaching, and this partially accounts for the importance given to the earlier periods in civilization.

Methods of teaching history

This course aims to develop a growth in historical mindedness and an appreciation of what past civilizations have contributed to our present social order in terms of culture, institutions and social procedures. Classroom discussions will include the aims and values of teaching history, various methods with their outstanding features and new types of testing. Practical applications of suitable methods will be made, including the selection and organization of materials, the making of a bibliography, and the working out of various activities. The units of study outlined in the New York State Syllabus in history for the elementary grades will serve as the basis of work for this course. Special attention is given to the organization and interpretation of historic materials that show the foundation and development of the political, social, economic, religious and educational phases of our institutional life.

Modern European history

This course has been placed in the last year of the three year curriculum that it may furnish the background for the understanding of present international relations.

After a brief introduction the work begins with the nineteenth century and stress is laid on the social and political development which throw light on the present day European tangle. The course includes a study of the revolutionary movements with the reactionary periods in between; the gradual development of the more democratic control of governments; a comparison of the political development of England, France and Germany; the industrialization of Western Europe with its profound effects upon all classes of society; the development of class consciousness in the workers and the rise of various types of Socialism. Means of communication and the push of foreign trade are studied in their relation to the development of the great empires.

These lead to the intensification of nationalism and its concomitant international rivalry; also to the spread of European civilization throughout the world with the added strain of race differences. These forces lead to the World War in spite of greater efforts at world betterment and understanding than had ever been put forth before. The course concludes with a study of the cost of the World War to civilization and the attempts of the last ten years to restore the nations to a normal condition of progress. All thru the course an attempt is made to lead students to develop a questioning attitude toward current events, plans and problems.

Geography I

The chief purposes of this course are: (1) to present the modern point of view of geography as a study of the relationships between man and his environment; (2) to give the prospective teacher as firm a foundation of facts as time permits. The different types of environment are studied with emphasis on physical factors and their effects upon man's food, clothing, homes, tools, means of travel, occupations, recreation and higher needs. The extent to which man is able to modify natural factors is also considered. Such parts of mathematical and physical geography are included as show a definite effect upon mankind. Field trips are conducted for the study of local geography, and the habit of interpreting current events in terms of geographic factors is encouraged. Visualization rather than mere recitation is demanded. Interpretation of maps, graphs, and pictures is given much importance. Relief features of the first and second

orders, inland and ocean waters, soils, minerals, power, and climate are studied in detail. The relationship between geographic factors and selected political problems of national and international interest is presented.

Methods of teaching geography

The major topics of this course include a survey of the objectives of geography work in the grades, the changing conception of the significance of geography, the principles underlying the organization of elementary courses of study, survey of available materials and methods of using each, special methods, kinds of lessons, devices for motivation, for conduct of lessons, for assignments, and methods of testing achievement. Many demonstration lessons are taught and discussed. Experience is given in making plans for various kinds of lessons to be presented to various grades. Wide reading of professional literature is encouraged. A survey of available texts is made; standards are set up for judging their merits, maps, globes, graphs, exhibit materials, supplementary literature and workbooks are similarly considered. Methods are presented from the standpoint of textbook organization: topical outline, type study, journey geography, problem solving; from the standpoint of regional unit vs. political; from the standpoint of psychological approach. Projects, supervised study, laboratory demonstration, discussion, argumentation lessons, dramatization, excursions, drill devices and correlations are presented in detail.

Economics

This course endeavors to give enough background of economic principles and practice to assist the prospective grade teacher in integrating her subject matter and in establishing correlations with life situations. The course includes a study of the operation of supply and demand, determination of market price, effect of competition and of monopoly, the financial structure of the United States, modern manufacturing and business organization, the economics of agriculture, distribution and consumption of wealth, the relation of government to business, government finance and proposals for reform.

EDUCATIONAL BIOLOGY

Educational Biology is a cultural course offered to members of the incoming class and is designed to equip the student teachers with scientific attitudes and backgrounds that will enable her to influence public sentiment to the acceptance and application of desirable biologi-

cal principles; to furnish the student with biological standards for the evaluation of private and public actions in terms of racial betterment; to present to prospective teachers the essential principles, recent discoveries and most tenable conclusions in the study of living organisms and their reactions; to develop an understanding of the physiological foundation of behavior and of society, including human behavior and human society; and finally, scientifically to lay the anatomical and physiological foundations necessary to an intelligent study of modern psychology and modern education.

ELEMENTARY SCIENCE

Elementary Science is a revision and amplification of the course formerly known as Nature Study. It is designed to give the teachers in training an understanding of science which will enable them to understand the part science plays in modern life; to acquaint them with the subject matter in elementary school science and in methods of presentation at different grade levels, thus aiding them in meeting the teaching situation; and finally to give them a point of view concerning science which will make them forces in the progressive development of society.

Elementary Science classes meet three times a week for a semester. Lectures are given covering the main topics; considerable time is spent in library work which gives information in regard to details; a certain amount of field work is also required.

The method of presentation will be combination of lecture, class discussion, library research, special reports, and trips of inspection of manufacturing plants and similar institutions.

Educational sociology

This course attempts to analyze the social environment from which the child comes and that to which he goes as a means of determining educational objectives and methods. The following subjects are considered: the social personality of the learner, the creation of social behavior and attitudes by home, church, school, gang, immigrant group, etc.; the school as a factor in effecting changes in the social personality, changes in the social world demanding new educational procedures; interrelationships between the social world and school administration, curriculum, method and measurement.

Arithmetic I

This course comes early in the student's career in normal school and introduces him to the professional study of the subject matter of elementary arithmetic. This course gives the student a thorough

understanding of the topics of arithmetic and a broad comprehensive view of their relation to everyday affairs. It also extends the student's knowledge in arithmetic materials that were not treated in the elementary school. In this course the student should develop an appreciation of arithmetic and its relation to the other branches of mathematics and to other school subjects. The course should emphasize correct habits of analysis and computation and should direct the student's attention to a professional consideration of the skills and difficulties involved in performing operations and solving problems. This course also gives and provides the student a teacher's overview of the whole field of elementary mathematics and provide a foundation for the methods courses that follow.

Methods of teaching arithmetic

A In the primary grades.

This course presents materials and methods for those students who are specially interested in teaching in the primary grades. It provides a basis for the evaluation of various methods and leads the student to develop his own methods of teaching arithmetic based upon sound educational theory and practice. This course acquaints the student with professional literature, with researches, investigations and studies in the field of primary arithmetic. The course also acquaints the students with testing and device materials and with textbooks, reference books and courses of study and gives the students some practice in using these materials. The course gives the students practice in developing a pupil activity into a worthwhile unit of learning. While it is the main purpose of this course to develop good primary arithmetic teachers who will continue to grow after they leave the normal school it is also necessary to give some professional attention to teaching in higher grades.

B In the intermediate grades.

The methods course for the arithmetic of the intermediate grades has for its central aim the development of good teaching procedures for these grades. Some consideration of methods for the related grades is also given in this course. In this course students analyze the arithmetic of the intermediate grades and develop teaching procedures for the various topics. They consider the

educational principles involved in teaching and learning and use them as the basis for organization and preparation of work preparatory to teaching. Provision is made for observation of lessons of various types. The two-fold emphasis of skill in computation and ability to teach is carried through the course. The students become acquainted with professional writings, testing and practice materials, and text and reference books and are taught the purpose and use of these materials.

C In the junior high school grades.

In this course students should develop mastery of the materials and methods of teaching arithmetic in the junior high school grades. They should also master such closely related topics in mathematics as are often given with the arithmetic in junior high schools. The student should become thoroughly familiar with topics of junior high school arithmetic and should know how to teach them. The student has opportunity to observe teaching in this subject and also has opportunity to prepare and evaluate lessons. The course acquaints the students with the professional literature, studies, practice and testing materials, text and reference books, and courses of study in this field. In general this course should teach students how to select, adopt and organize arithmetic materials and how to teach these materials efficiently and effectively to pupils of the junior high school grades. Attention is also given to the discovery and correction of faulty habits formed in lower grades.

HEALTH EDUCATION

This course aims to improve and maintain the health of the student teacher; to prepare her thru the laboratory methods to inspire in the child a wholesome attitude toward health and to make health work a vital part of the school room procedure; and to acquaint the student with the problems of the community in safe-guarding the people's health and well-being, and to show her own responsibility in the problems thus presented.

Health education I

The following general topics are considered in the course: personal cleanliness, nutrition, sleep and rest, the prevention of disease, exercise and community hygiene.

Health education II

The following general topics are considered in the course: hygiene of the special senses, safety and first aid, mental hygiene, health service and supervision, and a summary of health and physical education methods.

Art I

A general content and survey course presenting art as:

- (a) An indispensable factor in present social environment and in relation to general and elementary school education.
- (b) This course enables the student to acquire some skill in the use of the various media used in elementary schools.

Art II

A method course developing an understanding of the place of art in the child's education, and enabling the student to select the proper subject matter and make intelligent use of suitable methods of teaching for specific grades, as well as having standards for judging the child's attainment.

Art III

A course giving familiarity with different materials used by children in construction in three dimensions and with methods of teaching that will lead to creative activity and an appreciation of applied art in the industries and crafts of various peoples.

Art IV

One course selected, either A or B as best suits local conditions.

Course A. Art in Every Day Life. Time divided between a study of home furnishings and study of costume to gain discrimination, judgment and good taste in the purchase and use of articles, and as a teacher using art principles in her daily work with children.

Course B. Art Appreciation. A course in the history and development of the fine and applied arts.

Industrial arts

Unit I consists of statements relative to the methods used in classroom procedure. Unit II acquaints the student with underlying principles in the art work of little children, and considers such problems as the order of muscular development, psychological changes due

to age, the importance of thinking in handwork, the problem of individual differences and the need for emotional stability. Unit III gives standards for the selection of art materials. Unit IV familiarizes the student with various methods used in teaching handwork to children. Unit V is a study of the common mediums of art expression, such as, clay, wood, paper, paint, crayons, textiles for weaving and sewing, and waste materials. In this unit, values, kinds, preparation for use, tools, development of technique, suggestive uses of the medium, suggestive lists of desirable learnings, and sources and prices are considered.

Music I

This course has for its Specific Objectives, teaching the correct use of the singing voice, developing a keen sense of pitch and rhythm, the ability to write what is heard, the ability to read music accurately with some degree of rapidity and to give the teacher a repertoire of rote-songs.

Music II

This course includes Methods of Teaching Music from the kindergarten through Grade VIII, employing the accepted standards of present day pedagogy, psychology, and principles of education.

The students observe good models of teaching, participate in short units of work, prepare suitable lesson plans and discuss the relationships between Music and the other courses.

Music III

This course endeavors to establish and maintain right attitudes toward good music, by providing a good musical background for constructive teaching, with an understanding of the relation of music appreciation to the aims of education.

Penmanship I

This is a non-credit course to develop skill in handwriting, not from a teaching viewpoint, but in terms of a learner's needs.

Methods of teaching penmanship

This course of study is planned to give the teacher in training: a knowledge of modern methods of procedure in teaching handwriting; a knowledge of the application of psychological principles to the teaching of handwriting; the ability to formulate plans for individual and group instruction; an acquaintance with standardized scales in handwriting and practical training in the use of at least one scale

with emphasis on remedial instruction; the habit of hygienic posture; habits of neatness and accuracy; the ability to write a legible product, easily and rapidly, in any situation.

ELECTIVE COURSES

The regional geography of North America

It is hoped that many schools will be able to offer other elective courses in geography, but in each school where only one such elective is offered during the year, the regional geography of North America is selected because of the special need for a thorough knowledge of the home continent. Special consideration is given to the application of geographic principles discovered in previous courses. Emphasis is given to the fact that political boundaries do not often separate natural regions. Wide collateral reading is encouraged, and the working out of individual problems of special interest is expected.

Art V—Elective 40 hours

A course to develop more advanced technique and appreciation in one or more fields best adapted to interests of pupils and school needs, as:

- A Drawing for school publications, pen and ink or block printing.
- B Water color painting.
- C Stage costumes and scenery.
- D Creative work in one craft.

Music IV

Unit I is a study of the child in relation to music considering his native interests and the effect of environment. Unit II considers the rhythmic responses of the child including values, the selection of music and the method of procedure. Unit III introduces the student to the vocal responses of the child considering song experience, the selection of songs, the method of presentation, creativity in song work, and tests and records for vocal responses. Unit IV acquaints the student with instrumental responses including band activities, piano experiences, the construction of musical instruments, standards for the selection of instruments, music and records, and the method of presenting these experience to children. Unit V presents miscellaneous music experiences as music excursions and the planning of concert programs.

Other elective courses in English, history, mathematics, science and domestic science may be specially arranged.



Manual Training Room

Courses in Nutrition and Open Air Classes

Nutrition

A positive study of the relation of food to health, food requirements for normal health, growth, mental development and the prevention and resistance of disease.

The first half of the year is given over to the study of food; its composition, calorific value, preparation and cost, digestion of food and the digestive tract. The second semester is devoted to the study of body requirements for various ages and activities. This includes the energy, protein, mineral and vitamins requirements.

Dietaries are computed and demonstrated in the food laboratory.

Food chemistry

The work in this subject is designed to acquaint the student with the fundamental laws and principles of chemistry and with the common elements, compounds and reactions, especially as they bear upon the origin, composition and use of foods.

Fundamental laws and principles of elementary chemistry are stressed; thorough studies of the physical and chemical nature of the elements common to living matter and to foods are included in the course. (One hour per week in the laboratory.)

Elementary nursing

Care of the sick-room and of utensils commonly employed in treatment of the sick; methods of moving, lifting, and carrying patients; bed-making; baths; temperature; pulse; respiration; records; medication; applications.

Students entering in 1930 who take this work in connection with the course in nutrition and open air classes will be expected to take an assignment of six weeks in a hospital during the summer immediately after finishing their junior year.

Physiology

The course in physiology will deal especially with digestion and related processes.

Advanced dietetics

This subject will deal with the diets for both the adult and child in a pathological condition. It will include the feeding in cases of rickets; scurvy; anemia; communicable diseases; diseases of the gastro-intestinal tract, the intestinal tract, and the respiratory tract; diseases of the heart and liver; fevers; urinalysis; nephritis; diabetes; gout; obesity and emaciation.

Methods in health education

The teacher as the example of vigorous health; the formation of health habits in the lower grades; the structure of the body as a basis of applied hygiene; physical standards and elements of bacteriology in the upper grades; methods of inspection; demonstrations; experiments; weight charts; posters; contests; games; stories and plays; sources of material; application in the home and community cooperation with local organizations.

COURSES IN PHYSICAL EDUCATION

Anatomy

The purpose of this course is to present the gross anatomy of the human body so that an anatomic knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics and corrective gymnastics is presented. A thorough study of the bones, ligaments, muscles and the circulatory system by means of lectures, charts, models and the projectoscope is given. Gray's Anatomy is used in this course, supplemented by Kimber and Gray, and Bundy.

Physiology

In this course the physiological parts of respiration, circulation, digestion, endocrines, etc., are considered as a basis for hygiene and other advanced sciences. One hour a week of laboratory work gives experience in the performance of simple experiments.

Plays and games I

Demonstration and practice of material suitable for schoolroom, gymnasium, or playground, for grades from the first to Junior High School, including such types as rhythms, singing games, story plays, traditional and lowly organized team games, together with those of miscellaneous activity.

History of civilization (Same as General Course)

English (Same as General Course)

English literature (Same as General Course)

Psychology (Same as General Course)

Hygiene—80 hours

This course deals with personal hygiene, the prevention of disease, public or community hygiene, and methods of teaching health education.

Physiology of exercise

Nature and significance of the processes taking place in the body during muscular exercise; general effects of exercise upon the various systems of the body, especially the respiratory and circulatory systems, and the co-ordination of the changes occurring during exercise; training; the after-effects of exercise, including fatigue, breathlessness and stiffness; beneficial effects of exercise; different types of exercise.

Kinesiology

The study of muscular action, including bones, joints, muscles and muscular control; the movements of individual muscles and muscular groups; their single and combined actions; mechanical conditions under which muscles work.

Individual gymnastics

(A course in both theory and practice.)

Treatment of abnormal conditions, including bad postural habits and deformities, such as lateral curvature of the spine, round shoulders, etc.; flat and weak feet; a study of conditions which yield to gymnastic treatment; corrective exercises and their application to individual needs.

Opportunity will be given for experience in treating special cases in the school clinic.

Anthropometry and physical diagnosis

(A course in both theory and practice.)

The value of human measurements from diagnostic and statistical viewpoints; the laws of growth; relative value of different measurements and practice in giving each; practice in giving various tests of physical efficiency and ability; the value of anthropometric charts; physical examination, including a study of orthopedic defects most often found by the physical educator, practice in making physical examinations and in the use of the schematograph and other devices; special attention to back and feet; prescription of exercise.

First aid and the treatment of athletic injuries

Theoretical and practical work in the treatment of emergencies and first aid; accident prevention; care of athletic injuries.

The American Red Cross first aid certificate will be given those who pass a satisfactory practical and written examination.

Theory of play and recreation

The meaning of play, including the distinction between work and play; the scientific explanations of the phenomenon of play from the physiological, biological, and psychological viewpoints; the most important theories of play, the educational value of play and its significance in the development of the individual and the race; athletics, including the nature and significance of the deep-seated interest of the youth in athletics, problems in athletics, the ethics of athletics, criticisms of athletics and means of improving the morals of athletics; discussion of recent views on athletics.

History and principles of physical education

A study of the ancient, medieval, and modern history of physical education; the objectives of physical education during these different periods, and the physical, mental and moral effects of each upon civilization; special emphasis upon the present-day objectives of physical education, the place of physical education in the general educational program, and the principles upon which physical education should be based. A brief survey of testing and measuring in physical education, practice and testing, and planning of the resultant programs will be a vital part of this course.

Methods of physical training

Practice teaching, including marching, posture work, exercises with and without hand apparatus, heavy apparatus, and dancing; lessons of various lengths planned and taught; methods of instruction and supervision; planning and teaching of drills; comparative study of different books on the practice of physical education.

Plays and games II

Theory and practice of the more highly organized games excluding the activities developed in athletics. Selection of material contributory to various forms of group contests, community gatherings and field day demonstrations.

Scout leadership for men (elective)

This course aims to teach the scout leaders the essential elements of Scouting and how they may be used in a practical way.

Scout leadership for women (elective)

Training in Scout activities and in the theory of leadership. This course covers the first two steps in Scouting, i. e., the passing of the tenderfoot and the second class tests; and includes the study of troop management, the psychology of the Scout-age girl, a survey of recreational and other programs, and story telling; how to organize a troop.

History of education (Same as General Course)**Principles of education (Same as General Course)****Sociology (Same as General Course)****Educational psychology (Same as General Course)****Physical education seminar**

Papers on various phases of physical education will be presented by members of the class, to be followed by discussion.

Pageantry and dramatic coaching

The principles of pageant building and production; the use of light, color, costume and music; the importance of grouping and movement. The class will write and produce one pageant. Several short plays will be studied and coached by members of the class for production before the whole school. (Lecture—1 hour a week, practice—2 hours a week).

Swimming methods

The theory of teaching correct form conducive to the best results of all strokes in swimming. Also rudiments and fundamentals of diving. As a basis this course aims to have as its primary objective the overcoming of fear, correct breathing, and body balance, on which the success of all confident and pleasurable swimming is founded.

Organization and administration

This course considers the problems of the administration of a physical education program in both a city and a small town. Among the topics considered are the teacher, his qualifications as a successful administrator, and his relation to other departments; classification of children by tests and examinations; schedules; methods of securing results; construction, equipment and care of the physical plant; and general administrative problems.

Athletics I

Instruction and practice in all seasonal sports such as hockey, soccer, basketball, field ball, tennis, baseball, track, and the outdoor winter sports. Interclass tournaments in each sport.

Dancing I

This course gives a thorough knowledge of the fundamental steps upon which dance technique is built, with the ability to execute well such steps as are common to all types of dancing. Folk and national dancing are emphasized, with a beginning knowledge of clogging. The principles of natural dancing are stressed throughout to promote individual health.

Gymnastics I

General course in formal and informal activities, arranged according to progression, including self-testing activities, marching, gymnastic exercises with and without apparatus, individual and group stunts, etc.

Athletics II

Practice for greater development of skill and increased knowledge of the seasonal sports in detail as listed under Athletics I.

Dancing II

a. Classical dancing—a thorough course in simplified ballet technique. A wide group of national, character and aesthetic dances will be given. (One hour a week for women; elective for men).

b. National dancing—the principles of natural movement, interpretation of music, dramatic expression. (One hour a week for women; elective for men).

c. Athletic, clog and folk dancing—(2 hours a week for men and women).

Gymnastics II

Continuation of Gymnastics I.

Gymnastics III

Pre-requisite, Gymnastics I and II.

Advanced tactics, free standing exercises, natural gymnastics (fundamental exercises) and hand apparatus. Heavy apparatus, stunts, pyramids and tumbling with emphasis on squad leadership and squad work in these informal activities.

Athletics III

Theory and practice in athletic coaching of each sport; experience in officiating, organizing tournaments, meets; discussion of problems and methods of conducting athletic associations and point systems.

Dancing III

- a. Athletic, clog and folk dancing—(1 hour a week).
- b. Advanced classical dancing—(2 hours a week).

Swimming for men—All 6 Semesters

First year: Swim 75 yards free style; plunge 25 feet; tread water one minute—(fingers out of water); float one minute; elementary crawl stroke (20 yards); side under arm stroke (20 yards); side over arm stroke (20 yards); surface dive; racing dive; racing turn in pool; sculling stroke (20 yards); back stroke (free style, 20 yards); breast stroke (20 yards); tired swimmer's carry (20 yards); correct approach to a drowning person; dives—4 required front shallow, front deep dive (standing), front deep dive (running), back dive—3 optional.

Second year: Swim 150 yards (free style); plunge 30 feet; strokes—double overarm stroke (20 yards), crawl stroke (20 yards), back stroke (double overarm); life-saving—head carry (20 yards), front strangle hold-break, back strangle hold-break, double wrist lock-break, lift person to edge of pool unassisted, carry from shallow water; dives—2 required (front jackknife, back jackknife)—3 optional dives, not repeating dives of first year.

Third year: Speed swimming (20, 40, 60, 100 and 220 yard dashes); life saving—disrobe in water and swim 100 yards, surface dive and recover object 10 pounds, cross chest and arm lock carries (20 yards each) break two drowning people apart, demonstrate prone pressure method of resuscitation; dives—2 required (front and back somersaults)—3 optional dives, not repeating dives of first two years.

Note: All men should aim to pass each year's requirement as they advance in the course. Any man who has the ability to pass more than one year's work in a given year will be allowed to do so.

Swimming for women—All 6 Semesters

First Year: Breath out under water; float one minute; face submerged float, width of pool; back stroke (20 yards); Sheffield sculling stroke (20 yards); side underarm (20 yards); side overarm (20 yards); enter water head first in deep end; swim 50 yards showing 2 strokes; swim 75 yards free style.

Second year: Float 3 minutes; tread water with and without arms for 30 seconds; swim 100 yards; trudgeon stroke (20 yards); American crawl (20 yards); surface dive for form; standing front dive; racing dive.

Third year: Breast stroke (20 yards); racing back (20 yards); racing turn; surface dive for object four successive times; running front or swan dive; back dive; front jack-knife dive; tired swimmer's carry; head carry; cross chest carry; arm lock carry; hair carry; front strangle hold break; back strangle hold break; double wrist grasp break; firemen's lift; Shaffaer method of resuscitation.

Note: All strokes and dives are passed on form of execution. Progression may be made as fast as individual ability permits. Third year work includes experience in officiating and running off swimming meets. Also the Red Cross Life Saving test is held every year by an official examiner sent from Washington.

OBSERVATION AND PARTICIPATION

A student-teacher is assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupils' progress and the student-teacher's growth in skill.

Observation is closely articulated with the subject matter and methods courses and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teacher is required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teacher is called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the critic and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the critic meets the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school room procedure, based on the actual teaching of the student-teacher.

THE TRAINING DEPARTMENT

Aim. The aim of the training department is:

I. To conduct the work as nearly as possible along the lines of well-graded schools.

II. To enable the students in training to observe the work of skilled teachers.

III. To enable the students in training to acquire skill in teaching by putting into practice the principles of pedagogy that they have learned, and adjust their natural and acquired qualifications to the needs of the child and his development.

Organization. The training department consists of a kindergarten, the usual grades of the elementary school. There are over seven hundred children in the various departments of the training school giving splendid opportunities for the students in training.

The training school is in the immediate charge of a superintendent assisted by a special floor supervisor for each of the above departments, and more than twenty supervising and model teachers.

Observation. The students in training are required to spend, under close supervision and direction, and in connection with their work in theory, more than one hundred hours in observation of the children at work and at play, and of the work of expert teachers with the children in the various subjects of the elementary course.

The city of Cortland has recently transferred to the normal school an eight-teacher city school which is being used for purposes of observation and practice.

Teaching. All students in training are required to spend enough time in the actual work of teaching, or as much more as is necessary for them to show sufficient promise to justify their graduation, they having entire *charge of a grade for stated periods each day for at least ten weeks.*

The student in training is held rigidly responsible for the discipline, progress, and management of his grade.

No student in training will be graduated until he has proven his ability to teach and manage in a satisfactory manner the work of the schoolroom and has shown that his spirit and sense of responsibility are such as should characterize a teacher.

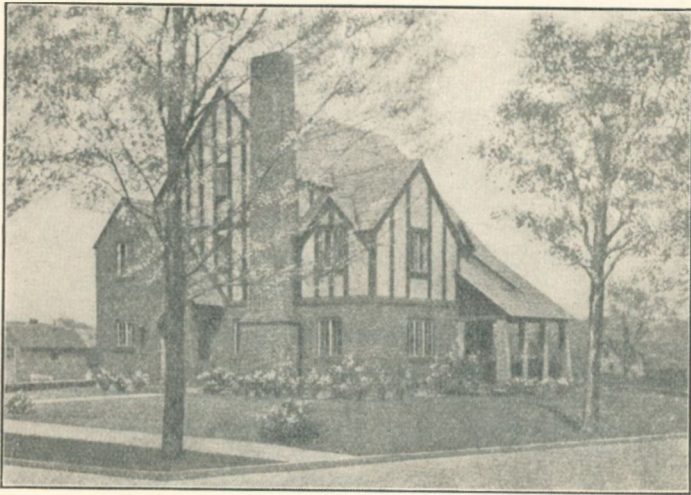
SORORITY HOUSES AT CORTLAND NORMAL



Agonian



Theta Phi



Alpha Delta



Arethusa

At Commencement each year all graduates take what is known as

THE CORTLAND PLEDGE

I now publicly declare my faith in boys and girls. I will always by my practice endeavor to set forth the life that I would have those live whom I desire to influence. I will exalt truth and honor, I will despise meanness and deceit.

I will endeavor to pity and encourage the weak, and to inspire the strong. In word and thought and act I will strive to be charitable to others. I will be loyal to my superior officers and to my associates.

I will strive to be courageous, temperate, persevering, patriotic and true. I will with all my power try to treat the children entrusted to my care as considerately as I would have others treat my own brothers and sisters.

Lastly, I solemnly promise that all my efforts will be directed toward making each day's work a little better than that of the day before.

