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STATE NORMAL
AND
TRAINING SCHOOL
CORTLAND, N. Y.

Bulletin

1939-1940

University of the State of New York

Chancellor

THOMAS J. MANGAN, M.A., LL.D.

THE STATE EDUCATION DEPARTMENT

OFFICERS

President of the University and Commissioner of Education

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

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C. MOSSMAN McLEAN

Normal School Calendar

Second Semester Session—1938-39

January 30	Monday	Registration
January 31	Tuesday	Instruction begins
April 5	Wednesday (noon)	
	to	
April 15	Saturday, inclusive	Easter holidays
June 9	Friday	Second semester ends
June 13	Commencement Day	

Summer Session—1939

June 26	Monday	Registration
June 27	Tuesday	Instruction begins
August 4	Friday	Session ends

First Semester Session—1939-40

September 11-12	Monday and Tuesday	Registration
September 13	Wednesday	Instruction begins
November 22	Wednesday (noon)	
	to	
November 25	Saturday, inclusive	Thanksgiving holidays
December 23	Saturday	
	to	
1940		
January 6	Saturday, inclusive	Christmas holidays
January 26	Friday	First session ends

Second Semester Session—1939-40

January 29	Monday	Registration
January 30	Tuesday	Instruction begins
March 20	Wednesday (noon)	
	to	
March 30	Saturday, inclusive	Easter holidays
June 7	Friday	Second semester ends
June 10, 11, or 12	Commencement Day	

Summer Session 1940

July 1	Monday	Registration
July 2	Tuesday	Instruction begins
August 9	Friday	Session ends

First Semester Session—1940-41

September 9-10	Monday and Tuesday	Registration
September 11	Wednesday	Instruction begins
November 27	Wednesday (noon)	
	to	
November 30	Saturday, inclusive	Thanksgiving holidays
December 20	Friday	
1941	to	
January 4	Saturday, inclusive	Christmas holidays
January 24	Friday	First session ends

Legal Holidays

Columbus Day	"	October 12
Armistice Day	"	November 11
Lincoln's Birthday	"	February 12
Washington's Birthday	"	February 22
Memorial Day	"	May 30

Faculty

- H. DEW. DEGROAT, *Principal*, Williams College, B.A., M.A.; State College for Teachers, Pd.D.
- MARY WASHINGTON BALL, Savage School for Physical Education; Chaliff School of Dancing; New York University, B.S., A.M., University of Wisconsin.
Assistant in Physical Education
- LUCILLE BARBER, State College for Teachers, B.S.; Syracuse University, M.A.; Ohio State University
Sixth Grade Critic Teacher
- *ADELBERT K. BOTTS, Valley City State Teachers College, B.A.; Clark University, M.A., Ph.D.
Assistant in Geography
- *ROSS E. BOWERS, Gettysburg College, B.A., M.A.; University of Pittsburgh; Syracuse University; Cornell University
Head of Department of Science
- LYNN E. BROWN, Cortland Normal School; New York University, B.S., Ph.D.; Syracuse University; Cornell University
Director of Training
- MINNIE PEARL CARR, Culver Stockton College, B.A.; Colorado State Teachers College, Pd.M.; M.A.; Denver University; University of Wisconsin; University of California
Assistant in History
- FIDDIS CLARK, R.N., Cornell University, B.S.; Johns Hopkins Training School for Nurses; Teachers College(Columbia), M.A.
Assistant in Health and School Nurse
- CARL A. DAVIS, Springfield, Missouri, State Teachers College, B.S.; Springfield College, B.P.E., M.A.
Assistant in Physical Education
- LEAH A. DAY, Cortland Normal School; Teachers College (Columbia) B.S.; Cornell University, A.M.; Syracuse University
Head of Kindergarten Department
- RUTH DOWD, Cortland Normal School; Teachers College (Columbia) B.S.; Syracuse University, M.M.
Assistant in Music
- OLIVE C. FISH, Cleveland School of Education; Western Reserve University, B.A.; University of Wisconsin, M.A., Ph.D.
Principal of Owego Demonstration School
- DOROTHY FOSTER, Cornell University, A.B.; Cortland Normal School; Syracuse University
Substitute Sixth Grade Critic
- BARBARA C. FRETZ, Cornell University, B.A., M.A.; Ph.D.; Teachers College (Columbia); University of Berlin; University of Colorado
Assistant in Education

* On leave of absence 1938-39.

LILLIAN GEHRI, Kindergarten-Primary Training School; Western Reserve University; University of Akron; Teachers College (Columbia)
B.A., M.A.

Assistant in Kindergarten

*MARGARET T. HALLIGAN, Mount Holyoke College, B.A.; Pennsylvania State College, Columbia University, M.A.

Sixth Grade Critic Teacher

MARY E. HARDING, Cortland Normal School; Pratt Institute; Syracuse University, B.F.A.; Teachers College (Columbia), M.A.

Assistant in Art

INA M. HAYS, Plattsburg Normal School; Syracuse University; Teachers College (Columbia), B.S.

Second Grade Critic Teacher

*WILLIAM M. HILLEGAS, Western University, Columbia University, B.S.; Teachers College (Columbia), M.A.

Assistant in Science

FLORENCE L. HOAG, Fredonia Normal School; Cortland Normal School; Teachers College (Columbia), B.S., M.A.; University of Chicago; University of California

Assistant in Education

T. FRED HOLLOWAY, Springfield College, B.P.E., M.P.E. University of Pittsburgh, New York University

Assistant in Physical Education

EVA G. A. HUBBARD, Hyannis Teachers College; Massachusetts State College; (Columbia) B.S., M.A.

Fifth Grade Critic Teacher

ERNEST G. JONES, University of New Zealand, A.B., A.M.

Exchange Professor of Geography

LOUISE JONES, Cortland Conservatory of Music, Syracuse University

Accompanist

JANET CAMPBELL KANE, Central School of Hygiene and Physical Education; Teachers College (Columbia), New York University, B.S., M.A.

Corrective Gymnastics

DONALD KEMPTON, Colby College, B.A.; Harvard University, M.Ed.

Substitute in Science

EITEL A. R. LANG, New York University, B.S., A.M.

Substitute in Rural Education

JOSEPHINE LIENHART, Cortland Normal School; Syracuse University; Teachers College (Columbia), B.S., M.A.

Third Grade Critic Teacher

JOHN P. MACNEIL, Posse Nissen School of Physical Education; Springfield College, B.P.E. New York University, M.A., Ph.D.

Assistant in Physical Education

WAVA McGRATH, Cortland Normal School; Teachers College, (Columbia), B.S., M.A.; Syracuse University

First Grade Critic Teacher

FANNIE R. METCALF, Illinois State Normal University, B.Ed.; Teachers College (Columbia), M.A.; Syracuse University

Teacher of Health

* On leave of absence 1938-39.

- PAULINE A. MEYER, Lowell Normal School; Carnegie Institute of Technology, B.A.; New York University, M.A.
Head of Music Department
- FRANCIS J. MOENCH, Cortland Normal School; Springfield College B.P.E.; New York University, M.A.
Head of Department of Physical Education for Men
- GRACE MUSE, Johnson City Tennessee State Teachers College, B.S.; Clark University, A.M.; Colorado State Teachers College, University of Michigan
Fifth Grade Critic Teacher
- LILLIA M. OLCOTT, Syracuse University, B.S.; New York University, M.A.
Head of Art Department
- BESSIE L. PARK, Cortland Normal School; New Haven School of Gymnastics; Chautauqua School of Physical Education; Clark University, Ed.B.; M.A.; Harvard University; Boston University
Head of Department of Physical Education for Women
- MAXWELL G. PARK, Warrensburg State Normal School, Pd.B.; University of Missouri; University of Wisconsin; University of Chicago, B.Ph.; Teachers College (Columbia), M.A., Ph.D.; New York University; Yale University
Head of Department of Education
- ALICE A. PIERCE, Cortland Normal School; Keuka College; Syracuse University, B.S.; Cornell University, M.A.
Rural Education
- ESTHER V. PORTER, Teachers College of Indianapolis; Teachers College (Columbia), B.S., M.A.; New York University, University of California
Assistant in Physical Education
- MARTHA E. ROBBINS, Wellesley College, B.A.; Columbia University, M.A.; Boston University; Cambridge University (England)
Assistant in English
- MARGUERITE ROBINSON, Colby College, B.A.; Simmons College, B.L.S.
Librarian and Teacher of Library Usage
- HARRIETT B. ROGERS, Hamline University, B.A.; University of Minnesota; University of Iowa, M.A.; Columbia University, M.A.
Assistant in Physical Education
- MARION RYAN, Teachers College (Columbia), B.A., M.A.; Syracuse University; Harvard University; Oxford University (England)
Third Grade Critic Teacher
- NEWELL W. SAWYER, Dickinson College, A.B.; University of Pennsylvania, M.A., Ph.D.
Head of Department of English
- DOROTHY SHENK, Pennsylvania State College, B.A., M.Ed.; Teachers College (Columbia)
Third Grade Critic Teacher
- ELIZABETH B. SMITH, Kansas State Teachers College; Chicago University; Teachers College (Columbia), B.S., M.A.
Kindergarten Critic Teacher
- LINDA C. SMITH, Worcester State Teachers College, State University of Iowa, B.S., M.A.
Fourth Grade Critic Teacher

- MARY NOBLE SMITH, Abington Normal School; Teachers College (Columbia), B.S., M.A.
Oral English
- JENNIE SOFEJKO, Bridgeport Normal School; Teachers College (Columbia), B.S., M.A.; New York University; Syracuse University
Fifth Grade Critic Teacher
- IDA G. STARK, Michigan State Normal College; Teachers College (Columbia), B.S., M.A.; Syracuse University; Oxford University (England)
Primary Reading and First Grade Critic Teacher
- CHARLES F. STUBE, Hamilton College, B.A.; Rutgers University, B.D.; Harvard University; Columbia University; New York University, Ph.D.
Head of History Department
- BEN A. SUELTZ, South Dakota State Teachers College, B.S.; Teachers College (Columbia), M.A.; Columbia University, Ph.D.
Associate Head of Department of Mathematics
- JOHN H. THORP, Stout Institute, B.S.; University of Wisconsin, M.S.; Cornell University; New York University
Principal of Campus Training School
- GWENDOLEN TOWNSEND, University of Nebraska, B.S.; Teachers College (Columbia), M.A.
Second Grade Critic Teacher
- ESTHER E. TRUMBULL, State College for Teachers, B.S.; Pratt Institute; Teachers College (Columbia), M.A.
Assistant in Handwork and Drawing
- MARION E. TWOMEY, Lowell Teachers College, B.S.; Boston University
Assistant in Music
- C. BLANCHE VOORUS, Slippery Rock Normal School; Syracuse University; Teachers College (Columbia), B.S., M.A.
Assistant in English
- ELLEN WOOD WARTH, Simmons College, B.S.; Teachers College (Columbia), M.A.; University of Michigan
Assistant in Science and History
- ROXIE A. WEBER, University of Texas, B.A., M.A.; Johns Hopkins Medical School, M.D.
School Physician
- MARION A. WILSON, Syracuse University, B.S.
Assistant in Training School
- ESTHER WILTSIE, Vassar College, B.A.; Simmons College, B.L.S.
Assistant Librarian

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- F. ESTELLE BOGARDUS, Central City Business School, Syracuse University, B.L. in Ped., M.A.
Secretary to the Principal
- VIOLA A. DREXEL, Troy Business School
Stenographer
- MILDRED HAWKINS, Lowell Business School, Binghamton
Stenographer

Manager of the Bookstore

MARY A. HARRINGTON, Syracuse University

Manager of the Cafeteria

MELVA LATTIMORE, Cornell University, B.S.

THOMAS L. KELLY, Janitor

JAMES SAVAGE, Engineer

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STUDENT COUNCIL ADVISERS

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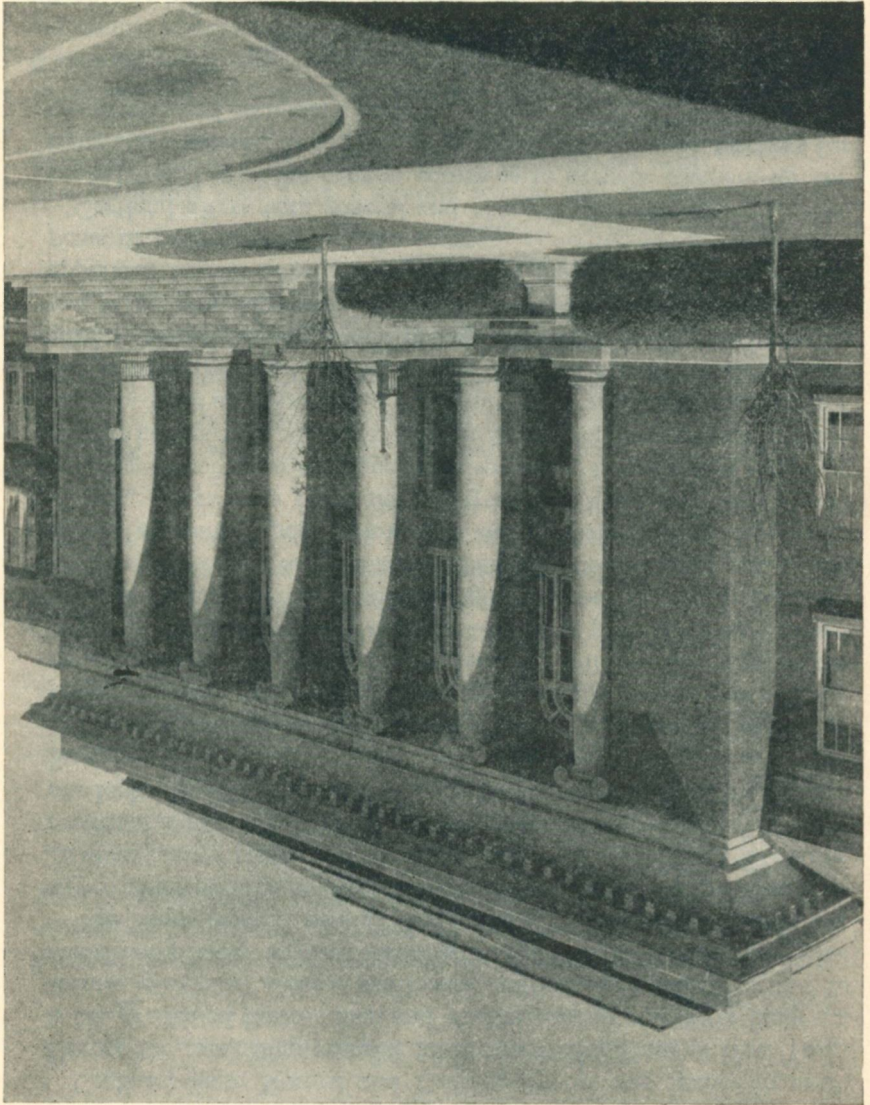
STUDENT GUIDANCE

C. F. STUBE, Senior Adviser, Chm.

BARBARA FRETZ, Junior Adviser

MARY WASHINGTON BALL, Sophomore Adviser

MARION WILSON, Freshman Adviser



GENERAL EXHIBITION

GENERAL INFORMATION

Cortland State Normal and Training School was opened in 1869. During the many long years of its service to the State of New York, it has graduated famous men and women, among whom are judges, a former governor, college professors, authors, and scientists, not to mention the many eminent teachers who help to fill its graduate rolls.

The State Normal and Training School is located in Cortland, a city of about 15,000 population, which lies 32 miles south of Syracuse, 22 miles east of Ithaca, and 42 miles north of Binghamton. The town nestles at a point where seven valleys converge. In whatever direction one looks, he sees the beauties of the hills and lowlands of the Empire State.

The old building of the normal school was destroyed by fire in 1919. The new building, built and equipped at a cost of more than a million and a quarter dollars, is situated on a hill near the center of the city. Its campus of thirty-one acres includes playing fields, football field, and tennis courts. The building contains a spacious gymnasium, a room for corrective gymnastics, medical offices, shower and locker rooms, swimming pool, print shop, wood-working shop, laboratory kitchen, laboratories for biology, physics and chemistry, normal and training school libraries, piano practice rooms, laundry, and cafeteria. It also houses two one-room schools where children from rural districts provide an opportunity for observation and cadet teaching for the prospective rural teacher. The practice school consists of all grades from the kindergarten through the eighth. The kindergarten is a large, airy room, with a grand piano, fireplace, and playground apparatus besides small chairs and other equipment to carry on the plans of progressive education courses.

Cortland offers both general and physical education courses. The special function of the general course is to prepare teachers for the elementary schools; and of the physical education course, teachers for elementary and secondary schools.

Method of Appointment

The applicant should write to the principal of the normal school, Harry DeWitt DeGroat, or to the Education Department for an appointment blank before June 1. The principal of the high school should certify to the successful completion of the required high school course. The blank is to be filled out and returned to the school

immediately after the June regents examinations. Admissions each year are limited to 175 of whom 60 are in the physical education course.

Application for Matriculation

Preparation

All applicants are required to possess a State high school diploma or its equivalent, or a certificate of graduation from a private secondary school approved by the State Department of Education, or to show equivalent preparation.

- I. Students who wish to enter on the basis of a State high school diploma should offer:
 - a. Constants: English, 4 units; American history, 1 unit; science, 1 unit; social studies, ninth year, 1 unit. These constants are required of all entering students.
 - b. Major sequence, 3 units; minor sequence, 2 units. These sequences may be selected from the following fields: mathematics, science, social studies, foreign languages, art, music, business subjects, agriculture, homemaking, industrial arts.

It is recommended that applicants for admission to the general course shall offer two years of mathematics and also preparation in music and art.

Applicants for the course in physical education must offer a major in science, including physics, chemistry and biology.

- c. Electives, 4 units.
- II. Students who do not possess a State high school diploma may be admitted to this normal school on the following basis or its equivalent:

A regents high school diploma or an equivalent local diploma from a four-year high school accredited or recognized by the State Department of Education. An approved course will include: English, 4 years; science, 2 years; mathematics, 2 years; history, 1 year; 2 years of a foreign language; and sufficient electives to complete the full four-year requirement of 15 units. In the case of applicants for the course in

physical education, preference will be given to those offering physics, chemistry and biology.

- III. A minimum high school scholastic average of 72% is required for admission to teacher training institutions. For admission to the course in physical education, the requirement is 75% in regents examinations and 80% in school marks if regents examinations are not given.

Entrance tests

Selective tests for entrance to the normal school will be given shortly after the middle of May, in centers which are announced in the spring. Interviews with applicants for admission to the general course will be arranged. Interviews with the committee on admission to the physical education course will be held about the first week in July in Buffalo, Utica, New York City, and Cortland.

Report of physical fitness

A report of a physical examination of the applicant is required. For this regular blanks are furnished by the school. This report should be sent by the examining physician direct to the office of the Principal.

Non-residents

This school does not encourage the entrance of students who are non-resident in the State. Certain persons who comply with the requirements for matriculation may be admitted to the general course by special appointment of the Commissioner of Education and by paying a tuition fee of \$100 for each semester. The application for appointment should be made some weeks in advance in order to allow time for investigation of the candidate's qualifications. The course in physical education is not open to non-residents.

Advanced standing

Credit in any required subject may be applied toward either course, if it be duly certified by an approved higher institution, with a minimum grade of C. Candidates who desire to transfer from other institutions must present certificates of honorable dismissal.

Graduates from colleges are given the privilege of completing the general course in one year, provided the work completed includes all the requirements for a state license to teach in elementary schools. College and normal school graduates may complete the course in physical education in two years.



Following the Lincoln Highway in the Fourth Grade



Making Toys for Christmas

Licenses

Permanent Certificate

A student who completes successfully the four-year general course will be eligible to receive a permanent certificate valid to teach common branches in the elementary schools.

A three-year normal school graduate who is the holder of a provisional certificate shall be eligible for the permanent certificate provided he completes prior to the termination of said provisional certificate 30 hours in approved courses. These courses will consist of fourth-year subjects which are now being given in summer school only.

Transfers

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

Expenses

Taxes

There is a registration fee of \$8.00 for each person who enters the normal school. There is also a fee of \$16.00 on entering school. This fee, which is collected and managed by the student organization, automatically makes one a member of the athletic association, gives one a ticket to the Lyceum Course, a subscription to the school paper and the yearbook, besides admittance to school parties. It also gives in case of illness the privilege of ten days treatment in the Cortland County Hospital. Both of these fees are paid at the time of registration.

A probable list of expenses for the first year is as follows:

Board and room (\$8.00 a week)	\$304
Student tax	16
Registration fee	8
Books and equipment	60
Sorority or fraternity initiation fees and dues	15

\$403

Applicants for admission to the physical education course should anticipate an item of about \$40.00 for special course equipment, exclusive of text books.

For further information with reference to required equipment for the physical education course, see page 29.

Board and room

There is no dormitory or boarding hall connected with the school. All students find rooms in private homes or the sorority and fraternity houses. The cost of board and room averages about \$8.00 a week. Rooms may be rented for self-boarding, furnished or unfurnished, at a cost of \$2.00 to \$2.50 a week, depending upon the accommodations offered. The six sorority houses with resident faculty advisers furnish superior accommodations. Two men's fraternities also finance their own homes. The cost of living in these houses is the same as in private homes.

When the student engages a room, he is not at liberty to move during the semester without the consent of the Principal. The normal school or the house mother, after consulting the Principal, has the right to terminate the arrangement if it seems best to do so. Apartments or groups of rooms will not be approved for a student unless the mother of one of the students lives in the apartment.

Cortland offers many opportunities for working for maintenance. It is expected that any student who works for board and room, or who works in other ways to maintain himself, will extend his course to four years and one summer. Student help in a household should be evaluated at twenty-five cents an hour as a minimum. For board and room a student should give at least twenty-eight hours of service each week, exclusive of the time when he eats or cares for himself. For board alone a student should give eighteen to twenty hours a week. For room alone a student should give eight to ten hours each week. This amount of time is evaluated on the basis of moderately active and efficient service.

Scholastic Regulations

The general course offered in the Cortland Normal School is four years in length. The physical education course, which prepares for elementary and high school levels, is also four years in length. Normal school diplomas now issued are not licenses to teach. Certificates for teaching in the elementary grades will be issued to normal school graduates who meet all minimum requirements prescribed by the State Education Department at the time of the date of application. Those who complete the course in physical education will receive licenses to teach that specialty in the elementary and high school departments of public schools.

In order to be graduated, each student must earn as many quality points during the entire course as he has carried semester hours. In

order to remain in school, the student must receive at least one-half as many quality points during the semester as he is carrying hours of work. Those who fail to earn this number of quality points will be dropped for poor scholarship. In the physical education course a minimum of five quality points in theory courses and four quality points in practice courses must be earned each semester. Quality points denote the caliber of the work which the student does. They are computed on the following basis: a grade of A gives 3 quality points; a grade of B gives 2; a C grade gives 1 for each hour of credit which the subject carries. Written Composition and Speech I carries 6 hours of credit. An A in this subject would give the student 18 quality points; a grade of C would give him 6 quality points. The grade of D, though a passing mark, carries no credit. A grade of E denotes failure in the subject.

It is expected that every student who finishes the general course will pass a test in swimming not later than the end of his junior year. Regular instruction in swimming is given to students of all courses. Cotton tank suits are required for use in the pool and may be ordered at the time of registration. Students on entering the general course have the privilege of passing off the swimming requirement.

School Activities

An earnest attempt is made to broaden the student's social as well as his school life. The freshmen, besides having their class organization, are divided into groups for guidance. Each group is in the care of a counselor, a member of the faculty, who advises on any problems which confront the freshmen and who meets them socially. There are also sophomore, junior and senior groups under faculty guidance. On many Saturday nights when school is in session and no other school activity is scheduled, a party is held in the gymnasium. Under the direction of the Recreation Committee, the students enjoy dancing, games, sometimes special features and refreshments.

There are six sororities and two fraternities in Cortland, all of which are housed in their own homes. Besides the social life engendered by living together, the students derive value from various types of program meetings, business meetings, and discussions. There are also groups made up of non-sorority members which have social meetings, programs and teas.

Chief among all student groups is the Student Council, an organization of students with faculty advisers who help to formulate school policy as it concerns student interests and activities.

Also high among the non-social groups is Alpha Beta, the honor society of Cortland Normal School. Its membership is made up of students with high honor rating. Alpha Gamma Sigma is a club organized by the advanced credit students. The Cortland Normal Chapter of the American Physical Education Association creates greater professional interest among the physical education students. The Cortland Normal Chapter of the Association for Childhood Education is exceedingly active. This was the first student chapter of this organization in the State of New York.

There also exists a group of organizations which have grown to membership through interest in a particular subject or activity. Among these are the Aquatic Club, a group of excellent women swimmers; the Crafts Club, which is interested in applied art; the Men's and the Women's Glee Clubs and the Orchestra, which afford extra training to students interested in vocal and instrumental music; the Hiking Club; the Hilltop Masquers, which produces several major plays throughout the school year; the Sketch Club; the staffs of the *Co-No Press*, the weekly newspaper, and the *Didascaleion*, the year book; the Men's and Girls' Athletic Associations; and the Recreation Committee. All of the members of these organizations contribute in no insignificant way to interest the student in certain special aspects of school life for which he otherwise might not find time.

Athletic and recreational activities are accepted as necessary to the educational development of the men and are encouraged by the school. Intercollegiate schedules in many sports offer a fine opportunity for many men of both courses to participate in these activities under faculty supervision and coaching. Emphasis is placed on a strong intramural program offering a wide variety of activities not possible in intercollegiate competition. Students are given experience in accepting responsibility for and in initiating the intramural program under a student committee.

Opportunities are offered for all girls at Cortland Normal to participate in a rich program of intramural activities. These include those individual, couple, and group recreational types which are best suited to the individual student. Included among the types of activities offered are: archery, swimming, dancing, hiking, skiing, tennis, badminton, deck tennis, ping pong, basketball, soccer, hockey, volley ball, soft ball, speedball. Each girl is encouraged to select at least one activity from each of these types in order to satisfy her present

interests and needs, and, likewise, to equip her with desirable leisure time possibilities for use after she leaves school.

An extramural program, largely in the form of numerous play days and sports days, furnishes a further opportunity for the development of desirable social values.

Because a serious attempt is made to create a social life with and of the Cortland Normal students, the Principal feels that many absences for week-ends are unwise. Frequent absences interfere with the physical and scholastic efficiency of the student and such absences are not favored by the faculty. Application for single or permanent week-end excuses must be made in the office of the Principal before the student leaves town.

The Laboratory School

Two major problems in providing experience for teachers in preparation are the pupil's progress and the student teacher's growth in skills. Consequently, a student teacher is assigned to responsible teaching only as he has had opportunity to observe and study good teachers and then only under careful supervision.

The facilities for the practice work consist of the Ella M. Van Hoesen Training School, an elementary school housed in the normal school building on the campus; of an elementary city school manned by full-time teachers employed by the State; of several outlying central and rural schools; and of several rooms in the city schools of Cortland and adjoining cities. During the freshman year, students observe in the campus school in connection with the course in child development; during the second and third years, the off-campus school is used for observation and participation in connection with the course, *The Child and the Curriculum*; during the fourth year, practice teaching is carried on in the various centers available. By the end of the course, each student will have observed every type of elementary school work at practically every grade level and will have taught six weeks full time in a rural school, six weeks in a city or village school, and six weeks in the campus school.

The facilities available for the physical education students include the on-campus practice school of eight grades, an elementary city school of six grades, several large centralized schools of twelve grades, and about forty one- and two-room rural schools.

During the second and third semesters students of physical education observe in the campus school and the off-campus school. Throughout the fourth and fifth semesters they participate in teach-

ing physical education on three grade levels—primary (grades 1, 2, and 3), intermediate (grades 4, 5 and 6), and junior high (grades 7 and 8). During the sixth or seventh semester each student secures ten weeks of full-time teaching on the elementary, junior, and senior high school levels. This furnishes experience in the in-school instructional period, the intramural, the extramural, and the varsity programs.

No student in training will be graduated until he has proved 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.

COURSE OF STUDY

General Course

COURSE TITLES	FIRST YEAR	<i>Semester Hours</i>
Written Composition and Speech I.....		6
History of Civilization.....		6
Introductory Course in Science.....		3
Introductory Course in Mathematics.....		3
Essentials of Music.....		4
Essentials of Art.....		4
Child Development.....		6
Total		32
SECOND YEAR		
Written Composition and Speech II.....		6
Contemporary Civilization.....		6
Biology		6
The Child and the Curriculum I.....		6
Health Education.....		2
Electives ¹		6
Total		32
THIRD YEAR		
English Literature.....		3
American Literature.....		3
American History and Government.....		6
General Geography I.....		3
Industrial and Practical Arts.....		3
The Child and the Curriculum II.....		6
Electives		6
Physical Education.....		2
Total		32
FOURTH YEAR		
Practicum in Elementary School Teaching.....		15
Seminar in Elementary Education.....		3
Contemporary Literature.....		3
Sociology		3
General Geography II.....		3
Electives		3
Health Protection.....		2
Total		32

¹ Six semester hours of foreign language required of students admitted without foreign language preparation. Electives will be offered for the present in French, mathematics and science.

*THE GENERAL COURSES

Art Essentials

Four semester hours

The aim of this course is to develop a knowledge of the principles of design, drawing and color, with practice in the use of various media.

The course includes:

- I. Design, both structural and decorative, with an understanding of appropriateness to various uses and with ability to create designs that adequately meet needs that arise.
- II. Application of lettering to practical problems related to the community.
- III. Drawing and painting with various media natural forms, landscape, people, animals.
- IV. Color harmony and use in both design and painting.

Education

Child Development

Three credit hours

The purpose of this course is to help the student teacher to develop a scientific knowledge of the nature of the child at various age levels of growth, and to create increasing interest in guiding the child. The major topics deal with the physical, mental, emotional and social life of the child. The nature, causes and treatment of individual differences among children are emphasized throughout the course. Every student teacher makes regular observation studies of different age level children and reports these findings with a critical analysis. Student research findings liberally contribute to class discussions and lectures.

Three class meetings per week: observation and readings.

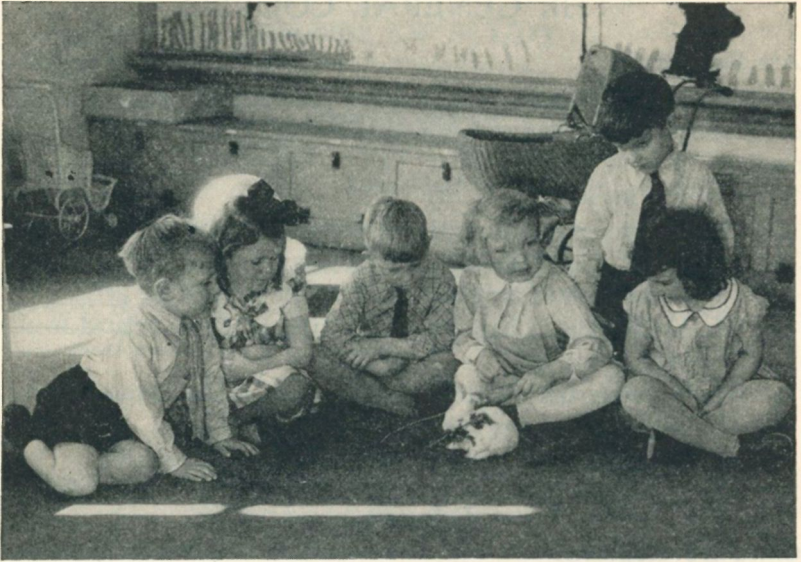
Child Development

Three credit hours

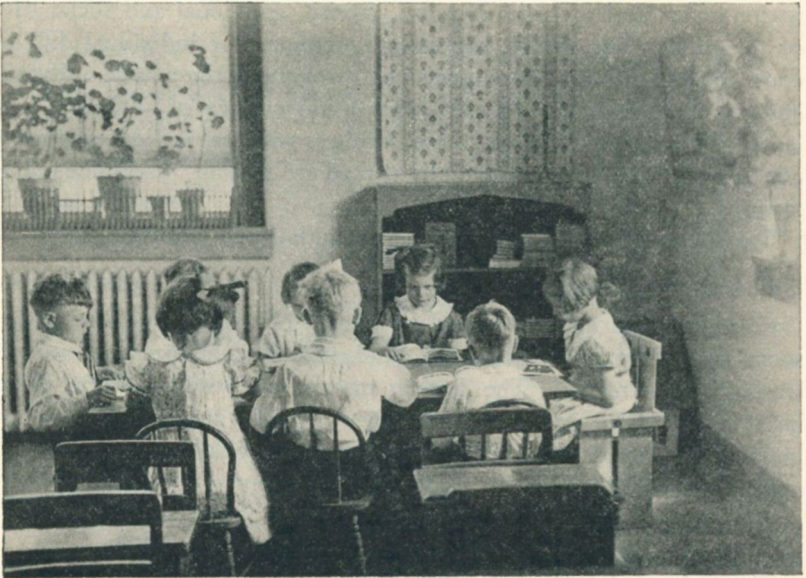
Continuing during the second semester, this course deals with the social and educational life of the child, including his personality and learning adjustments. The student makes case studies of the child behavior, involving prescribed principles of child guidance. The topics include: nature of child behavior; factors of behavior adjustments; and types and causes of behavior maladjustments. The second half of the course is devoted to the development of the basic principles of learning and teaching, measurement of learning and teaching.

Three class meetings per week: observation and readings.

* The descriptive outlines of the courses are printed in this bulletin for only the first two years of the general course.



Nature Study in the Kindergarten



Grade I
Reading Corner

The Child and the Curriculum

Twelve credit hours

The objectives of this course are: to give the student the opportunity for a broad experience with the curriculum of the elementary schools of New York State; to give the student experience in the selection and organization of materials derived from the various subject-matter fields; to familiarize the student with methods of teaching which point the way to a wise economy of time and effort on the part of both teacher and pupil; to familiarize the student with relationships and the interdependence of the subject-matter fields; to develop ability to select and organize into significant units those activities which will help to fulfill the needs of the group as well as the need of the particular individuals within the group; and to develop the ability to apply the principles and laws of learning to the teaching-learning situation on the elementary school level.

Kindergarten Education

For students who wish some specialization in kindergarten work, there is offered a course in Kindergarten Theory and a course in Kindergarten Practicum. The latter accompanies the kindergarten teaching.

To teach in kindergarten, students are required to play the piano.

Any student interested in kindergarten work should confer with the Head of the Department early in her school course.

Kindergarten Theory

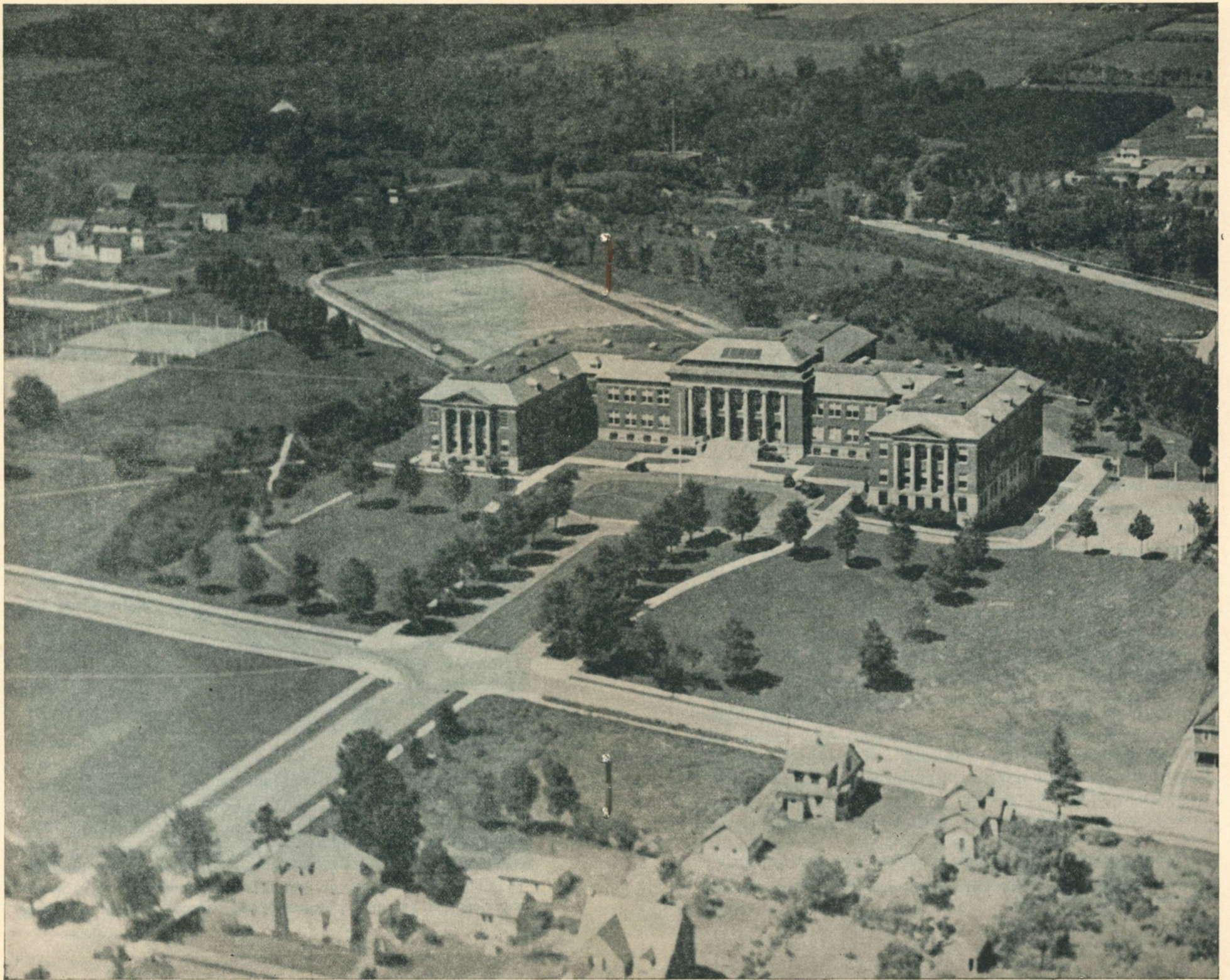
Three semester hours

This course is designed to give the students (1) An understanding of the development and present status of the kindergarten in public school education. (2) A philosophy of education basic for the teaching of young children. (3) A knowledge of the organization, equipment, experiences and methods suitable for this age level. (4) An acquaintance with tests and records and the technique for their use. (5) Guidance in child-parent-teacher relationships.

Elective credit, three days, three credit hours.

Practicum in Kindergarten Education

This course supplements the kindergarten teaching. It considers (1) Actual problems which arise in teaching situations. (2) The development of a curriculum following the need and interests of the child of this age level. (3) The organization of a daily program. (4) The care and use of materials and equipment. (5) Special experiences in art, music, literature, and science. (6) Actual taking



and interpretation of records. (7) Active participation in parent-teacher relations.

Credit: in connection with teaching.

English

English Composition and Speech I Three semester hours

The first half of a two year sequence providing constant practice in writing and speaking. In the first year, English composition as a "tool" is emphasized. The mastery of the various techniques taught will contribute to oral and written effectiveness.

English Composition and Speech II Three semester hours

The second half of a two year sequence in speech and writing. Practice is provided in creative expression, in analysis and synthesis of speech and in the interpretation of literature. Emphasis is placed on the development of taste and appreciation.

*Prerequisite: *English Composition and Speech I*

Health Education Two semester hours

This course is designed to give an adequate background for the formation of good health habits, and the development of desirable attitudes toward hygienic functioning. The topics of personal grooming, body mechanics, fundamental principles underlying the choice of an adequate diet, and the hygienic care of the circulatory, respiratory, and excretory systems are studied. It also considers care of the special senses, fatigue, rest and relaxation, social hygiene, and stimulants and poisoning agents, in their relation to the improvement of living.

Essentials of Music Four semester hours

The theory of music applied in song singing, sight reading, ear training, rhythmic responses, conducting and melody writing. A comprehensive course in problems of pitch and rhythm, with emphasis on the use of the singing voice.

Prerequisite: The ability to sing simple melodies at sight.

* Students achieving certain standards in English Composition and Speech I are exempt from this course.

NOTE: A speech clinic for the correction of minor defects in speech is held in connection with this course.

Social Studies

History of Civilization Three semester hours

This course begins with a study of the representative philosophies of history and theories of historical interpretation. It outlines a flexible pattern of culture which may be applied to man's successive stages of development from a simple agrarian to a complicated industrial society. The units of study include the story of primitive man, the Oriental cultures, the classical cultures of Greece and Rome, the Middle Ages, and the transition to modern culture.

History of Civilization Three Semester hours

This course continues the conception set up in the previous course, and deals particularly with the century 1830 to 1935—the predominantly industrial society of today. It emphasizes the economic, democratic, nationalistic and imperialistic tendencies of the last century.

Contemporary Civilization I Three semester hours

This course deals with the problems of contemporary society. The approach throughout is designed to show the social, economic, and political relationships of modern life, such as trends in organized labor, in parliamentary government, and in dictatorships: it studies the recent developments in propaganda and the government control of money and the banks.

Contemporary Civilization II Three semester hours

This is a continuation of Contemporary Civilization I. It is an attempt to estimate the nature and development of modern civilization. It continues the study of unemployment, social security, and taxation to redistribute wealth, making use of the institutional approach to urban and rural social problems of community organization and control.

Physical Science Four credit hours

This course aims to develop an understanding and appreciation of the basic laws, principles, and theories of the physical universe. Stress is placed on the discovery, development and application of the basic principles as found in the world about us.

For those who do not present either chemistry or physics for admission, one semester of laboratory practice is required as a part of this course.

Mathematics

Introductory Course in Mathematics Three credit hours

In this course basic mathematical concepts and principles are developed and used. The computations which were begun in high school are extended and other processes are developed together with their application in various social, physical, and economic realms. The whole course aims to give the student a better understanding and appreciation of mathematics in the semi-technical fields. It is conducted on a collegiate level. Students should come to the course after having studied at least two years of mathematics in high school.

Science

Biological Science I and II Six semester hours

Familiarity with the basic laws, principles and theories of biological science and leading the students to realize that there is an inevitable cause for every effect are the major objectives in this course, which includes the following units: nature and interpretation of life; simple forms of life; type studies of increasingly complex forms of life, both plant and animal; the coming of man and his control of the physical environment; man's control of his chemical nature; man's control of plant life; man's control of animal neighbors; man's control of man. Emphasis is placed upon man as the type animal in the application of Biological Principles.

Lecture 2 hours and one double laboratory period each week.

PHYSICAL EDUCATION

Cortland Normal offers a four-year program for the preparation of teachers of physical education for the public schools of New York State.

The program which follows is the one set up by the State Education Department as the core curriculum for all schools preparing public school teachers of physical education.

Graduates of this course are prepared to teach physical education in the elementary and secondary schools. By placing emphasis upon the allied fields of health education and recreation, the curriculum furnishes an opportunity for the training of directors of an all-around program of health, recreation and physical education.

Required Equipment for Physical Education—Men

The following regulation uniform is required for all men majoring in physical education: one pair of gray and one pair of blue gymnasium trousers, regulation belt, three white cotton one-quarter sleeve gym shirts, long-sleeved crew neck light weight navy wool jersey, gymnasium shoes, dancing sandals, two dancing shirts (oxford, short-sleeved, open collar), blue coat sweater with departmental insignia, gray one-piece cotton tank suit and cap. Students will be measured for regulation equipment at the time of enrollment. The cost is approximately \$35.00. Money must accompany the order. With care, the uniform will last during the entire course.

Athletic equipment is required for all sports listed. All men are urged to bring with them all personal athletic clothing and sport equipment such as tennis racket, baseball glove, skates, golf clubs, etc. Inasmuch as actual participation in all forms of athletics is required, proper equipment is essential.

Required Equipment for Physical Education—Women

The following uniforms are required for all girls majoring in physical education and will be ordered at the school at the time of registration, the approximate cost being \$35.00. Payment must accompany all orders.

For gymnasium work—a one-piece gymnasium suit of navy blue serge with guimpe, long black cotton stockings and black gymnasium shoes.

For dancing—a special costume.

For fall and spring athletics—a one-piece cotton washable suit, the color varying with the class, long tan cotton stockings, socks to match the suit, and sneakers.

For winter athletics—dark blue knicker bloomers and white blouse, black cotton stockings and sneakers.

For swimming—a one-piece cotton tank suit with skirt and swimming cap.

Athletic equipment is required for all sports listed. All women should bring with them as much of the following equipment as they have, thus lessening the initial costs; tennis racket and balls, field hockey stick (probably of medium weight), shin guards, skates, golf clubs, etc.

COURSE OF STUDY

Physical Education

Courses and Fields of Study Semester hours credit

I Professional—Technical 66

A Education 22

Educational psychology 6

Observation and supervised practice teaching with children of elementary and secondary school age..... 6

History and principles of physical education and recreation..... 4

Administration, organization and supervision of physical education and recreation 6

B Physical education..... 44

Physical education methods and materials 6

Hygiene methods and materials..... 4

Camp administration and program..... 3

Physical education for atypical children.. 3

Physical inspection, safety and first aid 2

Physical education tests and measurements 3

Leadership in community recreation programs 3

Applied anatomy 2

Physiology of exercise..... 2

Physical education skills and applied techniques in activities..... 16

Semester hours credit

Men Women

Group games of high organization 4 3

Group games of low organization 2 2

Dual and single games.... 4 4

Rhythms and dances..... 2 4

Gymnastics and stunts.... 3 2

Aquatics 1 1

II Liberal—Cultural		62
A English		15
Oral and written composition.....	4	
Literature	6	
Dramatics and pageantry.....	3	
Advanced oral expression.....	2	
B Science		22
Orientation in the sciences.....	6	
Bio-chemistry (including nutrition)....	6	
Anatomy	2	
Hygiene (personal and community)....	4	
Principles of mental hygiene and per- sonal guidance	2	
Physiology	2	
C Social studies		15
Development of civilization.....	6	
Modern social and economic trends....	6	
Government	3	
D Fine arts		10
Applied music	3	
Development and interpretation of music	2	
Arts and crafts	3	
Development and interpretation of art...	2	
Total		<hr/> 128

Summary

I Professional—Technical		66
A Education		22
B Physical education		44
II Liberal—Cultural		62
A English		15
B Science		22
C Social studies		15
D Fine arts		10
Total		<hr/> 128

Schedule of Courses

FIRST YEAR				
COURSE TITLES	First Class hours	Semester Sem. hrs. credit	Second Class hours	Semester Sem. hrs. credit
Ed. 101-102 Educational psychology.....	5	3	5	3
Phy. Ed. 141-142 Physical education skills and applied techniques in activities	9	3	9	3
Sc. 141-142 Orientation in the sciences.....	4	3	4	3
S. S. 201-202 Development of civilization (including the modern school)..	3	3	3	3
Eng. 101-102 Oral and written composition..	2	2	2	2
Mus. 141 Applied music.....	4	3		
142 Development and interpretation of music			3	2
	—	—	—	—
	27	17	26	16
SECOND YEAR				
Phy. Ed. 241-242 Physical education skills and applied techniques in activi- ties	6	2	6	2
243-244 Physical education meth- ods and materials.....	3	2	3	2
246 Applied anatomy.....			3	2
Sc. 241-242 Bio-chemistry (including nutri- tion)	4	3	4	3
243 Anatomy.....	3	2		
245-246 Hygiene—personal and commu- nity	3	2	3	2
Eng. 201-202 Literature.....	3	3	3	3
Art 202 Arts and crafts.....	4	3		
302 Development and interpretation of art			3	2
	—	—	—	—
	26	17	25	16
THIRD YEAR				
	First Class hours	Semester Sem. hrs. credit	Second Class hours	Semester Sem. hrs. credit
Ed. 342 Observation and supervised practice teaching with children of elementary and secondary school age.....			4	2
343-344 History and principles of physical education and recreation.....	2	2	2	2
Phy. Ed. 341-342 Physical education skills and applied techniques in activities.....	9	3	3	1
343 Physical inspection, safety and first aid	3	2		
344 Physical education for atypical children			3	3
345-346 Hygiene methods and ma- terials	2	2	2	2
348 Physiology of exercise.....			3	2
350 Camp administration and pro- gram			4	3
Sc. 341 Physiology.....	3	2		
S. S. 341 Government.....	3	3		
Eng. 301 Advanced oral expression.....	3	2		
	—	—	—	—
	25	16	21	15

FOURTH YEAR

COURSE TITLES

Ed. 441-442 Observation and supervised practice teaching with children of elementary and secondary school age...	4	2	4	2
443-444 Administration, organization and supervision of physical education and recreation	3	3	3	3
Phy. Ed. 441-442 Physical education skills and applied techniques in activities.....	3	1	3	1
443-444 Physical education methods and materials	2	1	2	1
445 Physical education tests and measurements	3	3		
446 Leadership in community recreation programs			4	3
Sc. 441 Principles of mental hygiene and personal guidance.....	2	2		
S. S. 441-442 Modern social and economic trends	3	3	3	3
Eng. 302 Dramatics and pageantry.....			4	3
	<u>20</u>	<u>15</u>	<u>23</u>	<u>16</u>



The Training School Library



Preparing for Geography Regents

THE PHYSICAL EDUCATION COURSES

Education

Education 101

• Educational Psychology Three semester hours

The course aims to appraise the nature and development of the child as a basis for teacher guidance of child learning and behavior. The physical, mental, emotional and social attributes of the child are studied as phases of his personality development and social adjustment. Special emphasis is given to the adolescent age-level of development, preceded by a more brief treatment of the traits and development of the child during the background years of infancy and early childhood. Class work is coordinated with studies of children in the laboratory school. Seminar three times and observation twice per week.

Education 102

Educational Psychology Three semester hours

The course is devoted primarily to a study of the behavior of the child, including the principles and techniques of learning. Special emphasis is given to the adolescent age-level. The primary units include origin and development of behavior patterns; factors motivating behavior; behavior maladjustment; principles of guidance in the development of behavior; case studies of child behavior and learning; organized processes of learning; basic principles of learning. Laboratory school studies of children furnish much of the basic materials for class use. Seminar three times and observation twice per week.

Prerequisite: Education 101.

Education 342-441-442

Observation and Supervised Practice Teaching with Children of Elementary and Secondary School Age Six semester hours

Student teachers receive teaching experiences in elementary and secondary school levels; first by observing teaching situations in the campus laboratory school, later by participating in teaching activities in this school; and finally, in order to enable him to view the teaching situation in its entirety and to gain a richer experience by assuming full teaching responsibility on elementary, junior and senior high school levels, each student is assigned to full-time teaching for ten weeks in cooperative schools in the vicinity of Cortland.

Weekly group conferences with the supervisor and frequent individual conferences supplement the teaching periods, aiding in the analysis and solution of teaching problems.

Education 343-344

History and Principles of Physical Education and Recreation

Four semester hours

This course deals with the historical evolution of education, with special reference to the influence of social and economic conditions and philosophies upon the changes in ideals and purposes of physical education and recreation. It includes a study of objectives and the factors involved in their formulation, an evaluation of physical education consistent with objectives, and the problems in developing high professional standards of leadership.

Education 443-444

Administration, Organization and Supervision of Physical Education and Recreation

Six semester hours

This course is designed to emphasize the principles and policies of public school organization and management, as well as the fundamental principles, problems and techniques essential to the organization, administration and supervision of physical education and recreation. It aims to develop an appreciation of the responsibilities and relationships of the personnel of the school system. In connection with the required physical education and the intramural and extramural activities, emphasis is placed upon the selection, evaluation and differentiation of activities to meet individual needs, and the determination of pupil needs and interests, based upon scientific methods of discovering these needs and interests.

The problems of the intramural and extramural programs are carefully studied and an opportunity is offered for practice in organizing, managing, and conducting these programs.

A seminar connected with this course furnishes an opportunity for discussion of current problems in physical education, and requires a scientific study of a research problem of the student's selection.

English

English 101-102

Composition

Four semester hours

(See outline of General Course but a somewhat briefer course)

English 201-202

Literature, English and American

Six semester hours

(See outline of General Course.)

English 301
Advanced Oral Expression Two semester hours
(See outline of General Course but a somewhat briefer course)

English 302
Dramatics and Pageantry Three semester hours

Fine Arts

Music 101
Applied Music Three semester hours
*(A shorter course including the major units of
 General Course Music)*

Music 142
Development and Interpretation of Music Two semester hours
 An elementary course with the general aims of general course music presented on the freshman level and emphasizing particularly those aspects of music most useful in the physical education field. A less advanced course than the one offered to general course students.

Art 202
Arts and Crafts Three semester hours
(See outline of General Course.)

Art 302
Development and Interpretation of Art Two semester hours

Science

Science 141-142
Orientation in Sciences Six semester hours

During the first semester the biological phase of science is presented, aiming to familiarize the student with the basic laws, principles and theories that underlie life and society—plant, animal and human.

During the second semester, consideration is given to the physical and chemical principles that underlie cosmic and planetary evolution, as well as those that made possible the rise and development of life and society upon the earth.

Science 241-242
Bio-Chemistry (including nutrition) Six semester hours

Includes discussion on cells and tissues, growth and cell divisions, embryology, genetics, fundamentals of chemistry, chemistry of foods

—nutrition, structure of protoplasm, structure and functions of organs, organisms affecting man and man's place in nature. Applications of the scientific facts are made to the field of physical education. Lectures and laboratory, including work with specimens and amplified with demonstrations of materials and subjects unavailable or too difficult for the student to handle individually.

Science 243

Anatomy

Two semester hours

The purpose of this course is to present the gross anatomy of the human body so that an anatomic knowledge, basic to a thorough understanding of the mechanical problems in gymnastics, dancing, games and corrective procedures, may be well established. Laboratory procedure includes the use of charts, models and dissection of a vertebrate.

Science 245-246

Hygiene (Personal and Community)

Four semester hours

Included in personal hygiene are a brief historical survey of the development of the study of hygiene and a comprehensive consideration of the laws of health as applied to the individual.

Community hygiene deals with the hygiene of the child, the school, the curriculum, and the community. It attempts to co-ordinate the various branches of health responsibility, and relate them to the teacher-child-school-community situation, and to the field of physical education in particular.

Science 341

General Physiology

Two semester hours

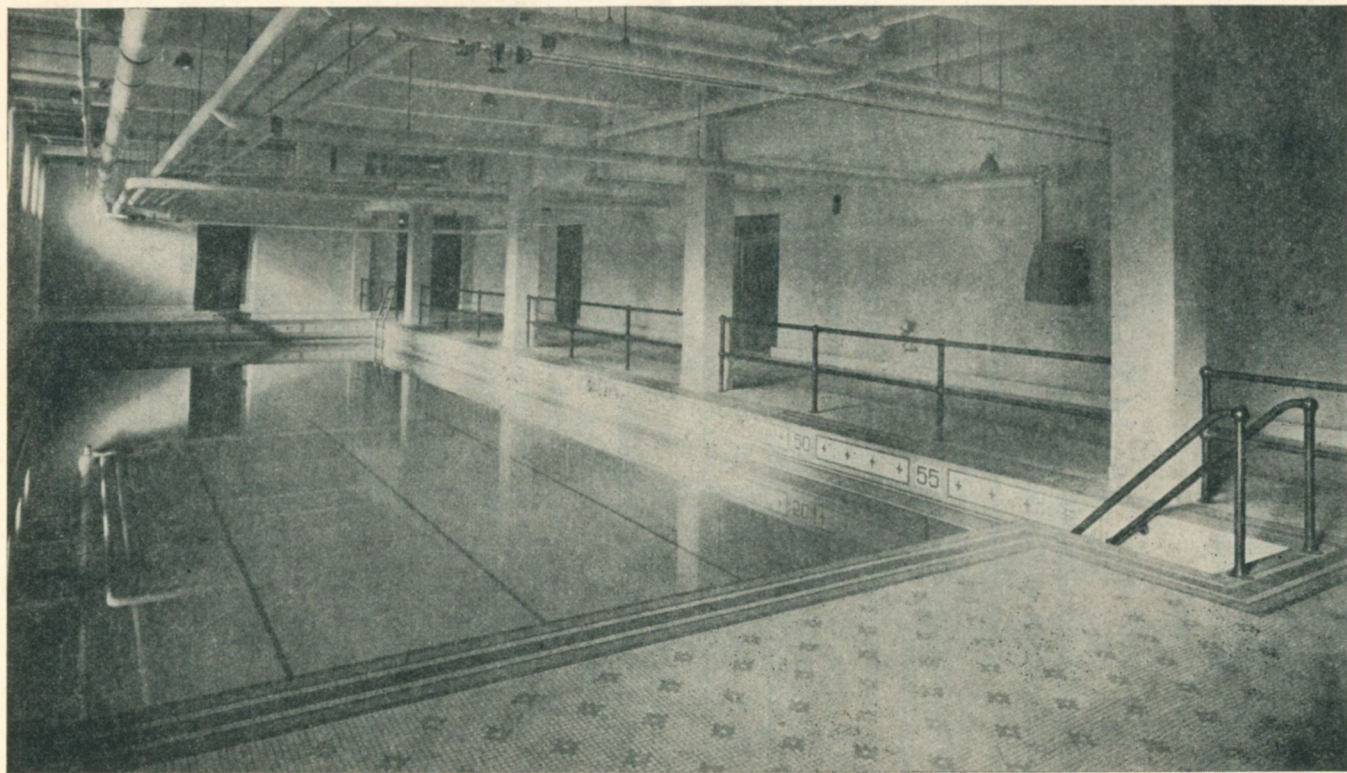
This course is designed to give the student a scientific grounding in the essential physiological systems and processes of the human body and an appreciation of the vital interrelationship and interdependence of all of the parts and organs. The classwork is supplemented with laboratory practice to give the student familiarity with essential structures and their functioning.

Science 441

Principles of Mental Hygiene and Personal Guidance

Two semester hours

This course aims to present the meaning of mental health and its relation to physical health; the aims and goals of mental hygiene; the ways in which mental health shows itself; the significance of indi-



Swimming Pool

vidual differences in social, recreational and educational adjustments; a study and interpretation of behavior and personality patterns of reaction; the factors entering into personal maladjustments; the prevention of maladjustments; the methods of analysis and reconstructing behavior and personality problems; and methods of case and personality study.

Social Studies

Social Studies 201-202

Development of Civilization

Six semester hours

(See History of Civilization—General Course.)

Social Studies 342

Government

Three semester hours

A general survey of American government, national, state and local.

The student is introduced to some major problems of political organization and public policy. An attempt is made to direct attention to the legal frame of our government, in its law-making, executive and judicial branches.

Social Studies 441-442

Modern Social and Economic Trends

Six-semester hours

Modern social and economic trends are studied in the light of their historical background. Special emphases are placed upon urban life, agrarian problems and the growth of industrial, labor and social problems as they are affected by our technological society.

Physical Education

Physical Education 243-244, 443-444

Physical Education Methods and Materials

Six semester hours

Phy. Ed. 243

Analysis of general methods in physical education in relation to objectives, leadership, facilities and equipment, time organization, classification of pupils, and the evaluation and selection of activities with application to the elementary and secondary school levels.

Phy. Ed. 244

Special methods involved in teaching the various types of physical education activities.

Phy. Ed. 443-444

Special methods involved in teaching and directing highly organized extramural games and sports, including individual fundamentals, team strategy, system, etc., with attention on management problems.

Physical Education 246**Applied Anatomy**

Two semester hours

This is the study of body mechanics. It deals with the boney mechanism, joints, ligaments and muscles involved in all forms of physical activity and with the mechanical laws controlling these activities. Fundamental movements involved in gymnastics, dancing games, and sports are analyzed. The course prepares for intelligent use of body mechanics in planning for the individual needs of students.

Physical Education 343**Physical Inspection, Safety and First Aid** Two semester hours

The course aims to familiarize the student with the general method of the physical examination and modern diagnostic procedures, and to provide a basis for co-operative relations with the school physician. The students are given a working knowledge of conditions to be faced in daily routine as agents of the school health program. A first aid course will be presented preparing the teacher of physical education to render emergency treatment and to assist in general safety through preventative measures.

Physical Education 344**Physical Education for Atypical Children** Three semester hours

This is the study of the cause, prevention and treatment of conditions that will yield to corrective treatment. Care is taken to discriminate between structural and functional conditions. Emphasis is placed on the importance of the state orthopedic clinics in the care of the former.

The recreative aspect of the program for the atypical groups is analyzed. Observation of clinical procedure is required. The course includes practice in massage.

Physical Education 345-346**Hygiene Methods and Materials**

Four semester hours

This course aims to provide the student with authoritative materials relating to the development of proper health knowledge habits, attitudes and skills; to equip him with a scientific background for evalu-

ating source materials and methods of integrating them ; to formulate methods of presenting health instruction, so that the child may develop intelligent self-direction in proper health practices ; to study and evaluate methods whereby school, home and community may co-operate in the development of unity in the life of the individual ; and to present techniques for evaluating and improving the health education program of the school and community.

Physical Education 348

Physiology of Exercise

Two semester hours

This course is designed to give the student a practical and scientific knowledge of the application of principles learned in the general physiology course to particular problems of the physical educator. Emphasis is placed upon the results of muscular activity and graded exercise upon respiration, circulation and the mechanical efficiency of the body as a whole. Such topics as training regimens, fatigue and recovery, second wind and cardiac efficiency are emphasized. Laboratory work supplements the lecture.

Physical Education 350

Camp Administration and Program

Three semester hours

This course is designed to acquaint the student with the theory and practice of both organized and informal camping. A thorough consideration of problems relating to organization is given to the selection and development of camp activity programs and to the duties of camp directors and counselors. The practice requirements such as outdoor cooking, woodcraft, nature lore, overnight hiking, boating, sailing, waterfront problems, campfire programs and the like will be met in actual camping situations. Attendance at camp is required for credit.

Physical Education 445

Physical Education Tests and Measurements

Three semester hours

A course designed to cover (a) nature, scope, development and function of measurement in education with emphasis on measurement in physical education, (b) elementary statistical procedures essential to the manipulation and interpretation of data, (c) aims and accomplishments of outstanding measures of health, physical capacity and ability, skill, senses, knowledge and character, (d) organization and administration of a practical measurement program. Laboratory work in testing technique is required.

Physical Education 446
Leadership in Community Recreation Programs

Three semester hours

This course includes (a) a study of the need, nature, function and development of recreation programs, (b) agencies and facilities now available for assistance and participation in organized recreation, (c) selection and evaluation of activities to be offered, (d) leadership standards and training, (e) practical problems in the relation of the physical educator to community recreation, including survey and interpretation of needs of community, introduction and maintenance of programs, and finance.

Physical Education 141-142, 241-242, 341-342, 441-442
Physical Education Skills and Applied Techniques in Activities

Sixteen semester hours

These courses are designed to develop satisfactory skill on the part of individual teachers in all types of activities included in the physical education program with knowledge and ability to apply the proper techniques in teaching the various activities. All courses are divided into instructional units and are presented in sequential order representing definite progressions. Three clock hours of participation are required for one hour of credit. Minimum standards of skill in applied techniques are required with a comprehensive examination at the end of each sequential course.

a. Group Games of Low Organization

Men and Women Two semester hours

This course includes a large variety of games suitable for (1) elementary grades, (2) adult groups, including singing and rhythmic games, circle games, dramatic plays, relays, elementary neuro-muscular skills, game elements in simple combinations. Socialized and recreational games for adult groups are included.

b. Dual and Single Games Men and Women

Four semester hours

Instruction in skills, rules, and teaching techniques in such recreational activities as tennis, archery, golf, badminton, handball, ice skating, horseshoes, shuffleboard, track and field, fencing, and others. Boxing and wrestling are included for men.

c. Group Games of High Organization

Women	Three semester hours
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This course aims to develop a knowledge in such games as field hockey, volleyball, basketball, softball, soccer and other women's sports of high organization. It stresses the principles and techniques of successful leadership in these activities.

Men	Four semester hours
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This includes practice in and theory of the individual fundamentals in team play and game strategy in football, including touch football; soccer, including speedball; basketball; baseball, including softball, lacrosse; volleyball and other highly organized team games.

d. Rhythm and Dances

Men	Two semester hours
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Women	Four semester hours
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This course includes a number of units, each important to a phase of the growing child's development: (1) rhythmic education for little children, (2) folk dancing, (3) American and English country dancing, (4) clogging and athletic dancing, (5) national dancing, (6) creative dancing, (7) ballroom dancing, and (8) methods. It stresses personal skill in performance and presentation. It gives material for elementary and secondary schools, and activities desirable for adult recreation.

e. Gymnastics and Stunts

Men	Three semester hours
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Women	Two semester hours
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These courses aim to develop personal techniques and skill in the gymnastic activities required by the elementary and secondary school physical education programs. The units include: (1) free exercises, (2) mimetics, (3) developmental correctives, (4) formal and recreational marching, (5) self-testing stunts and pyramids, (6) heavy apparatus including tumbling. Special emphasis is given to advanced apparatus, tumbling and stunts for men.

f. Aquatics

Men and Women	One semester hour
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This course aims to develop skills in strokes, diving and water games. Safety methods and life-saving principles are included. A study is made of the history of strokes and methods of teaching with an evaluation and application of the different methods. A high standard of personal performance will be required for satisfactory completion of this course.

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.

