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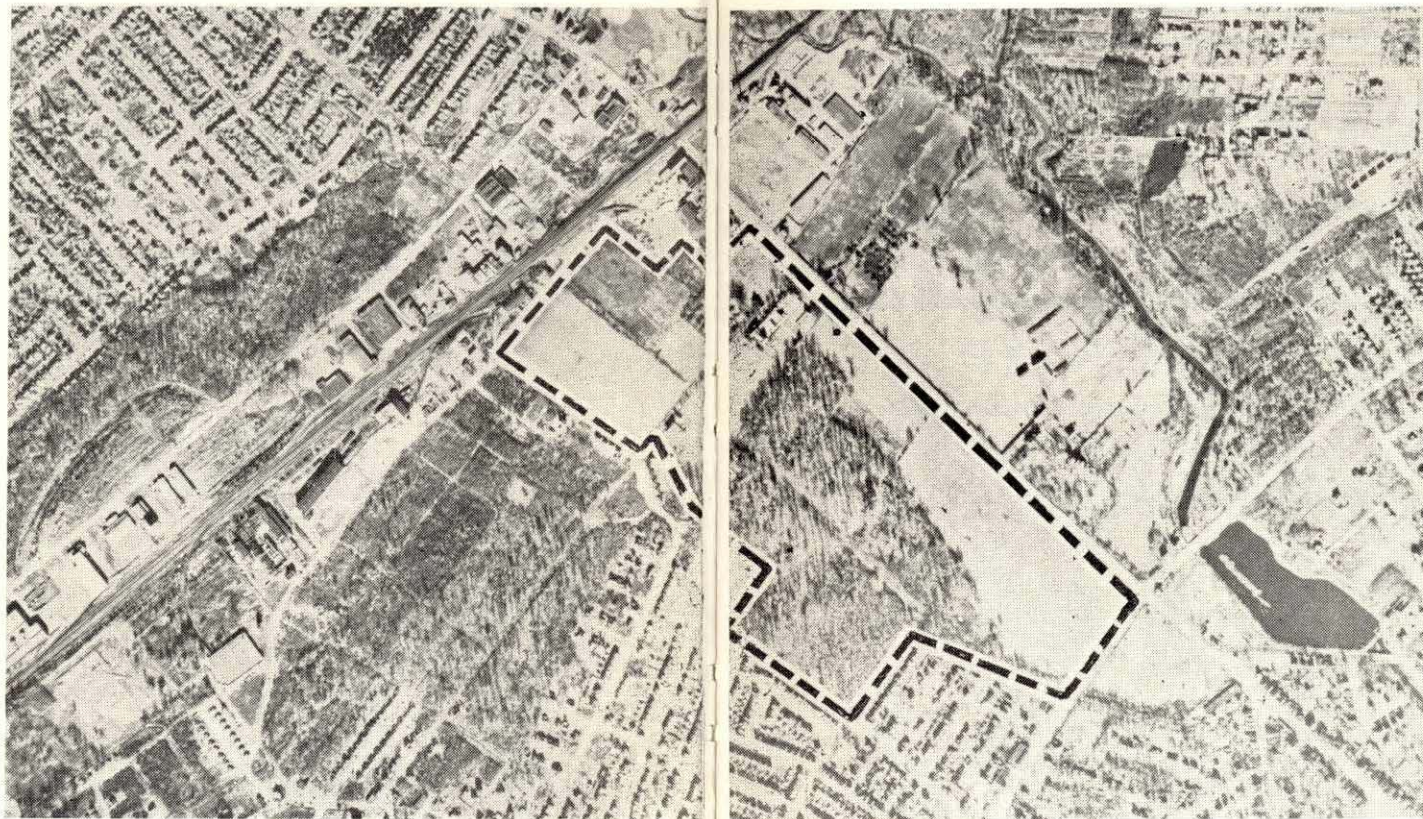
New Jersey State Teachers College Newark

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NEWARK

NEW JERSEY STATE TEACHERS COLLEGE

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AERIAL VIEW OF NEW CAMPUS, UNION

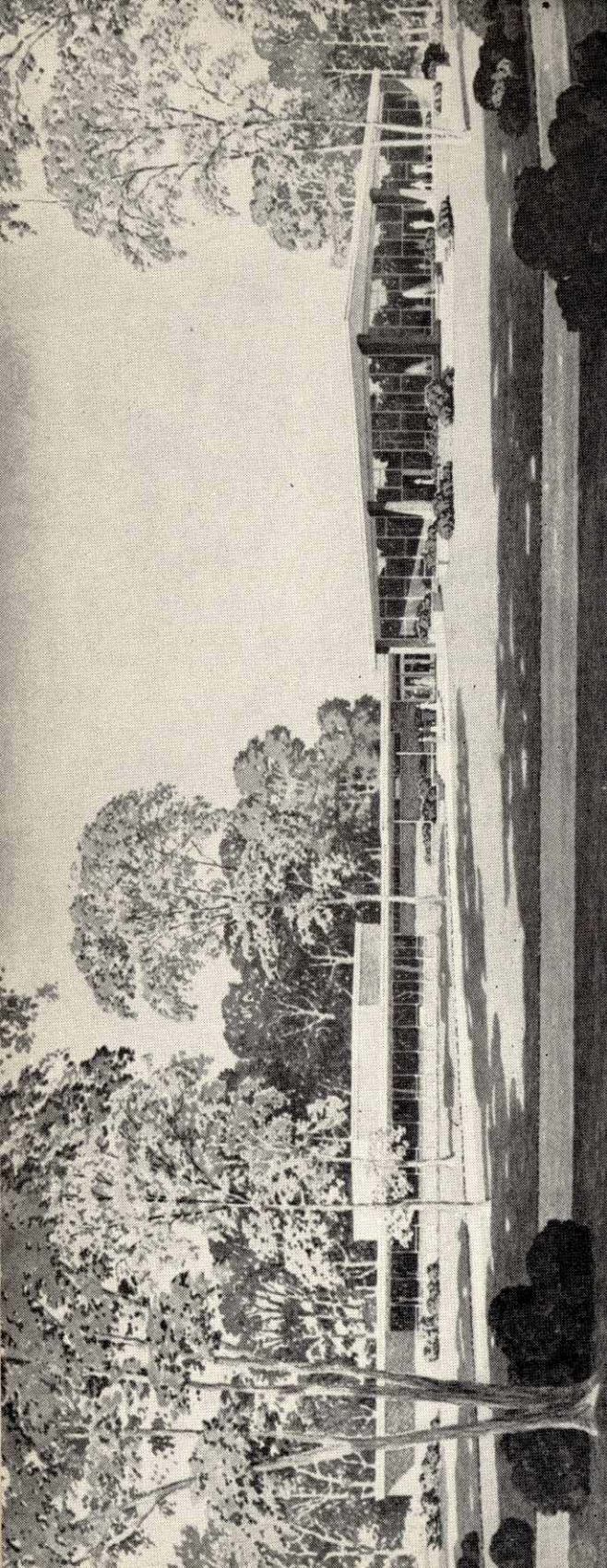
NEWARK

NEW JERSEY STATE TEACHERS COLLEGE

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THE NEW STUDENT CENTER

SECTION I

About the College and You

This catalogue is written for you—to help you decide if you want to enter the teaching profession and if you want to attend New Jersey State Teachers College at Newark. Too often it is difficult to gather the necessary information for this decision because the traditional college catalogue is written in obscure terms and is not readily understood. Therefore, in preparing this catalogue, we have tried to write so that you will be able to know all about us here at Newark State.

What do you want from life? If you are like most young people your age, you have done a lot of thinking about this. Such goals as security, success, and happiness have played a large part in this thinking of yours. Maybe you know or have observed people who have realized all of these objectives; others, two; and some only one. But above all, you have noticed that those who get the most from life are those who have tried always to put the most into it—those who gave more than they took out.

That's what good teachers do. They enjoy working with and for others—giving more than they take. Teaching is just that—giving. And it's the most rewarding, most meaningful career a boy or girl could select—that is, the boy or girl with the right qualifications.

Teaching can be not only a rewarding social service, but it can also be exciting and great fun. You are dealing not with inanimate objects but with real live young people—active, dynamic human beings. Every day is a wonderful new adventure. Fresh minds brimming over with the joy of living will greet you, eager and ready to try their wings in exploring the world at hand.

Should you select teaching as your life career, you will find ample opportunity for growth. Your outlook on life, your personality will broaden. You too will grow as your pupils grow and develop. Long after the substance of what you have taught has been forgotten, your personality will color and affect the lives of innumerable children. Every great advance in world thinking originated with some great teacher. There has not been a single momentous change in the entire history of mankind which did not receive its impetus from some educational leader. There has never

been a more urgent period in all history than the present. All of us have so little time in which to learn so much. These are the times that demand not only devotion to the welfare of one's country but also greatness of faith, spirit, and action. Today's teacher realizes that on his shoulders lies the responsibility of leading his young people forward so that they may improve and preserve our American way of life. His and his alone is the hand that must stave off impending world chaos. Admittedly, then, his is a gargantuan responsibility. He has the capacity to make or break individuals, countries, and civilizations. Since teaching, therefore, is today undeniably the most important profession in the world, yours will certainly be a key position in which you will be able to do much good for all mankind.

What did you like about the best teacher you ever had?

"He was fair and sincere; he made his classes so interesting—we were in on all the planning from the start—that we hated to miss one of them.

"Then, too, although he knew his 'stuff,' he never used sarcasm to make us feel inferior or insecure. He knew what made us 'tick,' but above all he was really our friend, ever ready to help us when we went to him with our problems whether they were how to print a better letter 'b' in the first grade or how to get the family car for the senior prom."

You certainly have described vital attributes which make for the good teacher; there are also a few more things which we might add: He is active in club projects, in community activities, and in church work. He is a well-rounded individual in that he is interested in television, plays, art, music, books, and in other cultural activities. He sees his favorite baseball team through the World Series and really enjoys both participating in and watching athletics.

How then does a modern teachers college like New Jersey State Teachers College at Newark help you young people to become this interesting, and dynamic person who is today's good teacher?

In the following pages, we shall describe some of the aspects of college life that go toward producing this good classroom teacher for the public schools of New Jersey.

Long before you enter Newark State in September you will feel that you belong. The transition from high school to college need not be difficult, for your high school principal and guidance counselor are notified early in the year of the entrance examination

date. They will tell you when to write to the registrar at the college for your application blanks which you will return early, not only to assure yourself a place in the incoming freshman class but also to arrange for your pre-entrance interviews before you take your entrance examinations in March.

Early in February or March, then, when you come to visit with us at Newark, you will be able to ask questions about the teaching profession. During your various interviews with several faculty members, all of whom are eager to help you, you will learn much about the college itself. They will also invite you to tell them about yourself, your hopes, and ambitions; about your experience or work with children; about your high school extra-curricular activities; and about your hobbies and other interests.

In a small college like Newark State everyone, faculty and students alike, gets to know everyone else very quickly. A friendly democratic attitude that certainly is catching seems to permeate the halls, for we are interested in you as an individual—not in you simply as a number nor in you merely for your mind alone. We are interested in the whole—the well-rounded you! We also want you to feel at home under a variety of circumstances and consequently will provide many opportunities in which you will acquire social poise and confidence.

Our unique student personnel program, about which you can read more later on in this catalogue, provides many of these opportunities. On registration day you will learn the name of your counselor who will help you with your problems, large and small, social and academic, throughout your next four years. You can meet with your counselor, a faculty member and your friend, in his office, over a cup of coffee at the nearest coffee shop, or at his home during a counseling party. For there are from time to time parties, picnics, and New York theatre trips all planned by your own counseling group. Usually your counselor has nineteen others, both under and upper-classmen, in addition to you in his counseling group. Soon after registration you will meet them all and will be the guest of honor at the getting-to-know-you tea in the Sunken Garden.

Picture yourself being piloted around at this tea by an upper-class member of your counseling group. Already you know many of the freshmen and faculty members. Now, you have an opportunity to meet the upperclassmen and the student organization

officers. Over cookies and punch many lasting friendships will be made.

You will have many, many more opportunities to make friends, for your social life will be all-encompassing. You may want to join the College Social Committee which helps plan such functions as the all-college dance, the Christmas party, the junior and senior teas, and the tea for cooperating teachers.

College life is only partly teas. It is also the Norms Theatre Guild, the Dance Study Club, the Women's Glee Club, Wapalanne Club, the College Forum, the Orchestra, the Arts and Crafts Club, and the General Elementary Men's Guild.

You'll have many occasions to show your creative side. Do you want to direct a play or construct scenery for it? Is modern dance choreography your forte? Perhaps you would like to be a reporter for the *Reflector*, the college newspaper, or a member of the staff of *Memorabilia*, the college yearbook. Or do you prefer to work in the artistic world of swirling mobiles and montages? No matter what your interest, there is a club or activity to challenge your creative powers.

Although before classes begin, you will have been greeted by the president, the dean, and the director of student personnel, who will have explained routine affairs, your formal orientation will begin with a series of sectional meetings which will convene once a week for about nine weeks. At this time ample opportunity will be provided for getting acquainted within your class section. College upperclass leaders will talk with you about the Student Council, athletics, clubs, and other activities. They will answer any questions you may ask.

Then, too, the college president, the dean, and the psychiatrist will be readily available to discuss any problem at length with the group. Information regarding adjustment to classes, all extracurricular activities, and social affairs will be presented graphically. Experts will also be at hand to discuss good grooming and correct social procedure and usage, so important to you now that you are in college and preparing to be a teacher. Personal development and growth will be stressed through participation.

You will find many classes different from those in high school. New techniques will be used in conducting classes. More often than not your class, especially if it is one in which there is likely to be a good deal of discussion, may employ the democratic group process with the leader, the evaluator, the recorder, and the resource people

drawn from the classroom personnel. There will be no status personnel in the group; the leader will not be a group instructor but will enact the role of a social engineer trying to arrange conditions so that each member of the group will do his own creative thinking. Your professor will probably sit in the informal semi-circle with the rest of you.

Your college professors will bring much breadth and width of experience to your classes. One may have served as an exchange professor in a British university; another may, as a member of a team sent out by UNESCO, have developed a school system in the bush country of West Africa; and still another may have taught in and supervised every grade from the first through the twelfth in the New Jersey public school system.

Assignments too will call for different planning and thinking. You will be on your own. You will learn the value of budgeting your time and of seeing your projects and assignments quickly and economically through to fruition. There will be no one standing over you to remind you about papers due or to see that you prepare your daily work. Off campus field trips to various state institutions and agencies as well as to museums and other points of cultural interest in the metropolitan area will add zest to your classes.

Your introductory lessons in the use of the library, given by the librarian in connection with your freshman English classes early in the school year, will pay tremendous dividends. The ability to locate quickly and efficiently all desired information, reference books, pamphlets, newspapers, and magazines is a valuable asset to any college student. The use of all motion picture films, the television set, slides, and other audio-visual aids may be obtained through the library. The entire library staff at the college is ever ready to help you with any research problem you may meet. A college library courtesy card will also open for you the shelves of the Newark Public Library, one of the most outstanding free public libraries in the United States.

Courses at Newark State do not stress the acquisition of knowledge for the sake of knowledge alone nor the memorization of mere facts and subject matter. Your college must always be flexible, must always be adapting its processes of teacher preparation to the ever-changing demands of modern life. You will find that your courses are designed to assist you to use what you will learn. Some of this learning can be applied right away; another part of it will become more meaningful to you once you begin your junior practicum.

Preparing to teach means a college life of action — of doing as well as of thinking.

One of the most outstanding characteristics of the successful teacher is his adaptability and his ability to cooperate with and get along smoothly with all types of people. You, as a future teacher, will have ample opportunities to acquire this adaptability not only through your regular extracurricular clubs and activities, mentioned previously, but also through the work of your student council.

You are fortunate, if you decide to become a teacher and to attend Newark State, because your college is located in the heart of the educational center of America. In addition to many outstanding cultural advantages and activities right within Newark and its periphery, New York City with its myriad opportunities for growth and self-improvement is only thirty-five minutes away.

Much of what happens to you during your college career will depend upon how you use or react to what is offered you. Will you take advantage of these wonderful chances to visit museums and educational exhibits? Will you attend lectures or group discussions given by outstanding men and women in your chosen field? You have unique and nationally known library facilities at hand. Will you use them? There will be many group meetings. Attendance at some is voluntary. Will you be among those present?

The ultimate characteristic of the good future teacher is his independence of mind — his dynamic, scintillating curiosity and outlook on life. He thinks straight, and he thinks clearly.

The opportunities to become this type of individual are awaiting you. Will you accept them? In four years will you be that good teacher in the public schools of New Jersey?

It is now up to you.

COLLEGE MOTTO FROM THE OLD BUILDING



SECTION II

New Jersey State Teachers College At Newark Its Past, Present and Future

LOCATION

Located at 187 Broadway, between Broadway and Broad Street, Newark, at the intersection of Fourth Avenue, New Jersey State Teachers College at Newark can be easily reached by Public Service buses 13, 18, and 28 which pass the building. Other convenient buses are 27, 30, 60, 82, 100, 112, 114, 116, and 128. The Pennsylvania, New Jersey Central, Lackawanna, and Erie Railroads are easily accessible.

HISTORY

New Jersey State Teachers College at Newark is one of the oldest teacher-training institutions in the United States. In 1955-1956 it is celebrating its centennial year. Founded as the normal school for the city of Newark in 1855, it was the fifth of its kind in existence. Its program grew with the developing demands for the education of teachers until in 1913 the State of New Jersey assumed the responsibility for its operation, and the name was changed to New Jersey State Normal School at Newark. The site on which the present plant, built in 1914, stands is one of the most historic in the city of Newark, being the location of the home of General Philip Kearny, Mexican and Civil War hero. A wall of the old Kearny homestead may still be seen in one of the sunken gardens.

In December, 1952, the New Jersey State Legislature allocated \$3,700,000 plus sums realized from the sale of the present college for relocation of New Jersey State Teachers College at Newark. The site of the new 120 acre campus is on a tract of the former Kean Estate on Morris Avenue, Union, Union County, New Jersey. It is most conveniently located being only one mile west of Elizabeth and one mile east of Route 22 and the Garden State Parkway, respectively. Groundbreaking for a classroom-administrative building, a library, a food service building, a heating plant and utilities sys-

tem, and a gymnasium will be held in November, 1955. The architecture will be modern and functional. Newark State Teachers College plans to be in its new home by January, 1957.

Until September, 1929, all curricula were two years in length. On that date these curricula were extended to three years in conformity with new state regulations. In 1934 all curricula were expanded to four years, and the college was authorized to grant the degree of bachelor of science in education in the various fields for which it prepares teachers. The name of the college was officially designated as New Jersey State Teachers College at Newark in 1937.

Before 1924 the curricula prepared young women for teaching only in the kindergarten and elementary grades in New Jersey public schools. In that year the industrial arts curriculum, which prepares men to teach in the elementary, junior, and senior high schools of the state, was established. In 1932 the fine arts curriculum, which prepares men and women to teach in the elementary, junior and senior high schools, was officially sanctioned. The curriculum for the teachers of handicapped children was initiated in 1946.

In 1948 the college was empowered to grant the master of science in education degree.

ACCREDITATION

New Jersey State Teachers College at Newark is fully accredited by the National Council for Accreditation of Teacher Education as well as by the New Jersey State Department of Education and is a member of the American Council on Education.

THE COLLEGE LIBRARY

Your college library operates as an instructional and research center designed to meet the professional needs of teachers-in-training. In assuming the character of an instructional materials center, it is reflecting the philosophy based on the belief that a teacher education institution must develop a center for all curricular materials—both book and non-book materials—if it is to serve adequately the instructional needs of the college program.

The library maintains a collection of some 35,000 educational books and pamphlets and subscribes to some 200 periodicals and serial publications. Its general collections of books and periodicals that are basic to most college libraries are enriched here at Newark State Teachers College with strong collections of materials in the field of elementary education, education of the handicapped, and

a special collection of children's books. In addition, the library maintains a limited selection of films, filmstrips, slides, pictures, and recordings which are available for classroom use. The appropriate equipment necessary in presenting these types of teaching materials is likewise available on request from your college library and includes 16mm sound motion picture projectors, lantern slide projectors, 2" x 2" slide and filmstrip projectors, opaque projectors, tape recorders, phonographs, and transcription players.

A reserve book collection for the convenience of the students which includes those books that the faculty deem important source materials, a reference and advisory service, and an audio-visual consultation and acquisition service represent some of the professional services that are maintained to assist the educational needs of the student body. For these purposes, the library is open during the college sessions from 8:30 a.m. to 7:00 p.m. on Mondays through Thursdays; 8:30 a.m. to 4:30 p.m. Fridays; and 9:00 a.m. to 12:00 noon on Saturdays. A copy of the *LIBRARY RULES AND REGULATIONS* pertaining to the use of the library may be obtained from the librarian.

Students of the college may likewise call upon the extensive resources of the Newark Public Library when they are unable to locate sufficient material either in their local libraries or in the college library. If the research needs of a student warrants the use of this collection, an application card according him full library privileges may be secured from the college librarian.

Instruction in methods of library research is provided by the librarian to all freshman students through the regularly scheduled English classes. Additional instruction in specialized research techniques and in the use of instructional materials and equipment is likewise offered to scheduled classes when requested by the instructors in the college.

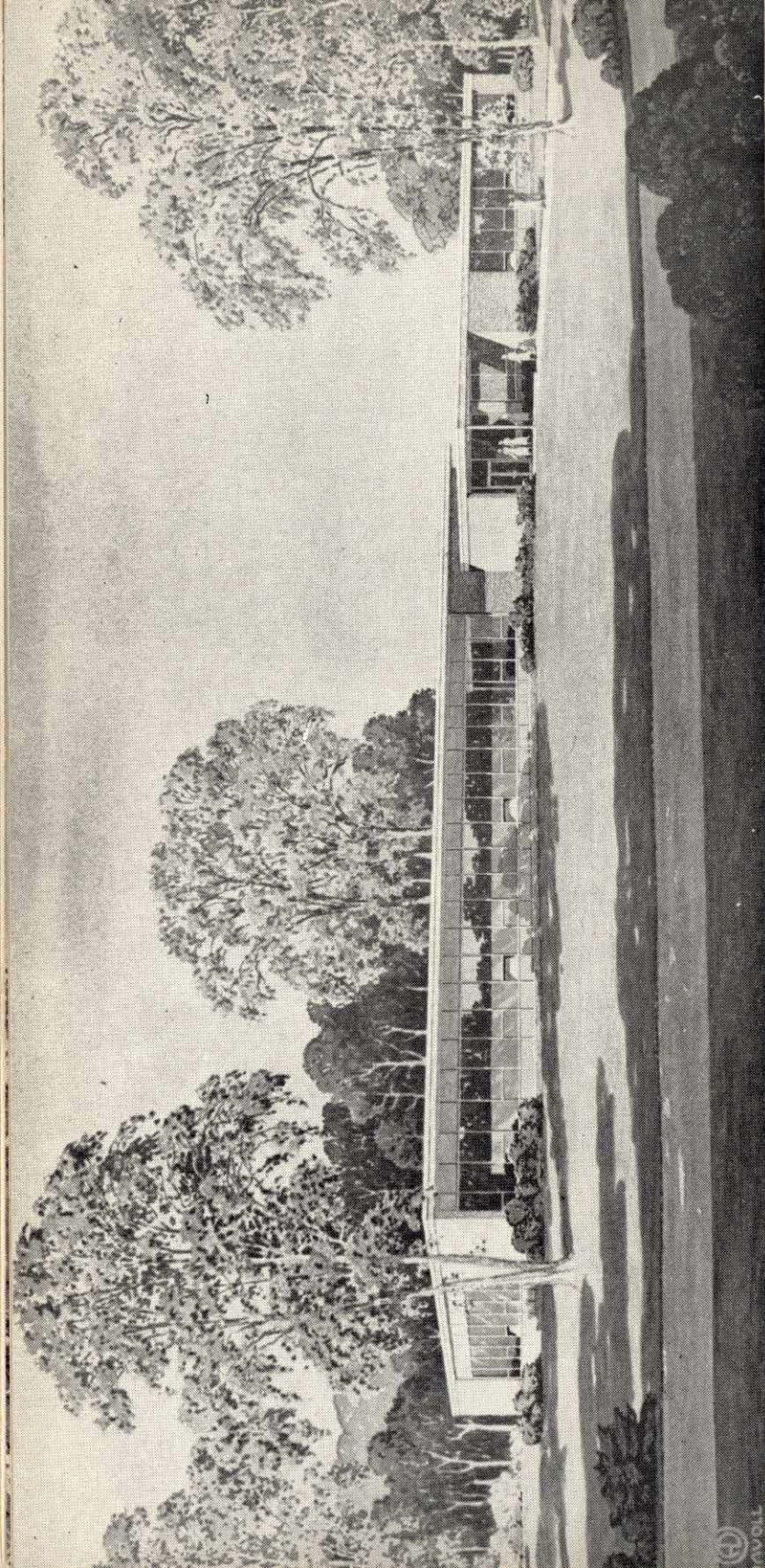
CAFETERIA

The college maintains a cafeteria for the convenience of its students and the faculty. Located in the basement, its hours for service are from 11:15 a.m. until 1:15 p.m.

LABORATORY KINDERGARTEN

The laboratory kindergarten provides opportunities in both morning and afternoon sessions for students to have direct contact with children in connection with college courses during their under-

graduate years. The following types of experiences are given: directed observation and child study; acquaintance with materials of instruction; and participation in the activities of the daily program, including story telling, music, games, excursions, planning for seasonal activities, and mothers' meetings.



LIBRARY ON THE NEW CAMPUS

SECTION III

Basic Information and The Undergraduate Program

EXPENSES

Tuition for Residents — According to the laws of 1933, a tuition charge of \$100.00 is made for all students who are residents of the State of New Jersey. Half of this tuition fee is payable at the beginning of the first semester and half at the beginning of the second semester of each year. Summer session tuition is charged in addition.

Tuition for Non-Residents — Non-residents of the state of New Jersey are required to pay tuition at the rate of \$13.00 per semester point. This is payable on registration. Summer session tuition is charged in addition. In determining residence, the residence of the parent or legal guardian of the student is considered to be the residence of the student.

LIST OF EXPENSES FOR RESIDENTS:

Tuition of fifty dollars per semester	\$100.00
Student Organization and Athletic Association dues of \$11.50 per semester	23.00
Service charges including registration, record photographs, publications, assembly programs, course supplies, student teaching, and health service:	
For general elementary and kindergarten-primary students— \$17.50 per semester	35.00
For industrial arts and fine arts students— \$20.00 per semester	40.00
Totals per year—	
General elementary, grades five through nine, and kindergarten-primary students	\$156.00
Fine arts and industrial arts students	\$161.00

Tuition may be paid in full each semester or by a deferred payment plan. Other charges and dues must be paid at the beginning of each semester. Under the deferred payment plan the initial tuition payment is twenty dollars. Arrangements for deferred pay-

ment are made through the finance office and must be completed prior to the date of registration. Checks should be made payable to the New Jersey State Teachers College, Newark.

Each student buys his own books, which may be secured from the college book store at minimum cost. Combination locks required for lockers are paid for at the book store and obtained from the college matron upon presentation of receipt.

All students are required to purchase gymnasium costumes approved by the college.

TRANSCRIPTS

One transcript of his record is furnished each student without charge. A service charge of \$1.00 is made for each additional transcript.

WITHDRAWALS

All withdrawals from college must be handled through the office of the registrar. Procedure and regulations covering withdrawals are as follows:

1. A student withdrawing from college must obtain a withdrawal slip from the director of student personnel.
2. Tuition is charged until the withdrawal slip is recorded by the registrar.
3. The financial obligations of the student must have been met at the time of withdrawal.

REFUNDS

In computing refunds, the date of withdrawal is the date on which the registrar of the college receives a written notice from the student, his parents, or his guardian. Refunds shall be made in accordance with the following policies, uniform in all the six New Jersey State Teachers Colleges:

Periods	Per Cent Refunded	
	Tuition	Service Charges
Fall semester		
Withdrawal before classes begin as listed in college calendar	100%	100%
Fall semester		
Withdrawal after classes begin and before October 1	80%	80%
Withdrawal October 1-15 inclusive	60%	60%
Withdrawal October 16-November 15 inclusive	40%	40%
Withdrawal November 16 or later	None	None

Periods	Per Cent Refunded	
	Tuition	Service Charges
Spring Semester		
Withdrawal before date classes begin as listed in college calendar	100%	100%
Withdrawal after classes begin and before February 20	80%	80%
Withdrawal February 21-March 8 inclusive	60%	60%
Withdrawal March 9-31 inclusive	40%	40%
Withdrawal April 1 or later	None	None
Summer Session and Extension		
Withdrawal before course begins	100%	100%
Withdrawal during first third of course	60%	60%
Withdrawal during middle third of course	30%	30%
Withdrawal during last third of course	None	None

SCHOLARSHIPS

State Scholarships — In 1937 the State Legislature passed an act (Chapter 109, P. L. 1937) creating scholarships in the six New Jersey State Teachers Colleges. These scholarships are awarded annually in accordance with the provisions of the act and the rules and regulations prescribed by the commissioner of education with the approval of the State Board of Education.

The provisions of the act follow:

1. There shall be awarded annually in the State Teachers Colleges a number of scholarships not to exceed ten per cent of the number of beginning students accepted for entrance.
2. The scholarship will exempt the student from the payment of tuition throughout the four years' course.

Note: Scholarship students are not exempt from service charges and dues.

3. Students shall be selected for scholarships in the order of excellence as determined by competitive examinations.
4. Only students who demonstrate need for financial assistance are eligible to write the competitive examinations.
5. The total number of scholarships shall be awarded by counties in the ratio that the population of the county bears to the population of the State.

Any scholarship may be withdrawn if scholastic standing is unsatisfactory. In case of withdrawal, the scholarship is transferred to another eligible student.

An applicant for admission to New Jersey State Teachers College at Newark who wishes to compete for a scholarship should

obtain a scholarship application blank from the registrar. This application blank, with all data inserted and signatures properly affixed, must be mailed not later than two weeks prior to the date of the entrance examination.

Work Scholarships—By legislative act students demonstrating need for financial assistance may be awarded work scholarships. The number of such scholarships shall not exceed twenty-five per cent of the college enrollment, and the amount thus earned by any one student shall not exceed the amount of tuition. Applications for such scholarships shall be made to the Director of Student Personnel.

B. Croce Educational Society Scholarship—This scholarship of \$50.00 is awarded to a man in the sophomore, junior, or senior class, who has evidenced qualities of leadership and has maintained a satisfactory academic record. The award is made upon the recommendation of the Scholarship Committee of the College.

Martha Mangold Memorial Scholarship—This scholarship of \$100.00 is awarded on the basis of professional promise to a student in the Curriculum for Teachers of Handicapped Children. The award is made upon the recommendation of the Scholarship Committee of the College.

Teresa F. Fitzpatrick Memorial Scholarship—This scholarship of \$100.00 is awarded by the Newark Branch of the Association for Childhood Education to a member of the junior class who has evidenced good scholarship and unusual interest in service to others. The recipient must be a member of the Association for Childhood Education and a graduate of a Newark elementary, junior high or senior high school, or a Newark resident. The award is made upon the recommendation of the Scholarship Committee of the College.

Scholarships of the Business and Professional Women's Club of Newark—Scholarships of \$100.00 a year for three years have been awarded to two young women in the class of 1957. The scholarships are granted on the basis of professional promise, upon the recommendation of the Scholarship Committee of the College.

Scholarships of the New Jersey Federation of Business and Professional Women's Clubs—Two scholarships of \$125.00 each have been awarded for 1955-56. The scholarships granted by this organization are rotated among the New Jersey colleges which educate women for the professions and are awarded to women students who have exhibited high scholarship and purpose in

college work. The awards are made upon the recommendation of the Scholarship Committee of the College.

Scholarship of the Jersey City College Women—This scholarship is awarded annually to a second year woman student in one of the New Jersey colleges, on the basis of scholastic record and college and community contributions. The recipients for 1953-54 and 1954-55 have been students at New Jersey State Teachers College at Newark.

Community Scholarships—A number of our students hold scholarships awarded by civic groups in their home communities and by other interested organizations. Included in the list of donors are the Parent-Teacher Associations of Essex County, Irvington, Metuchen High School, Moorestown, Kearny High School, Woodbridge High School, and the Grover Cleveland High School of Caldwell; the Columbia Home and School Association, Maplewood; the Home and School Association of Glen Ridge; the East Orange Branch of The Association for Childhood Education; Linden Teachers Association; Union Township Teachers Association; Long Branch High School; Orange High School; Bernardsville Branch of the American Association of University Women; Junior Women's League of New Jersey; Women's Club of Connecticut Farms; The Columbian Foundation; the Sagan Fund; the Henry L. Doherty Education Foundation; the Union Baptist Church, Orange; and the Jackson Avenue Association, Jersey City.

Memorial Loan Fund—This endowment fund, in the names of Helen Craft, Lillian Hetherington, Robert McKenna and Donald Walsh, is set up to provide loans to students for college expenses.

Regulations governing loans are as follows:

1. Application must be submitted by the student for consideration by the Student Loan Committee, consisting of the president, the dean, the director of student personnel and the dean of men, all serving ex-officio.
2. Only full-time resident students shall be eligible for loans from this fund.
3. The minimum amount of loan shall be \$25.00.
4. The purpose of each loan shall be to give the student financial assistance which is directly or indirectly related to his education.
5. Applications will be considered in the light of:
 - a. Financial need of the student

- b. Professional promise of the student
 - c. Financial plans for repayment
 - d. Availability of funds
6. Approved loans shall carry service charges for each year or portion thereof, payable in advance, as follows:
 - a. \$1.00 for loans of \$50.00 or less
 - b. \$2.00 for loans of \$51.00 to \$100.00
 - c. \$4.00 for loans over \$100.00
 7. Loans shall be repaid at the rate of at least \$10.00 monthly, payments beginning October 1 following graduation or withdrawal from college, with payments made on the first of each month thereafter, with the exception of August 1 and September 1. The complete loan is to be repaid within one year of leaving college unless otherwise stipulated by the Student Loan Committee.

Student Loan Fund of the Bergen County Council of Parent-Teacher Associations—This loan fund is open to any student who has completed one semester in a New Jersey State Teachers College and who is a graduate of a Bergen County High School in which there is a Congress Unit in membership with the County Council.

PROCEDURE FOR APPLICANTS

Applicants for entrance are directed to communicate by letter with the registrar, requesting an application blank. All blanks should be properly filled in and returned to the registrar promptly. Arrangements for personal interviews with faculty members of the college will be made after the proper supporting records have been received. Applications must be on file before applicants are notified of the date of their interview and entrance examinations.

CONDITIONS FOR ENTRANCE

Conditions for entrance to the freshman class of New Jersey State Teachers College at Newark are in accordance with the current rules of the State Board of Education. In recent years it has become increasingly important to take the earliest possible examination in order to assure one's place in the entering class.

Entrance Examinations. Freshmen enter the New Jersey State Teachers College at Newark at the beginning of the fall semester. All applicants for admission to the freshman class shall take examinations prepared under the direction of the commissioner

of education. These examinations shall be inspected by the Board's Committee on Teachers Colleges which shall report to the Board its recommendations or comments concerning the nature and standards of such examinations, which nature and standards shall be subject to the approval of the Board. Entrance examinations will be given in the latter part of March. Information concerning the exact date will be sent upon request. It may also be obtained from the applicant's high school principal and guidance director early in his senior year.

Eligibility for Taking Entrance Examinations. Applicants shall be at least fifteen years, nine months old. A certificate of birth may be required. The following credentials shall be forwarded to the registrar prior to the entrance examinations:

1. Health report. A report from the family physician concerning the student's condition of health. This report shall be made on a form furnished by the registrar.
2. High school personality rating. A rating of the student's personality and probable fitness to succeed in college courses. This rating shall be made by the officials of the applicant's secondary school on a form furnished by the registrar.
3. Certificate of graduation. A certificate showing graduation from twelfth grade of an approved secondary school or a certificate showing that the applicant is scheduled for graduation during the current scholastic year. This certification shall name the secondary school subjects which the applicant has completed and in which he is enrolled, the number of weeks given to each subject, the number of class periods per week, and the scholastic standing of the applicant. The units to be accepted for admission shall be prescribed by the commissioner of education.

Physical Examination. All candidates must be examined by the college physician to determine whether they are free from any disease or infirmity, which would render them unfit for teaching. An examination by the physician may be required of any student at any time in his course to determine whether his physical condition warrants his continuance in the college.

Transfers with Advanced Standing. Students in good standing in another New Jersey State Teachers College may transfer without examination to New Jersey State Teachers College in Newark. No student who has been dismissed from a New Jersey State

Teachers College shall be admitted to New Jersey State Teachers College at Newark.

Applicants who have successfully completed a minimum of two semesters in an approved college and who have an honorable dismissal may be accepted with advanced credit provided that such transfer does not cause the total enrollment in any curriculum to exceed the quota established by the Commissioner of Education. Courses with content similar to those required at the New Jersey State Teachers College at Newark are accepted at full value provided the work is of high quality.

The requirements for graduation for a student accepted by transfer are planned carefully in order to prevent duplication. The time necessary for a transfer student to complete graduation requirements will depend upon the number of courses completed before transfer. However, the minimum time is never less than two full semesters, one of which shall be the second semester of the senior year. Applicants for admission by transfer who have completed less than two full semesters in another college shall be required to take an entrance examination.

All advanced credit applicants meet the dean of instruction for a personal interview. It is recommended that the following credentials be submitted to the registrar with the application: (1) A certified transcript of advanced credits and (2) a brief description of personal history data.

Admission of Non-Resident Students. Students non-resident in New Jersey who possess the qualifications required by these rules may be admitted upon approval of the president of the college, provided the quota for the desired curriculum has not been filled.

Admission of Veterans. The New Jersey State Teachers College at Newark has been approved for the training of veterans under Public Laws 16 and 346.

On the day of registration the veteran must present:

1. Veterans Administration form 7-1905, Authorization and Notice of Entrance into Training, in order to be eligible for benefits under Public Law 16.

OR

2. Veterans Administration form 7-1953, Certificate of Eligibility, in order to be eligible for benefits under Public Law 346.

If such authorization is not available, please pay all standard charges as a non-veteran. Notify the veterans' office at the college when this occurs.

The benefits of Public Law No. 16 have been extended to persons discharged from the Armed Forces who are disabled as a result of the Korean conflict.

Under Public Law 550 (Korean War Act) this institution has been certified to train veterans for the bachelor of science and master of science degrees in education.

Information concerning the various phases of veterans' affairs may be secured at the college.

All veterans should first consult our veterans' adviser before submitting letter of application to the Veterans' Administration.

HIGH SCHOOL SUBJECTS REQUIRED FOR ADMISSION

Applicants must present a minimum of fifteen secondary school units or their equivalent. The high school subjects required for admission are classified into three groups as follows:

1. Core prescribed subjects
The specific high school subjects which all applicants for admission must complete are
 - *English 4 units
 - *Mathematics (Must include algebra, geometry, or trigonometry) 1 unit
 - *Science (Must be a laboratory science) 1 unit
 - Problems of American democracy and American history 1 unit
2. Limited electives
The following subjects may be used as limited electives: economics, geography, history, mathematics, sciences, social studies, and foreign languages. No credit is given for fewer than two units in any one foreign language.
3. Free electives
Any subject completed in an approved high school may be used as a free elective.

Specific admission requirements for various curricula are as follows:

1. Kindergarten-primary, general elementary, and teachers of handicapped children
 - Core prescribed subjects 7 units
 - Limited electives 3 units
 - Free electives 5 units
 - Evidence of ability to play the piano (for kindergarten-primary only).

* Students deficient in these courses must make up the deficiency by enrolling in non-credit courses before full admission is granted.

2. Industrial Arts
- | | |
|---|---------|
| Core prescribed subjects | 7 units |
| Industrial arts, including mechanical drawing | 2 units |
| Limited electives | 3 units |
| Free electives | 3 units |
| Evidence of mechanical aptitude and ability to use tools. | |
3. Fine Arts
- | | |
|---|---------|
| Core prescribed subjects | 7 units |
| Arts courses | 2 units |
| Limited electives | 3 units |
| Free electives | 3 units |
| Evidence of special ability in drawing and color harmony. | |

Students who are graduated in the upper half of their high school class and who do not meet the above requirements may, with the approval of the dean of instruction, substitute other attainments.

APPROVED SECONDARY SCHOOLS

Candidates are admitted from public or private secondary schools approved by the State Board of Education. In case of doubt as to the accreditation of any secondary school, the candidate should ascertain from the registrar the status of the secondary school of which he is graduated or expects to be a graduate.

SCHOLARSHIP AND ATTAINMENT STANDARDS

Care is exercised to insure high scholarship standards. Selective procedures are designed to admit only those who may with credit to themselves and the college undertake the program of studies. Encouragement for superior work is provided through the announcement each year of the honors group or dean's list. The status of the college as a fully accredited member of the American Association of Teachers Colleges requires that caution be exercised in retaining any student who falls below the accepted academic standards. At graduation exercises, special recognition is given the student ranking first scholastically in his class by designating him as graduating summa cum laude. The salutatorian, or he who ranks second in the senior class, is graduated magna cum laude. Then a group of graduates ranking high scholastically will be designated cum laude.

The marking system of academic achievement is as follows:

A—Superior	F—Failure
B—Above Average	Inc—Incomplete
C—Average	Wd—Withdrawn
D—Below Average	

"Incomplete" is given only when, for reasons acceptable to the instructor, the work of the course has not been finished. If such work is not completed within the quarter immediately following, a failing grade is automatically given.

A student receiving F in any academic subject in the curriculum must repeat the subject to obtain credit.

Should a student receive D or F in 30 per cent or more of the total semester hours during any one semester, he is subject to dismissal from college. A student thus liable to dismissal may be placed on probation by the president, if in his judgment the case warrants exception. In such cases, however, the student's work must be improved to insure retention in the college.

Any student missing a mid-semester or final examination must make arrangements with the instructor for a late examination within one week of returning to classes. A fee of \$2.00 is charged for each late examination.

STUDENT PERSONNEL SERVICES

In Section 1 of this catalogue "About the College and You," reference was made to the "best teacher you ever had." Invariably when one analyzes the reasons a teacher is "the best," it is because of personal qualities. Granted a good professional education, it is the teacher's personality that marks him as outstanding. Through its student personnel program the college endeavors to select young people who will grow into good teachers and to provide varied opportunities for their personal growth.

SELECTION

Care is exercised in the selection of students to determine whether they have the qualities and capacities demanded by the high standards of the teaching profession. Each applicant is interviewed prior to acceptance. School officials and parents of applicants are asked to cooperate in arranging the appointments for these interviews which are an essential part of the application. Selection is a continuing process throughout the four years of college with periodic reappraisal of the student's fitness for teaching.

ORIENTATION

The period of adjustment from high school to college can be a very trying one for students. The college, in a variety of ways, helps the student make the adjustments so that he may start this

new experience with a sense of security in his newly-found college world. The pre-entrance interview provides the first step in orientation, for it brings the student to the college during the spring preceding his admission and gives him an opportunity to meet several members of the faculty and to learn about the college program. The counseling service also performs an important orientation function, not only through the direct help given the new student by the counselor but also through contacts with the upperclassmen in the counseling group. Social affairs during the first few weeks also help new students to take their place in the life of the college.

A series of informal meetings with freshmen gives the newcomers some understanding of the college program, including the curriculum, the social and club activities, and the special counseling services offered. Freshmen are given an opportunity to meet the specialists of the staff personally and to hear from them first-hand concerning their services, since they would not ordinarily meet these persons in their daily classwork.

As part of the orientation program, the freshmen have a short course in grooming and social usage. This is in keeping with the philosophy of the college that teachers should be attractive, interesting persons, and that it is the function of the college to help its students grow socially as well as academically.

COUNSELING

Each student, upon entrance, is assigned to a faculty counselor who serves as that student's adviser for the entire college experience. Every effort is made by the counselor, through interviews and informal social contacts, to become so well acquainted with his counselees that they will feel free to come to him for help when needed. New counselees are assigned to the counselor each year. Thus each counselor has within his "counseling group" students on all four class levels with a total of about twenty students. This comparatively small number of counselees makes it possible for adviser and student really to know each other. Basic to the counseling service is the philosophy that students should become self-directive in the solving of their problems, not that their problems should be solved for them. It is the role of the counselor to help the student identify his problems and to approach their solution constructively. Most students, of course, do not encounter major problems. For them, the counselor can be a faculty friend, always interested in their progress.

Available to students and counselors are several special counseling services. A consultant psychiatrist and a physician are part-time members of the staff. Full-time members include a mental hygienist, a health counselor, and speech specialists. Students may go to these specialists voluntarily or may be referred through their faculty counselors.

HEALTH SERVICE

The physical well-being of a person who enters the profession of teaching is so important that a thorough health examination by the student's family physician is required prior to entrance. Subsequent health examinations will be made by the college physician.

The health service includes a follow-up, by physician and health counselor, of any necessary corrective measures. Periodic health examinations, including vision and audiometric tests, are provided. Contacts with clinics and hospitals are arranged through the health service when necessary. In accordance with the ruling of the State Board of Education, each student is given an annual x-ray examination.

The student at all times is encouraged to assume the responsibility for the promotion of his own health.

STUDENTS' MEDICAL REIMBURSEMENT INSURANCE

Medical reimbursement insurance, available on an optional basis, protects the student from the expense of the more costly illnesses and injuries requiring hospital care, surgical treatment, x-ray examination or consultants' services. The cost is \$13.50 a year, payable at registration. The insurance is underwritten by the Mutual Benefit Health and Accident Association, through Higham, Neilson, Whitridge, and Read, Incorporated, of Philadelphia.

RECORDS

A cumulative personnel record is kept for each student, which provides a growing account of his development throughout the four years of college. In order to help the student understand his own assets and liabilities, student inventories are administered each fall to all new students. The results of these tests are interpreted to each student and become part of his cumulative record.

PLACEMENT

Placement of graduates is facilitated by a comprehensive set of records which reveal special aptitudes and abilities and out-

standing contributions to the student life of the college, as well as academic proficiency. Every effort is made to place the graduate in the position for which he or she is best fitted.

FOLLOW-UP

During the initial teaching experience the college endeavors to cooperate with employing authorities in continuing the advisory function. No attempt is made to supervise instruction in the field except as the special knowledge of the faculty members concerning the graduate, gained during the student-teaching experience, enables them to give pointed assistance.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have the opportunity to achieve the personal development so essential in teachers, the college offers a variety of experiences designed to assist them in developing their interests and abilities, in having social experiences, and in developing the lasting friendships which are so important a part of college life.

THE STUDENT ORGANIZATION

Every student upon entrance automatically becomes a member of the student organization. Legislative and executive powers of the student organization are vested in the student council whose membership is made up of class representatives.

CLUBS

Through a diversified program of clubs, many avenues for widening horizons are provided. The clubs are actual expressions of the students' own interests. When a desire for a club in some new area is apparent, the club is formed and funds from the student organization are made available for its support. Student activities include *Memorabilia*, the college yearbook; the *Reflector*, the college newspaper; the Norms Theater Guild; the Dance Study Club; Nu Lambda Kappa, a creative writing club; the College Forum; the Camera Club; the Women's Glee Club; the Orchestra; the Collegiate Council for the United Nations; Wapalanne Club, for those interested in camping and hiking; the Future Teachers of America and the Association for Childhood Education.

SPORTS

The athletic association has general charge of the inter-collegiate and intra-mural sports of the college. Inter-collegiate schedules are provided in basketball, baseball, and bowling; and intra-mural pro-

grams include basketball, tennis, archery, swimming, deck tennis, soft ball, volleyball, shuffleboard, bowling, golf, and rifle shooting. Throughout the sports program, the emphasis is on widespread participation for the good of all students, rather than on building a varsity program. It is wholesome for every teacher to have a sports hobby, and many of the sports which students enjoy at the college can be carried over into later recreational interests.

SOCIAL PROGRAM

The social program offers opportunity for development in still another direction. By participating in class and club and all-college parties, the students grow in social competence. The counseling groups, too, offer opportunities for learning what to do in social situations and how to plan and carry through certain types of social activities. This is particularly important in the education of prospective teachers who will, almost without exception, be called on later to help with such affairs in their own teaching situations.

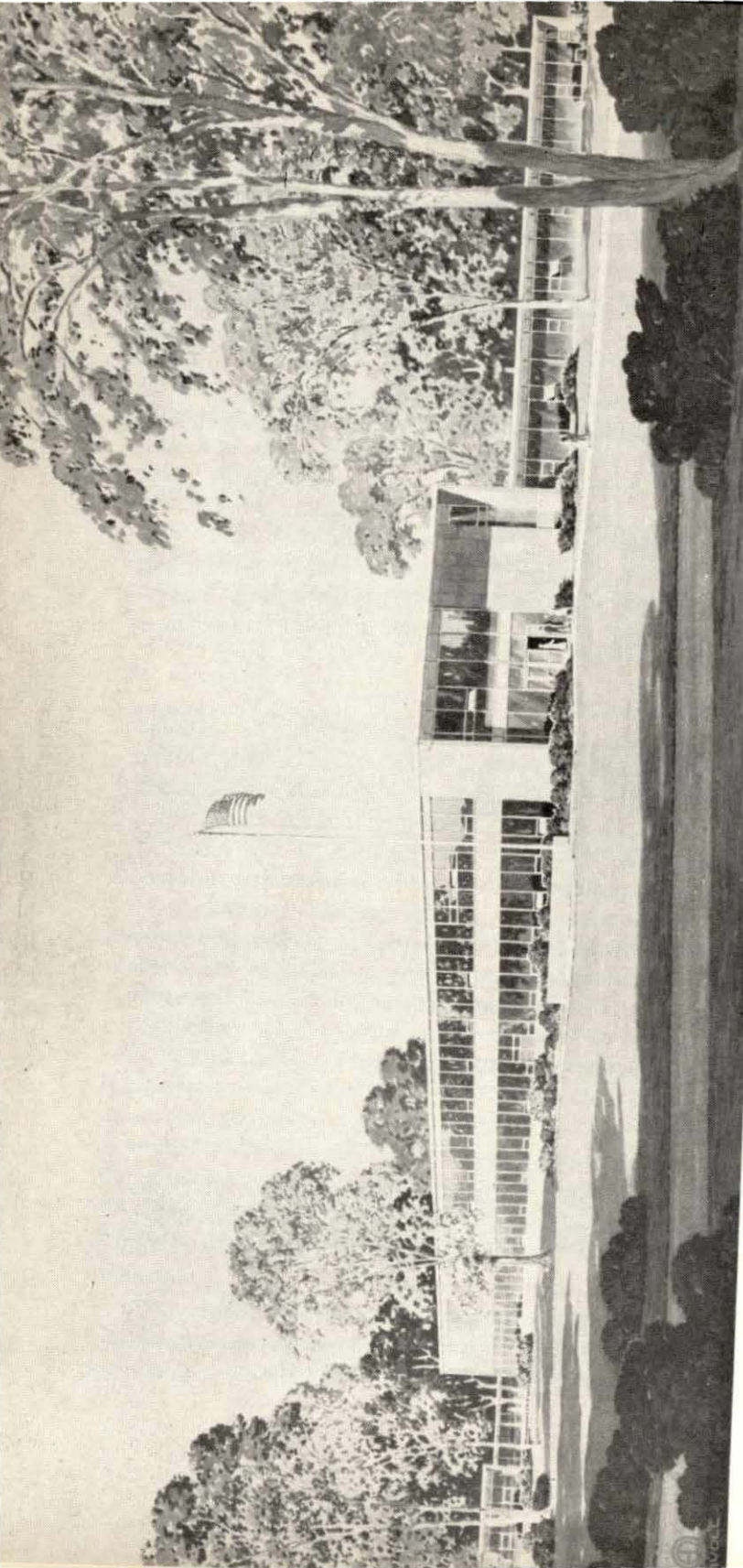
HONORARY EDUCATIONAL SOCIETIES

Epsilon Pi Tau. The Chapter of Epsilon Pi Tau, a national honorary fraternity, open to ranking members of undergraduate body pursuing an industrial arts major, was established in December, 1936. This honorary industrial arts fraternity is open also to high ranking graduates from this field. The purpose of the fraternity is to encourage high professional standards, scholarship, and professional ability in industrial arts and to promote research.

Kappa Delta Pi. Delta Rho Chapter of Kappa Delta Pi is an honor society in education open to ranking members of the junior and senior classes of all curricula. Alumni of the college may also become eligible to membership subsequent to graduation upon meeting the requirements of the society. The purpose of the society is to promote scholarly attainment and professional leadership in education.

EDUCATION FOR CONSERVATION

All students are eligible for the ten-day institute at Stokes Forest, Sussex, New Jersey, offered jointly by the State Department of Public Instruction and the Department of Conservation. This intensive course is available at low cost to a small group of selected students. The institute is held immediately following the close of the spring semester. Two points of credit in education are granted upon successful completion of the work.



ADMINISTRATION AND CLASSROOM BUILDING

SECTION IV

Curricula and Description of Courses; Curricula of the College

The curricula are organized so that the student's work is a blend of general education and specialized or professional education. These two elements permeate the four years of college, with general education receiving the major emphasis during the earlier years and professional education during the latter years.

To provide a core of general education, the curricula of the various special fields require in their major work comparable areas of general education. There is also a common core of basic professional courses, those areas in which all teachers should be well grounded. In addition to these two elements of the curricula, specialized professional courses and professionalized subject matter courses are added to suit the needs of each curriculum.

SPECIFIC CURRICULA

The college offers four professional curricula, all of which lead to the degree of bachelor of science in education:

The kindergarten-primary curriculum prepares students to teach in the kindergarten and in grades one through three, inclusive.

The general elementary curriculum prepares students to teach in any elementary school of the state in grades one through eight, inclusive.

The curriculum for teachers of handicapped children prepares for teaching in the elementary grades with additional specialization in the education of the mentally retarded, speech defective, orthopedically handicapped, partially seeing, or hard of hearing.

The grades five through nine curriculum prepares students to teach in grades five through nine, inclusive, in the public schools of New Jersey.

The industrial arts and fine arts curricula have been transferred to New Jersey State Teachers College at Montclair. Juniors and seniors in these curricula will complete their work here at Newark State Teachers College, but all freshmen interested in becoming industrial and fine arts teachers should apply for admission at New Jersey State Teachers College at Montclair.

GRADUATE CURRICULUM

A graduate program for the preparation of master teachers and administrators in elementary education is culminated by the awarding of the degree of master of science in education. The areas of specialization in which students may major are special education, administration and supervision, and general education in the elementary schools.

DEGREE REQUIREMENT

Candidates for the bachelor of science in education degree are required to complete the following number of semester hours of work as are prescribed for the specific curriculum in which the student is enrolled: kindergarten-primary, 135 semester hours; general elementary, including teachers of handicapped children, 136 semester hours; and grades five through nine, 128 semester hours.

At least two semesters of resident work must be completed at this college.

STATE CERTIFICATES AND DEGREES

All professional curricula at New Jersey State Teachers College at Newark lead to the degree of bachelor of science in education. The degree is issued under the authority of the State Board of Education and is prerequisite to the granting of certificates to teaching in the state.

The master of science degree in education is awarded upon the completion of the graduate curriculum in elementary education. At least half of the master's work must be completed in residence, which can be established by full attendance at two summer sessions.

Limited teachers college certificates, appropriate to each of the curricula listed above, are granted by the state upon graduation from the college to a student. Each certificate entitles the holder to teach in any of the grades and subjects covered by the curriculum in which he has been prepared.

All limited certificates as issued at present are valid for five years. After three years of successful teaching experience, a teacher may receive his permanent certificate upon recommendation of the president of the college.

SPECIAL NOTE

The freshman, sophomore and junior years represent a revised curriculum which has been approved by the State Board of Edu-

cation and which was instituted in September, 1953. The senior year as described in the catalogue, represents the curriculum before revision and will be in effect as such.

GENERAL ELEMENTARY, KINDERGARTEN-PRIMARY,
TEACHERS OF HANDICAPPED, AND GRADES FIVE THROUGH NINE

FRESHMAN		Periods	Sem. Hours
<i>First Semester</i>			
Ed. 101 Introduction to Education	3	3	3
Eng. 101 Communication Skills	3	3	3
Health Ed. 101 Personal Health and Hygiene	2	2	2
Math. 103 General Mathematics	3	3	3
Ph. Ed. 101 Organized Recreation	2	2	1
Sci. 101 Introductory Biology	3	3	2
Soc. Sci. 103 History of Civilization	3	3	3
			<u>17</u>
<i>Second Semester</i>			
Ed. 102 Introduction to Psychology	3	3	3
Eng. 102 Communication Skills	3	3	3
Health Ed. 102 Personal Health and Hygiene	2	2	2
Math. 104 Statistics	2	2	1
Ph. Ed. 102 Organized Recreation	2	2	1
Sci. 102 Introductory Biology	3	3	2
Soc. Sci. 104 History of Civilization	3	3	3
			<u>16</u>

- (1) Students whose entrance examinations show non-readiness to enroll for beginning college courses in English, mathematics, sciences, and social sciences may be admitted providing that during the summer session previous to matriculation they remove their deficiencies by completing one or more non-credit courses selected from the following: American history, English composition, general science, and introductory mathematics.
- (2) Applicants for the kindergarten-primary certificate, the general elementary certificate, or the certificate for teachers of the handicapped are required to carry successfully one laboratory science each semester of the freshman and sophomore years unless exempt on the basis of previous courses completed in high school.

GENERAL ELEMENTARY AND TEACHERS
OF THE HANDICAPPED

SOPHOMORE		Periods	Sem. Hours
<i>First Semester</i>			
Ed. 203 Human Growth and Development	3	3	3
Eng. 203 Introduction to Literature	3	3	3
F.A. 201 Experiencing Art	4	4	4
Math. 213 Personal Finance	2	2	2
Mus. 201 Fundamentals of Music	2	2	1
Ph. Ed. 201 Rhythmic Recreation	2	2	2
Sci. 203 Introductory Chemistry or	3	3	2
Sci. 205 Introductory Physics or	3	3	2
Sci. 207 Earth Science	2	2	2
Soc. Sci. 203 American History	3	3	3
			<u>20</u>

Second Semester

Ed. 251 Introduction to Education of the Handicapped	2	2
Eng. 204 Introduction to Literature	3	3
F.A. 202 Experiencing Art	4	4
Mus. 202 Fundamentals of Music	2	2
Ph. Ed. 202 Rhythmic Recreation	2	1
Sci. 204 Introductory Chemistry or	3	2
Sci. 206 Introductory Physics or	3	2
Sci. 208 Earth Science	2	2
Soc. Sci. 204 American History	3	3
		<u>17</u>

KINDERGARTEN-PRIMARY

SOPHOMORE

First Semester

	Periods	Sem. Hours
Ed. 203 Human Growth and Development	3	3
Eng. 203 Introduction to Literature	3	3
F.A. 201 Experiencing Art	4	4
Mus. 201 Fundamentals of Music	2	2
Ph. Ed. 201 Rhythmic Recreation	2	1
Sci. 203 Introductory Chemistry or	3	2
Sci. 205 Introductory Physics or	3	2
Sci. 207 Earth Science	2	2
Soc. Sci. 203 American History	3	3
		<u>18</u>

Second Semester

Ed. 251 Introduction to Education of the Handicapped	2	2
Eng. 224 Children's Literature	2	2
F.A. 202 Experiencing Art	4	4
Mus. 202 Fundamentals of Music	2	2
Ph. Ed. 202 Rhythmic Recreation	2	1
Sci. 204 Introductory Chemistry or	3	2
Sci. 206 Introductory Physics or	3	2
Sci. 208 Earth Science	2	2
Soc. Sci. 204 American History	3	3
		<u>16</u>

GRADES FIVE THROUGH NINE

SOPHOMORE

First Semester

	Periods	Sem. Hours
Ed. 203 Human Growth and Development	3	3
Eng. 203 Introduction to Literature	3	3
F.A. 201 Experiencing Art	4	4
Math. 213 Personal Finance	2	2
Ph. Ed. 201 Rhythmic Recreation	2	1
Sci. 203 Introductory Chemistry or	3	2
Sci. 205 Introductory Physics or	3	2
Sci. 207 Earth Science	2	2
Soc. Sci. 203 American History	3	3
		<u>18</u>

Second Semester

Eng. 204 Introduction to Literature	3	3
F.A. 202 Experiencing Art	4	4
Mus. 201 Fundamentals of Music	2	2
Ph. Ed. 202 Rhythmic Recreation	2	1
Sci. 204 Introductory Chemistry or	3	2
Sci. 206 Introductory Physics or	3	2
Sci. 208 Earth Science	2	2
Soc. Sci. 204 American History	3	3
		<u>15</u>

PRACTICUM

Throughout the third year, the college courses are integrated with field study and participation in the public schools. Classroom instruction is planned to make the field study more meaningful and the field study, in turn, vitalizes intramural learning.

The practicum provides for the gradual induction of students into teaching as a profession. Selected public school systems, offering a variety of practical working conditions, have agreed to provide elementary schools as centers for observation and participation by the students. The situations range from kindergarten through sixth grade, with an occasional seventh and eighth grade.

Junior or senior high school situations are provided for fine arts and industrial arts students.

Each student visits various classes in one of these centers and spends his entire time in a classroom at the center during one quarter. In this way an opportunity is given for each junior student to build up by gradual stages a working participation in the regular daily program of a public school classroom.

The first-hand experience of the practicum provides for:

1. Realistic knowledge of the teacher's work in the public schools.
2. Direct knowledge of children as they actually live, play and work.
3. Awareness of the normal gradations of capacity of children through the elementary school age levels.
4. Acquaintance with the parental and community relationships of the school.
5. A background of organization and administration of public elementary schools.

GENERAL ELEMENTARY

JUNIOR

<i>First Semester</i>	<i>Periods</i>	<i>Sem. Hours</i>
Ed. 305 Junior Practicum	3	2
Ed. 311 Educational Programs I	2	3
Ed. 351 Speech Correction	2	2
Eng. 313 Language Arts in the Elementary School: Part I— Children's Literature	2	2
F.A. 311 Art in Education	2	2
Mus. 311 Music in the Elementary School	3	2
Ph. Ed. 311 Physical Education in the Elementary School	2	3
Sci. 311 Science in the Elementary School	2	2
		<u>2</u>
		18
<i>Second Semester</i>		
Ed. 306 Junior Practicum	3	2
Ed. 312 Educational Programs II	3	3
Eng. 314 Language Arts in the Elementary School: Part II— Speaking and Writing Skills	2	2
F.A. 312 Art in Education	2	2
I.A. 312 Industrial Arts in the Elementary School	2	2
Math. 312 Mathematics in the Elementary School	2	2
Sci. 312 General Science for Teachers	2	2
Soc. Sci. 316 Principles of Geography	2	2
		<u>2</u>
		17

GENERAL ELEMENTARY

SENIOR

<i>First Semester</i>	<i>Periods</i>	<i>Sem. Hours</i>
Ed. 401 Classroom Applications of Mental Hygiene	3	3
Ed. 403 Student Teaching, 4 weeks	4	4
Eng. 411 Language Arts in the Elementary School: Part III— Reading in the Elementary School	3	3
F.A. 411 Arts and Crafts I	2	2
Math. 411 General Mathematics for Teachers	2	2
Soc. Sci. 411 Social Science in the Elementary School	2	2
Soc. Sci. 415 American Institutions and Ideals	3	3
		<u>3</u>
		19
<i>Second Semester</i>		
Ed. 402 Philosophy of Education	3	3
Ed. 404 Student Teaching, 4 weeks	3	4
Eng. 414 Contemporary Literature	3	3
F.A. 412 Arts and Crafts II	2	2
Math. 412 Statistics and Evaluation	3	3
Ph. Ed. 414 School and Community Health and Safety Education	2	2
Soc. Sci. 416 American Institutions and Ideals	3	3
		<u>3</u>
		20

KINDERGARTEN-PRIMARY

JUNIOR

<i>First Semester</i>	<i>Periods</i>	<i>Sem. Hours</i>
Ed. 305 Junior Practicum		2
Ed. 351 Speech Correction	2	2
Eng. 321 Language Arts for Kindergarten-Primary Grades	4	4
F.A. 311 Art in Education	2	2
Mus. 321 Music in Kindergarten-Primary Grades	3	3
Ph. Ed. 321 Physical Education in the Kindergarten- Primary Grades	3	3
		<u>16</u>
<i>Second Semester</i>		
Ed. 306 Junior Practicum		2
Ed. 322 Principles of Education of Young Children	4	4
Eng. 204 Introduction to Literature	3	3
F.A. 312 Art in Education	2	2
I.A. 322 Industrial Arts in Kindergarten-Primary Grades	2	2
Math. 322 Mathematics in the Kindergarten-Primary Grades	2	2
Sci. 321 Science for the Kindergarten-Primary Grades	2	2
Soc. Sci. 316 Principles of Geography	2	2
		<u>19</u>

KINDERGARTEN-PRIMARY

SENIOR

<i>First Semester</i>	<i>Periods</i>	<i>Sem. Hours</i>
Ed. 401 Classroom Applications of Mental Hygiene	3	3
Ed. 403 Student Teaching in the Kindergarten-Primary Grades, 4 weeks	4	4
Ed. 421 The Kindergarten-Primary Curriculum	4	4
Eng. 421 Reading in the Kindergarten-Primary Grades	3	3
F.A. 411 Arts and Crafts I	2	2
Soc. Sci. 421 Social Studies in the Kindergarten-Primary Grades	2	2
		<u>18</u>
<i>Second Semester</i>		
Ed. 402 Philosophy of Education	3	3
Ed. 404 Student Teaching in the Kindergarten-Primary Grades, 4 weeks	4	4
Eng. 422 Children's Literature and Story Telling	2	2
F.A. 412 Arts and Crafts II	2	2
I.A. 436 Elementary School Industrial Arts	2	2
Ph. Ed. 414 School and Community Health and Safety Education	2	2
Soc. Sci. 415 American Institutions and Ideals	3	3
		<u>18</u>

TEACHERS OF HANDICAPPED CHILDREN

JUNIOR

First Semester	Periods	Sem. Hours
Ed. 305 Junior Practicum		2
Ed. 311 Educational Programs I	3	3
Ed. 351 Speech Correction	2	2
Eng. 313 Language Arts in the Elementary School: Part I— Children's Literature	2	2
F.A. 311 Art in Education	2	2
Ph. Ed. 311 Physical Education in the Elementary School	2	2
Sci. 311 Science in the Elementary School	2	2
		<u>15</u>

Each student preparing to teach handicapped children will specialize for teaching a particular type of handicapped children by completing the course in one of the following groups, continuing in the same group through the junior and senior years.

Group I Courses for teachers of children who are mentally retarded.

F.A. 351 Arts and Crafts for Slow Learners I

4½	3
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Group II Courses for teachers of children who have speech disorders.

Sci. 351 Anatomy and Physiology of the Ear and Speech
Mechanism

2	2
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Group III Courses for teachers of children who are hard of hearing.

Sci. 351 Anatomy and Physiology of the Ear and Speech
Mechanism

2	2
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Second Semester

Ed. 306 Junior Practicum

	2
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Ed. 312 Educational Programs II

3	3
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Eng. 314 Language Arts in the Elementary School: Part II—
Speaking and Writing Skills

2	2
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F.A. 312 Art in Education

2	2
---	---

Math. 312 Mathematics in the Elementary School

2	2
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Mus. 311 Music in the Elementary School

2	2
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Group I Courses for teachers of children who are mentally retarded.

Ed. 350 Clinical Measurements

2	2
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Ed. 352 Curriculum Building for Different Maturation
Levels

3	3
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Group II Courses for teachers of children who have speech disorders.

Ed. 356 Speech Pathology	2	2
Ed. 360 Phonetics	2	2

Group III Courses for teachers of children who are hard of hearing.

Ed. 356 Speech Pathology	2	2
Ed. 360 Phonetics	2	2

TEACHERS OF HANDICAPPED CHILDREN

SENIOR

First Semester	Periods	Sem. Hours
Ed. 401 Classroom Application of Mental Hygiene	3	3
Ed. 403 Student Teaching, 4 weeks		4
Eng. 411 English Language Arts in the Elementary School: Part III—Reading in the Elementary School	3	3
Soc. Sci. 411 Social Studies in the Elementary School	2	2
Soc. Sci. 415 American Institutions and Ideals	3	3

Group I Courses for teachers of children who are mentally retarded.

Ed. 451 Materials and Methods for Slow Learners

3	3
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Group II Courses for teachers of children who have speech disorders.

Ed. 453 Speech Pathology	3	3
Ed. 455 Speech Clinic	2	2

Group III Courses for teachers of children who are hard of hearing.

Ed. 457 Audiometric Testing and Hearing Aids	2	2
Ed. 459 Speech Reading	2	2

Second Semester

Ed. 402 Philosophy of Education	3	3
Ed. 404 Student Teaching of Handicapped Children, 4 weeks		4
Eng. 414 Contemporary Literature	3	3
F.A. 412 Arts and Crafts II	2	2
Math. 412 Statistics and Evaluation	3	3
Soc. Sci. 416 American Institutions and Ideals	3	3

Group I Courses for teachers of children who are mentally retarded.

Ed. 450 Reading Disabilities

2	2
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Group II Courses for teachers of children who have speech disorders.

Ed. 456 Speech Clinic

2	2
---	---

Group III Courses for teachers of children who are hard of hearing.

Ed. 458 Methods of Teaching the Hard of Hearing

3	3
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FINE ARTS

JUNIOR

First Semester	Periods	Sem. Hours
Ed. 305 Junior Practicum		2
Ed. 341 Organization of Education	2	2
F.A. 341 Sculpture	4½	3
F.A. 343 Art and Civilization	3	3
F.A. 347 Home Design and Home Furnishing	4½	3
F.A. 349 Art Education	2	2
Soc. Sci. 341 Contemporary Social Life	2	2

Second Semester

Ed. 306 Junior Practicum		2
Ed. 342 Principles and Techniques of Teaching	2	2
Eng. 342 Foundations of Language	2	2
F.A. 342 Sculpture	4½	3
F.A. 344 Art and Civilization	3	3
F.A. 348 Community Planning and Civic Design	4½	3
Math. 213 Personal Finance	2	2
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FINE ARTS

SENIOR

First Semester	Periods	Sem. Hours
Ed. 401 Classroom Applications of Mental Hygiene	3	3
Ed. 403 Student Teaching, 4 weeks		4
F.A. 441 Theatre Design and Puppetry	4½	3
F.A. 443 Graphic Arts	4½	3
F.A. 445 Philosophy of Art Education	2	2
Soc. Sci. 415 American Institutions and Ideals	3	3
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Second Semester

Ed. 402 Philosophy of Education	3	3
Ed. 404 Student Teaching, 4 weeks		4
F.A. 442 Theatre Design and Puppetry	4½	3
F.A. 444 Graphic Arts	4½	3
F.A. 446 Philosophy of Art Education	2	2
I.A. 441 Basic Industrial Arts	3	2
Soc. Sci. 416 American Institutions and Ideals	3	3
		<u>20</u>

INDUSTRIAL ARTS

JUNIOR

First Semester	Periods	Sem. Hours
Ed. 305 Junior Practicum		2
Ed. 331 Principles of Industrial Arts Education	2	2
Ed. 341 Organization of Education	2	2
F.A. 331 Fundamentals of Design	3	2
I.A. 331-32 Woodwork III, IV	6	4
I.A. 333 Mechanical Drawing III	3	2
I.A. 339 Graphic Arts III	3	2
Soc. Sci. 341 Contemporary Social Life	2	2
		<u>18</u>

Second Semester

Ed. 306 Junior Practicum		2
Ed. 332 Curriculum and Teaching of Industrial Arts	2	2
Ed. 342 Principles and Techniques of Teaching	2	2
Eng. 342 Foundations of Language	2	2
I.A. 334 Mechanical Drawing IV	3	2
I.A. 335-36 Electricity I, II	6	4
I.A. 337 Ceramics	3	2
Math. 213 Personal Finance	2	2
		<u>18</u>

INDUSTRIAL ARTS

SENIOR

First Semester	Periods	Sem. Hours
Ed. 401 Classroom Application of Mental Hygiene	3	3
Ed. 403 Student Teaching, 4 weeks		4
I.A. 431 Metal Work III	4½	3
I.A. 435 Graphic Arts III	4½	3
I.A. 437 Electricity I	3	2
Soc. Sci. 415 American Institutions and Ideals	3	3
		<u>18</u>

Second Semester

Ed. 402 Philosophy of Education	3	3
Ed. 404 Student Teaching, 4 weeks		4
I.A. 432 Metal Work IV	4½	3
I.A. 436 Elementary School Industrial Arts	3	2
I.A. 438 Electricity II	3	2
Ph. Ed. 414 Recreational Leadership	2	2
Soc. Sci. 416 American Institutions and Ideals	3	3
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DESCRIPTION OF COURSES

The courses regularly offered by the college are listed and described according to departments in the following pages. An attempt has been made to limit the descriptive material to a minimum giving only details which are necessary to clarify the title of the course. Editorial comment regarding the need and aim of the course has been omitted.

The numbering of each course is coded to give the year in which it is offered, the curriculum, and the semester. The first digit of the number indicates the year in which the subject is given; for example, one denotes freshman year, two denotes sophomore.

The second digit denotes the curriculum. Zero denotes subjects required of all students. One denotes subjects required of students in the general elementary curriculum; two, the kindergarten-primary curriculum; three, the industrial arts curriculum; four, the fine arts curriculum; and five, the curriculum for the teachers of handicapped children.

The third digit is odd if the subject occurs in the first semester and even if it occurs in the second semester.

EDUCATION

Courses under this heading provide the more specifically professional content and the core experiences which help to give professional direction to the offerings of all departments. College classroom study is closely related to first-hand experiences in cooperating schools and agencies where the student learns by observation, par-

ticipation, and responsible leadership how to work with children and youth. The education department recognizes its major responsibility for providing and interpreting these professional laboratory experiences.

The basic professional courses of the first two years help to establish the social and psychological foundations of education. The laboratory is the student's home or college community, and visits are made to schools representative of contrasting types of communities and educational programs. Beginning in the second year, a systematic study is made of children and youth at different maturity levels in the elementary grades of the practicum schools.

In the junior year the basic professional courses function as the core of the junior practicum, which draws together the professional offerings of all the departments. The professional content noted in the course descriptions may be treated either in college classes or in the laboratory situation. In the senior year the education department offerings again serve as an integrating function with the emphasis placed upon responsible student teaching.

The courses during the junior and senior year deal with the theory and practice of education as an immediate preparation for teaching. Principles developed from the history of education, from philosophy, psychology, anthropology, and sociology are applied and translated into methods of teaching the various subjects, of aiding the personal adjustment of pupils, of defining the professional function of the teacher, of conducting the social enterprises of the classroom, and of evaluating the results of the teacher's efforts. The content of specific courses is more fully described below.

Because of its concern with the underlying principles of education, the education department accepts a responsibility for leadership in a continuous critical examination of the curriculum and the teaching process in the schools, as well as the continuous improvement of the whole college program for the education of teachers. So far as the maturity and experience of the students warrant, they have an opportunity to contribute to this creative effort to build a better curriculum and to refine the teaching process.

ED. 101 INTRODUCTION TO EDUCATION (3 sem. hrs.)

A first course in the social foundations of education and closely related to certain offerings of the social science department, "Introduction to Education" helps the student to understand the place of education in the world scene today. He utilizes direct contacts with the schools of his home community and those of contrasting

communities to lend meaning to class study of the present status and history of education in his state, the nation, and the world. He begins observation and participation in the college kindergarten and in non-school educational and recreational group work with children and youth. He is introduced to the history and development of educational theory and to some of the critical issues in education today.

ED. 102 INTRODUCTION TO PSYCHOLOGY (3 sem. hrs.)

Dealing with the psychological foundations of education and closely related to certain offerings of the social science and science departments, this first course introduces the student to the different viewpoints and explanations of human nature and behavior and to methods of psychological investigation. Utilizing college classroom study, participating in college activities, and continuing the professional laboratory experiences of the first term, the student learns to understand his own behavior and that of the people with whom he works. Topics considered include the following: sensing and perceiving, motivation, the emotions, and a brief introduction to the psychology of adjustment and learning.

ED. 201 HUMAN GROWTH AND DEVELOPMENT (3 sem. hrs.)

A second course in the psychological foundations of education which utilizes background learnings from biology, social science, and psychology, "Human Growth and Development" deals with the human individual from conception to maturity. The professional laboratory experiences include systematic first-hand study of children and youth at different maturity levels in cooperating schools. The student is introduced to the techniques of studying individuals and to research findings on the characteristics of normal children at different ages. He begins to analyze the influences affecting growth and development and their relation to the learning process and to educational programs.

ED. 251 INTRODUCTION TO THE EDUCATION OF THE HANDICAPPED (2 sem. hrs.)

Early detection and proper care of all handicapped children are provided for in this course. Incidence, causes, and diagnosis of handicaps as well as consideration of different remedial procedures are essential to any adequate program. Visitations will be made to observe programs for the mentally and physically handicapped.

ED. 305-306 JUNIOR PRACTICUM FOR ALL CURRICULA (4 sem. hrs.)

Professional laboratory experiences are here integrated with

college classes. The student must present as prerequisites a satisfactory academic record and evidence of successful participation in work with children or youth. (See description on p. 43 of the catalogue.)

ED. 311-312 EDUCATIONAL PROGRAMS FOR CHILDREN (6 sem. hrs.)

Consisting of the core professional course of the Junior Practicum for General Elementary majors, the two purposes of "Educational Programs for Children" are to increase the student's understanding of how children learn and to acquaint him with the total program of the elementary school. Content usually listed under the titles "Educational Psychology" and "The Elementary School Curriculum" is included.

Early college classroom work prepares the student for field study. Topics include the following: understanding the learner, how learning experiences are organized, daily programs, lesson and unit planning, classroom management, discipline, teaching methods, resources and materials, community study, and pupil accounting and records. Each student is scheduled for work in the college audiovisual aids laboratory.

During the intensive professional laboratory experience, the student puts into effect his plans for child study, community study, and study of educational programs. He keeps a professional log which supplies field data upon which college class work is based. Periodic class meetings at the college and conferences in the practicum center help to guide field study.

During and following the laboratory experience, the student considers the more theoretical aspects of topics already studied and such new topics as the following: theories of learning, theories of curriculum construction, the special subject learnings, the nature of intelligence and aptitude, appraising and reporting pupil progress, promotion and grouping policies, relationships with administration and parents, and guidance and remedial programs for children.

Thus college classroom study is directed toward, or is the outcome of, observation, participation, or responsible leadership in the practicum schools, and the total experience is a preparation for successful senior student teaching.

ED. 322 PRINCIPLES OF EDUCATION OF YOUNG CHILDREN (4 sem. hrs.)

The historical development and recent trends in early childhood education comprise this course. Knowledge and research in child growth and development are used as a guide for determining the

curriculum, equipment, materials, and procedures that are suitable for nursery and kindergarten age children. Students observe and participate in the laboratory kindergarten and in public schools. They study and evaluate many different techniques and materials that a good teacher uses in various activities in a school for young children.

ED. 331 PRINCIPLES OF INDUSTRIAL ARTS EDUCATION (2 sem. hrs.)

This course includes the functions, scope, content, methods, physical settings, and history of industrial arts. Among the subject matter classifications are (a) power, (b) construction, (c) transportation, (d) communication, and (e) manufacturing. Included also are work experience, planning, field study, and the relationship of industrial arts to science, language, fine arts, social sciences, and other subjects.

ED. 332 CURRICULUM AND TEACHING OF INDUSTRIAL ARTS (2 sem. hrs.)

A resumé of industrial arts as a basic part of general education is made in this course. Analysis is also made of transition periods, stages of development, terminology, types of shop organization, current needs and trends, curriculum construction, and evaluation of content.

ED. 341 ORGANIZATION OF EDUCATION (2 sem. hrs.)

A resumé is made of the social thought and action which led to the development of the contemporary American elementary and secondary school systems. Analyses are made of such matters as school objectives, organization, and curriculum. Emphasis is placed upon the relationship of industrial arts and fine arts to the total programs of these schools.

ED. 342 PRINCIPLES AND TECHNIQUES OF TEACHING (2 sem. hrs.)

This course is a laboratory investigation into the principles and techniques of group instruction. The students, industrial arts and fine arts majors, will plan a study of group methods of learning useful for their specializations. An analysis will be made of the student planning experience in order to arrive at generalized principles basic to the structure and behavior of classroom groups. Emphasis will be placed upon research and findings in social psychology, human relations, and group dynamics.

ED. 350 CLINICAL MEASUREMENTS (2 sem. hrs.)

An overview of accepted verbal and objective clinical tests which are in use in most psychological clinics constitutes this course.

The course will provide for practice in the administration of a few tests under supervision, so that the student will become more familiar with the behavior of individuals, especially the mentally handicapped, in test situations.

ED. 351 SPEECH CORRECTION (2 sem. hrs.)

This is an orientation course for all classroom teachers. Attention will be given to the recognition and treatment of speech disorders due to structural, emotional, or mental conditions.

ED. 352 CURRICULUM BUILDING FOR DIFFERENT MATURATION LEVELS OF THE MENTALLY RETARDED (3 sem. hrs.)

An analysis is made of all curriculum material suitable for the education of the mentally retarded. Emphasis is given to building a curriculum from selected materials which emphasize the social and vocational adjustment of the mentally retarded. Definite consideration is given to the building of a unified curriculum which meets the social and emotional needs of mentally retarded of different maturational levels.

ED. 356 SPEECH PATHOLOGY (2 sem. hrs.)

The development of speech in the child, the relation between language and thought, semantics, listener response, and other psychological processes basic to effective speech are component parts of this course.

ED. 360 PHONETICS (2 sem. hrs.)

The speech sounds from the acoustic, visual, and kinesiologic approaches are studied. This is an essential course for teaching phonics, for work in general speech improvement, and for aiding children with articulatory speech defects.

ED. 401 CLASSROOM APPLICATIONS OF MENTAL HYGIENE (3 sem. hrs.)

Knowledge and skills which will help the teacher to get along with and understand himself and the persons with whom he lives, the children, other teachers, parents, and other members of the community are integrated parts of this course. It also offers opportunity for study of procedures used in individual case studies.

ED. 402 PHILOSOPHY OF EDUCATION (3 sem. hrs.)

A culminating course in the professional sequence, "Philosophy of Education" provides for professional study based upon laboratory experiences and previous courses in the social and psychological foundations of education. The student attempts to formulate a personal educational philosophy, utilizing study of the major philo-

sophical positions of the great educational thinkers. Topics included are as follows: view of reality, of human nature, of society, of knowledge, of value, of the aims of education, of the educative process, and of some of the controversial issues in education today.

ED. 403-404 STUDENT TEACHING FOR ALL CURRICULA (8 sem. hrs.)

Gradual induction into teaching is given. The student is assigned as co-worker to a successful teacher in the public schools. The assignment is made on the basis of the present training needs of the student, but factors of convenience and preference are also considered. The student is supervised and rated by a college instructor with the assistance of the cooperating teacher. The work includes all activities of teaching, both planning and execution. By the end of the period, the student takes full charge of the class for several days at a time.

ED. 421 CURRICULUM FOR PRIMARY GRADES (5 sem. hrs.)

This course is designed to develop criteria for evaluating the various curricular approaches used in different school systems. Suggestive functional learning experiences for children of different ages, maturity levels and abilities in the primary grades are explored by the students. This necessitates that they see the significance of the social studies as a base for curriculum in these grades and how other subject areas are an integral part of such a good program.

ED. 450 READING DISABILITIES (2 sem. hrs.)

Means of adapting the reading program to individual needs is stressed. Attention will be centered on the neurological, physical, mental, and emotional aspects which may impede learning. A survey will be made of the literature pertaining to the teaching of slow-learning children. Material suitable for slow-learning children also will be assembled.

ED. 451 MATERIALS AND METHODS FOR TEACHING SLOW LEARNERS (3 sem. hrs.)

Emphasis is on the construction of programs which will adequately correlate skill subjects with the core of interest, emphasizing subject-time allotments, and subject spacing. Consideration will be given to the evaluation and use of all records. Curricular materials, which can be used to teach mentally handicapped children at various levels, will be selected and compiled.

ED. 453 SPEECH PATHOLOGY (3 sem. hrs.)

Consideration is given to the more serious speech disorders of

aphasia, stuttering, cleft palate speech, aphonia, and the speech of the physically and mentally handicapped.

ED. 455 SPEECH CLINIC (Part One) (2 sem. hrs.)

Prerequisites for taking this course are (1) Speech Correction (2) Phonetics (3) Speech Pathology.

This is the first semester of a two semester course giving an opportunity for clinical practice with different types of speech handicapped, in diagnosis, referral to other specialists, and training and treatment procedures.

ED. 456 SPEECH CLINIC (Part Two) (2 sem. hrs.)

The second semester of a two-semester course, "Speech Clinic: Part Two" offers an opportunity for clinical practice with different types of speech handicapped in diagnosis, referral to other specialists, and training and treatment procedures.

ED. 457 AUDIOMETRIC TESTING AND HEARING AIDS (2 sem. hrs.)

Instruction in the methods and techniques of conducting hearing tests and of using hearing aids is a vital part of this course. Consideration is given to the relationship of hearing loss to speech and language and in the attention that must be given to remedial educational procedures.

ED. 458 METHODS IN TEACHING THE HARD OF HEARING (3 sem. hrs.)

Special methods and techniques in teaching the elementary subjects to hard of hearing children are employed. Emphasis is placed on the coordination of reading, speech, hearing, and speech reading.

ED. 459 LIP READING (Speech Reading) (2 sem. hrs.)

An analysis of the visual speech-reading problems, with methods and techniques for teaching speech reading, constitutes an important feature of "Education 459." Foundation procedures, fundamental exercises, source materials, and teaching plans are an essential part of the course.

ENGLISH

The study of English in a teachers college has the dual purpose of developing the student's own ability to communicate and of equipping him to guide children in their use of the language arts. For this reason the program in English offers courses designed to extend and refine the student's communication skills, increase his understanding and appreciation of great works of literature, and prepare him professionally to teach the language arts in the elementary school.

ENG. 101-102 COMMUNICATION SKILLS (6 sem. hrs.)

Training and practice in the communication skills of reading, writing, speaking, and listening are offered in this course. Emphasis is placed upon clarity, effectiveness, and accuracy in the use of English for personal and professional purposes. The underlying principles of the course are based upon the findings of linguistic scientists, and the major concepts in this area are studied and evaluated. Instruction is given in the basic speech skills, and the important relationship between high standards of speech and the teaching profession is emphasized throughout the course.

ENG. 203-204 INTRODUCTION TO LITERATURE (6 sem. hrs.)

Selected readings in world literature from ancient times to the present day constitute the basis of this course. Literature is studied as an interpretation of the continuum of human experience, and the student's understanding of the interrelationship of literature with the other arts is fostered. Lecture-discussions promote critical reading, and a variety of activities provides opportunities for integrating literature with other areas of life.

ENG. 313 THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL I: CHILDREN'S LITERATURE (2 sem. hrs.)

This is the first course in a three-part sequence designed to develop the prospective teacher's professional competence in the English language arts.

It offers a survey of traditional and modern stories, poems, plays, and informational materials for children in the elementary school. Ways of helping children to use and enjoy literature through books, radio, television, and screen are presented. Students are guided in planning activities with literature for classroom use in the junior practicum.

ENG. 314 THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL II: SPEAKING AND WRITING SKILLS (2 sem. hrs.)

This is the second course in a three-part sequence designed to develop the prospective teacher's professional competence in the language arts.

It is an introduction to philosophy, methods, and materials for guiding children in using oral and written English for communication and for creative expression. The characteristics of a sound language program for the elementary school are studied through lecture-discussion, review of current research, and evaluation of the student's practicum experience. Classroom procedures are demonstrated.

ENG. 321 LANGUAGE ARTS FOR KINDERGARTEN-PRIMARY GRADES
(4 sem. hrs.)

The development of language skills (speaking, reading, writing) in young children at various age levels is presented here. Students study techniques for providing a sound language program for kindergarten-primary age children, as well as developing their own skills in speaking, story-telling, reading aloud, and handwriting. This work necessitates that students study important research in this area, evaluate, and learn to use various methods and materials of instruction.

ENG. 342 FOUNDATION OF LANGUAGE (2 sem. hrs.)

The purpose of this course is to give every student, as a prospective high school teacher (1) a survey of the background, growth, and structure of the English language from its Indo-European origin to modern times, (2) an introduction to the science of linguistics, (3) an appreciation of several foreign language patterns, and (4) a rich fund of information in the field of general language.

ENG. 411 THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL III:
THE TEACHING OF READING (2 sem. hrs.)

This is the third course in a three-part sequence designed to develop the prospective teacher's competence in the language arts. It focuses on current thought and practice in teaching elementary school children to read. Reading is studied in relation to child development, and the organization of functional reading programs is explored. The development of reading skill and the integration of reading with all areas of the curriculum are given practical classroom application.

ENG. 414 CONTEMPORARY LITERATURE (2 sem. hrs.)

American, English, and European literature of the twentieth century is explored in this course. Ideas, forms, and trends are studied in relation to the social, aesthetic, and ethical assumptions of contemporary life. Besides the common readings required of all, each student plans a program of independent readings to meet his personal needs and interests.

ENG. 421 READING IN THE KINDERGARTEN-PRIMARY GRADES (3 sem. hrs.)

A study of reading as a factor in the growth of the younger child is given prospective teachers. They also are introduced to methods and materials for developing reading readiness, for guiding children's first steps in learning to read, and for carrying on a functional reading program in the primary grades. Students return to

the college for several afternoon sessions during their student teaching experience for discussion and help with reading problems that they are meeting on the job.

ENG. 422 CHILDREN'S LITERATURE AND STORY-TELLING (2 sem. hrs.)

A survey of traditional and modern stories, poems, plays, and informational materials which are enjoyed by younger children is a feature of this course. Story-telling and other ways of bringing literature to young children are studied and practiced.

FINE ARTS

The content of the art courses and the procedures followed are selected to give the student these understandings:

1. Everyone has the ability to create and to appreciate art.
2. Rounded development of personality requires the exercise and development of this ability.
3. The arts are both the recorders and predictors of civilization.
4. Art is the expression of the period and the culture in which it is created.
5. The arts permeate daily living.
6. Art is both product and process.
7. Art is emotion and intellect, idea, and technique.
8. Art communicates ideas and emotions through the language of vision.
9. The same principle governs expression and communication in all the arts.

Four principles govern the selection and organization of the content of the fine arts curriculum:

The art curriculum provides contact with all disciplines which contribute to the student's understanding of the culture and its sources and to his effectiveness as a citizen of democracy.

The art curriculum provides contact with those disciplines which contribute to the student's understanding of the principles and processes of learning and maturing, since the art teacher is primarily an educator.

The art curriculum provides the student with experiences in the several art forms so that he may develop command over the basic knowledges, techniques, and skills of each form, since this is the content of his teaching.

The art curriculum provides in each art course a three fold experiencing of personal achievement in techniques of the art form, contemporary and historic achievement of the art form, and the pattern of child growth and development in the art form.

The fine arts department offers courses to students of all curricula based upon beliefs and principles. The preparation of the majors of each curriculum to give children experiences in the arts varies only in the amount of time given to art courses.

The offerings for fine arts majors on the junior and senior levels only are included in this catalogue. The freshman and sophomore offerings are listed in the New Jersey State Teachers College at Montclair catalogue.

F.A. 211-212 EXPERIENCING ART (8 sem. hrs.)

This course is designed to give the students the experience of art through creating, selecting, arranging, contemplating, and reading.

The emphasis is on the development of an understanding of the nature of art and the experience of art, the significance of these to the individual and their role in a culture.

The content is selected from all art forms and is related to student needs and interests.

Personal exploration of materials, tools and processes of art, readings in contemporary and historic art forms and art philosophy, trips to appropriate sources, and contacts with producing artists are procedural methods of the course.

F.A. 313-314 ART IN EDUCATION (4 sem. hrs.)

The nature and function of the arts in childhood education are studied through first-hand observation of children at work and of child art through reading in the psychology and philosophy of art and study of research findings of the nature of the developmental pattern of graphic and plastic expression. The students study the place of the arts in the total program and good practices in curriculum organization.

Practical aspects of teaching art; materials; and tools, their source, cost, care, and organization are studied. Laboratory experiences are used to clarify the concepts developed in reading and discussion.

F.A. 331 FUNDAMENTALS OF DESIGN (2 sem. hrs.)

This course is an initial exploration of the elements of design and their organization into art forms. The relationship of materials, tools, and processes in terms of the function of each art form is learned through personal exploration in a wide variety of media. The integral

nature of the arts and the culture will be given major emphasis throughout the course. The reading content will be based upon a study of contemporary art forms.

F.A. 341-342 SCULPTURE (6 sem. hrs.)

The course in sculpture emphasizes the nature of design in three dimensions through experiences in modeling in clay; casting in plaster and stone; direct carving in plaster, wood and stone; and construction of sculpture in media including metal and plastics. Glaze formulas, glazing, and firing will be studied in relation to ceramic sculpture but will not be a major emphasis in this course.

The work of modern and contemporary sculptors is studied. The relationships between primitive, archaic, and children's expression in three dimensions will be analyzed.

F.A. 343-344 ART AND CIVILIZATION (6 sem. hrs.)

A study is made of historic periods of peoples whose art most clearly reflect their culture. The impact on art of geographic conditions and social, economic, and religious forces is studied. Present art forms are understood by a study of their historic roots. The course serves to integrate the students historic art information and to develop his critical and evaluative abilities.

F.A. 347 HOME DESIGN AND HOME FURNISHING (3 sem. hrs.)

After an analysis of contemporary living needs and a study of contemporary building materials, the student engages in workshop experiments in home design and home furnishing.

Historic forms of building are studied in order to point up the relation between the culture and the architectural form.

F.A. 348 COMMUNITY PLANNING AND CIVIC DESIGN (3 sem. hrs.)

The structure of a modern community, examples of community planning, housing, the problems of civic design, and major contemporary architectural forms are studied in workshop activities, through trips, and by reading.

F.A. 349 ART EDUCATION (2 sem. hrs.)

This course explores the knowledge of child growth and development in and through the creative experience. The nature of creativity is studied, and the aspects of the situation in which it happens are analyzed. The practical problems of studio equipment, materials, and their utilization are studied in first-hand observations and participation of school situations. After establishing principles of curriculum planning, students will analyze existing art curricula.

F.A. 351 ARTS AND CRAFTS FOR SLOW LEARNERS I (3 sem. hrs.)

Meaningful and interesting manual activities for sequential skill development are taught. These projects will be with wood, leather, plastics, metal, ceramics, basketry, cardboard, and weaving. Emphasis will be on the needs of music coordination through practice activities.

F.A. 411-412 ARTS AND CRAFTS I-II (4 sem. hrs.)

Included in this course are workshop activities in the arts and crafts of the elementary school program. Painting, drawing, modeling, pottery, weaving, papier maché, paper sculpture, scrap material constructions, wood, leather, plastics, metal work, and puppetry are materials and processes which will be explored.

F.A. 441-442 THEATER DESIGN AND PUPPETRY (6 sem. hrs.)

Studio work is given in connection with a college production including designing, lighting, costuming, and make-up. Studies of traditional and contemporary forms of stagecraft, dance, films, and television will be made part of the student's experience through reading, interviews, backstage, and studio visits. Emphasis is put upon the making and staging of several types of puppet shows for the various levels of children's maturity.

F.A. 443-444 GRAPHIC ARTS (6 sem. hrs.)

Etching, drypoint, wood cuts, wood engraving, lithography, silk screen, photograms, and photography are studied in this course. Material, tool, and process will be considered as integral parts of design and composition. The work of masters in each field of graphic arts will be studied.

F.A. 445-446 PHILOSOPHY OF ART EDUCATION (4 sem. hrs.)

Theory and practice of art in education comprise the nuclei of "Philosophy of Art Education." Wide reading in the philosophy and psychology of art education will be the source of criteria and evaluation of current theories and practices.

HEALTH AND PHYSICAL EDUCATION

The average person takes good health for granted and interprets it in terms of freedom from disease. This narrow interpretation in no way implies the positive state of well-being which enables the individual to work and to play at his best with the least strain. Throughout the courses in health and physical education, the purpose is to assist the student to realize his optimal health and efficiency so that he may be able to contribute much to life and to get much

from it. The fortunate teacher who possesses abundant good health is a financial asset to his school system. He is likely to be emotionally stable, and he has the ability to teach health and physical efficiency by example.

Another purpose is to provide the college student with a well-balanced activity program to insure his physical efficiency. Wide experiences in conditioning exercises, games, dances, and sports are provided. The student meets situations which develop quick-thinking leadership, accompanied by sound, common-sense judgments. Through definite exercise, he is exposed to vigorous muscular and organic development which will condition him to meet physical hardships with endurance.

In these courses, it is recognized that enjoyment plays an important part in morale building and that real enjoyment can result from strenuous physical activity.

HEALTH ED. 101-102 PERSONAL HEALTH AND HYGIENE (4 sem. hrs.)

A background of scientifically accurate health information, realistic criticism of various panaceas, and emphasis on positive health through planning and practicing a wholesome program of living is given in this course. The course furnishes experiences for the potential teacher to find out about himself and his health needs and to act accordingly.

PH. ED. 101-102 ORGANIZED RECREATION (2 sem. hrs.)

Exercises, games, sports, and rhythmic activities are essential parts of the program. The student has an opportunity to develop interest and ability in the fundamental skills.

PH. ED. 201-202 RHYTHMICAL RECREATION (2 sem. hrs.)

Traditional and modern folk dances for elementary grades and community gatherings of adults, basic steps in social dancing, and square and round dances constitute the activities given in this year. Special dances with suggestions for simple costuming for festival and program use will be employed, allowing for correlation with the social sciences, art, music, and other areas of the curriculum.

PH. ED. 311 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2 sem. hrs.)

The nucleus around which this course is built is a study of the problems of organization of material for various age levels. Emphasis is placed on the recreational and educational potentialities of physical education as it applies to modern practices in the elemen-

tary school. Objectives and aims of each grade with accompanying materials are studied.

PH. ED. 321 PHYSICAL EDUCATION FOR KINDERGARTEN-PRIMARY GRADES (3 sem. hrs.)

A course in theory and practice dealing with recreational and educational potentialities of physical education as it applies to modern practices in the nursery, kindergarten, and primary grades. "Physical Education 321" includes revised versions of traditional nursery rhymes, story plays, and song games. New materials are evaluated. Aims and objectives with their appropriate skills are stressed for each grade. Throughout, the joy in active participation is emphasized.

PH. ED. 414 RECREATIONAL LEADERSHIP (2 sem. hrs.)

This is an extension of professional preparation that further qualifies the classroom teacher to work with the specialist by a study of the history, philosophy, aims, objectives, and procedures underlying the class, intramural, and inter-school programs. Additional materials are developed through practice for indoor and outdoor situations in both school and community.

INDUSTRIAL ARTS

The industrial arts program of the college proposes to increase the student's knowledge and skills in the major industrial arts areas—woodwork, metal work, plastics, electricity, mechanical drawing, the crafts, and the graphic arts. It is presupposed that the student enrolling for the industrial arts program has had preliminary training and contact in his secondary school work with industrial arts subjects. In addition to increasing the above knowledges and skills, the student is directed in the techniques of teaching industrial arts in the secondary schools.

The industrial arts department emphasizes the relation of the cultural aspects of arts to the development of civilization and the vital part that industry plays in the lives of each of us today. Creative satisfactions resulting from well-designed and carefully executed projects are provided for in the experience the student finds in this area.

The offerings for industrial arts majors on the junior and senior levels only are included in this catalogue. The freshmen and sophomore offerings are listed in the catalogue for New Jersey State Teachers College at Montclair.

I.A. 312 INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL (2 sem. hrs.)

Acquainting and assisting prospective teachers in the use of tools and materials in activity programs through the elementary grades, this course instructs in tool processes, various media, and their use, thus helping children live, work, and play more intelligently in our industrial society.

I.A. 322 INDUSTRIAL ARTS IN THE KINDERGARTEN-PRIMARY GRADES (2 sem. hrs.)

Future kindergarten-primary grade teachers learn in this course how to handle tools and materials for activity programs in the kindergarten and first three grades.

I.A. 331 WOODWORK III (2 sem. hrs.)

This course includes a study of the common woodworking machines, their maintenance, and safe operation. Wood technology, joinery, and finishes are included. Students learn pattern, furniture, and cabinet making. Each student completes one or more projects on this level and presents a lecture-demonstration on one of the operations involved.

I.A. 332 WOODWORK IV (2 sem. hrs.)

Consideration is given to the specialized woodworking machines and to jigs and unusual applications. Students learn advanced wood technology, joinery, finishing, and touch-up. An analysis of the position of woodworking in the general industrial arts program is made.

I.A. 333 MECHANICAL DRAWING III (2 sem. hrs.)

A continuation of Mechanical Drawing II, this course puts emphasis on the developed surfaces and intersections, gears and cams, threads, and electrical and piping drawings.

I.A. 334 MECHANICAL DRAWING IV (2 sem. hrs.)

The fundamentals of architectural drawing including: details, plans and conventions, inking and tracing, and blueprinting constitute this course. A general analysis is made of the whole field of mechanical drawing, as it pertains to the teaching of industrial arts.

I.A. 335 ELECTRICITY I (2 sem. hrs.) (Listed as I.A. 437 in unrevised senior year)

A unit in practical working knowledge of fundamentals of elementary electricity is given. Students follow a combination of laboratory, experimental, and constructional experiments in magnetism, circuits, generators, motors, radios, heating and lighting, and general appliances in everyday use.

I.A. 336 ELECTRICITY II (2 sem. hrs.) (Listed as I.A. 438 in unrevised senior year)

This course is a continuation of Electricity I with additional work involving direct and alternating currents, simple light and power circuits, transformers, armature winding, telephones, television, motor repair, and general maintenance. Job sheets and courses of study will be studied.

I.A. 337 CERAMICS (2 sem. hrs.)

Making pottery by slab, coil, throwing, and casting; decorating with slip, underglaze, sgraffito and glaze; and stacking and firing the kiln comprise important parts of this course. Relationship of material, processes and function, as a basis of design in ceramics for industrial production, is studied.

I.A. 339 GRAPHIC ARTS III (2 sem. hrs.) (Listed as I.A. 435 in unrevised senior year)

Continuing Graphic Arts I and II and emphasizing bookbinding and papermaking; linoleum block, woodcut and silkscreen printing; etchings and engravings, thorough study of photography, including darkroom work, this course also includes a study of the mimeographing and blueprinting process.

I.A. 431 METAL WORK III (3 sem. hrs.)

An introduction to the processes and procedures of machining, drilling, grinding, lathe work, spot welding, tapers, thread cutting, and foundry and forging with general principles of pattern making constitutes this course.

I.A. 432 METAL WORK IV (3 sem. hrs.)

Procedures and practices are given in art metal and jewelry making together with introduction to plastics. Students study relationships between construction and enrichment of artistic product, placing emphasis on design, etching, raising, tooling, engraving, and general finishing. Brazing and hard soldering are thoroughly considered.

I.A. 441 BASIC INDUSTRIAL ARTS (2 sem. hrs.)

Handwork in wood, metal, and plastics are dealt with here. Emphasis is placed on the basic use of hand tools in the production of practical projects which can be made in the classroom of the elementary student. Teaching procedures; sources of supply; and the practical method of ordering materials, tools, and supplies are correlated with the practical work.

MATHEMATICS

Mathematics is the universal language developed by man to describe and organize his ideas of number. This language, with its own complete set of signs and symbols, is woven through every strand of our growing culture. Indeed, the advance of civilization throughout the world has kept pace with progress in mathematical thinking.

Society delegates to the teacher the task of training the young to understand and use number. It follows that the elementary school curriculum must allow a substantial amount of time for mastery of that mathematics which is essential to good citizenship. For each child the road to the mastery of number should be the same high adventure it was for those who first created it.

He who plans to teach will require a background of mathematics beyond the minimal program for everyday living. How to use the tools of the common branches of mathematics is not enough. He must recognize what tools a mathematical situation requires and when to use each. He should be able to interpret the mathematics found in the articles of educational journals which he will read. Further, he should have time to develop an appreciation of the perfection and beauty of mathematics as an expression of the highest form of creative thinking of man. In short, if he is to teach well, the teacher must know far more mathematics than he is expected to teach.

MATH. 103 GENERAL MATHEMATICS (3 sem. hrs.)

History and organization of our number system; the function concept in arithmetic, algebra, and trigonometry; logarithms and the slide rule for simplifying elaborate arithmetical computations, as logical extensions of the laws of exponents; approximate computations, the significance of numbers, and scientific notation; and understanding the "why" of various topics in arithmetic are all component parts of this course.

MATH. 104 GENERAL MATHEMATICS: DESCRIPTIVE STATISTICS (2 sem. hrs.)

This is a course in the descriptive statistics of general education. There is a limited discussion of the concepts of sampling, graphs, measures of central tendency, variability, correlation, and the normal curve. Applications are drawn chiefly from education, psychology, business, and industry.

MATH. 213 PERSONAL FINANCE (2 sem. hrs.)

The growing complexity of the many financial decisions and judgments which each individual and his family must make during a lifetime makes this course valuable for teachers. The following topics illustrate the nature of the problems analyzed: income, budgeting and expenditure, charge accounts and installments, taxes, bank practices, saving accounts and investments in insurance, and bonds and stocks.

MATH. 312 MATHEMATICS IN THE ELEMENTARY SCHOOL (2 sem. hrs.)

The psychology and teaching of meaningful arithmetic involving the use of number in the solution of problems suitable for the elementary grades are presented. The following topics are emphasized: the readiness program, the roll of pupil discovery and demonstration, the use of objective materials in developing concepts, the rationalization of procedures, and optimum mathematical development at each level. Arithmetic in Grades I through IV is emphasized.

MATH. 322 MATHEMATICS IN THE KINDERGARTEN-PRIMARY GRADES (2 sem. hrs.)

The teaching of meaningful arithmetic in the lower elementary grades, covering concepts through auditory, visual, and manipulative aids; the examination and evaluation of children's textbooks; a review of important educational research, readiness and mathematical development at each grade level; the correlation between reading in arithmetic and reading in general; and the evaluation of the child's progress are considered here.

MATH. 411 PROBLEMS AND PRACTICES IN TEACHING ARITHMETIC (2 sem. hrs.)

The teaching of meaningful number involving qualitative and quantitative concrete teaching aids, the problem of grade placement, the building of experience and subject matter units of instruction, the selection of textbooks and workbooks, the development of problem solving ability, and the evaluation of learning are included here. The findings of research are stressed.

MATH. 412 STATISTICS AND EVALUATION IN THE ELEMENTARY SCHOOL (3 sem. hrs.)

This course entails the consideration of both quantitative and the qualitative data involved in the evaluation of the development of elementary school pupils including the kindergarten and the handicapped groups.

MUSIC

The course offerings in this department are designed to prepare classroom teachers of the kindergarten-primary and elementary grades to carry on a significant and interesting program of music activities with all children.

The sequential courses of the sophomore, junior, and senior years aim to build the basic knowledge and skills which make for personal musicianship; to give a background of experience in the music literature of the several epochs of music history; and to provide active participation with those materials and techniques which vitalize the teaching of music in the classroom.

Because of the important place of music in early childhood education, candidates wishing to major in the kindergarten-primary curriculum are expected to sing on pitch and to have a working knowledge of the piano keyboard.

The extra-curricular organizations sponsored by the department offer all students an opportunity for creative expression and personal growth through participation in a variety of choral and instrumental activities.

MUSIC 201-202 FUNDAMENTALS OF MUSIC (4 sem. hrs.)

Designed to give the student some degree of individual power and musicianship, this technical course provides for the study of music notation and theory through functional experiences in singing songs, playing, listening, and writing music.

MUSIC 311 MUSIC IN THE ELEMENTARY SCHOOL (3 sem. hrs.)

In this course, which is closely allied with classroom observations and junior practicum, the students study the music programs for younger children. There is direct participation in singing and rhythms; in playing and reading music with simple melody instruments; and in the use of the autoharp, rhythm instruments, and recordings. A repertoire of children's songs will be acquired during the course.

MUSIC 321 MUSIC IN THE KINDERGARTEN-PRIMARY GRADES (3 sem. hrs.)

Closely allied with classroom observations and junior practicum, this course considers the music program for young children. Special attention is given to music activities in kindergarten and first grade.

There is direct participation in singing and rhythms; in playing and reading music with simple melody instruments; and in using the autoharp, rhythm instruments, and recordings. Practice in use

of the piano for rhythmic and harmonic experience is included. A repertoire of children's songs will be acquired during the course.

SCIENCE

In the long struggle of man to maintain and improve his life in his universe, the work of science began only recently. As a method of understanding and controlling the environment in order to meet human needs, science has been revolutionary. Primarily it is a means of testing thought and predicting what the outcome of action will be. The growth of a great body of scientifically tested knowledge has built civilization as we know it and put man increasingly in control of the forces that govern his life. Educated persons, and particularly those who propose to teach, must have a substantial acquaintance with the method and the findings of science, upon which modern civilization is built.

The teacher, as a member of the intellectual leadership in his community, must have a generous cultural background of natural science. The teacher as a professional guide to children must, in addition, gain familiarity with the much larger scope of usable science content and activities that is appropriate to the intellectual and cultural growth of children at their own levels. In addition, the method of science is increasingly used in his own profession of education which is one of the youngest of the newly developed social sciences. A good scientific background lays the basis for a scientific attitude toward human behavior and education.

In the courses that follow for the freshman and sophomore years, the effort has been to economize the time of the student to the greatest extent compatible with providing an essential and sound background in the natural sciences.

In the junior year when the student begins an intensive and practical experience in the field, a course in elementary school science prepares the young teacher to recognize and use the many opportunities in the child's immediate environment for developing scientific method and knowledge at his level.

SCI. 101-102 INTRODUCTORY BIOLOGY (4 sem. hrs.)

The course introduces the student to the nature of living forms, their interdependencies, and their adjustments to the physical environment. The fundamentals of structure and function are dealt with in such primary processes as respiration, digestion, circulation, excretion, the nervous system, and reproduction. Heredity and im-

provement of living forms by selection, hybridization, and mutation are considered. Individual projects will be elected by the students.

SCI. 203-204 INTRODUCTORY CHEMISTRY (4 sem. hrs.)

Here, the beginning student is introduced to the structure of matter and the laws that govern its transformation. The course will involve the tools of chemistry; such as symbols, formulas, equations, computations, and types of chemical change; and it will note the most common classes of substance: solutions, acids, bases, and salts. The applications of chemistry in such areas as water, fuels, combustion, foods, medicine, sanitation, and the atmosphere will be studied. In these, the implications of chemistry for better living will be stressed.

SCI. 205-206 INTRODUCTORY PHYSICS (4 sem. hrs.)

Designed to furnish the beginning student with an understanding of the mechanical behaviors of matter and the several manifestations of energy; namely, heat, magnetism, electricity, sound, light, color, and mechanical energy, this course also includes a study of the applications of the laws and principles that govern the transformation and control of these forms of energy in their historical context with due consideration for their impact upon social living and social change.

SCI. 207-208 EARTH SCIENCE (4 sem. hrs.)

Three major and related aspects of earth study will comprise this course: (1) Earth's relationship to the cosmic universe; (2) the theories of Earth's origin and processes of its physical evolution; and (3) its weather and climatic phenomena—that is to say—a limited survey of astronomy, geology, and meteorology. Laboratory study will take the form of direct field activities.

SCI. 311 SCIENCE IN THE ELEMENTARY SCHOOL (2 sem. hrs.)

This course will start with such items as: the origin and growth of the elementary science movement; a survey of curricula and current practices in the schools; a review of children's literature in the field; and a study of the problems and techniques involved in adapting content to curriculum development and grade placement. The latter half of the course will be devoted to planning and demonstrating a series of instructional units that can be adapted to the various upper grade levels.

SCI. 312 GENERAL SCIENCE FOR TEACHERS (2 sem. hrs.)

In this course an organized view of the natural environment is revealed by the astronomical, geological, biological, physical, and

chemical sciences. A consideration of the problems involved in adapting this field to curriculum development is also included.

SCI. 321 SCIENCE IN THE KINDERGARTEN AND PRIMARY GRADES
(2 sem. hrs.)

Early stages of the course will involve: a study of the literature dealing with the child and his universe; a review of current practices in the lower grades; a survey of children's literature and curriculum growth in the field; and a study of the problems and techniques involved in preparing science curriculum materials with grade placement. Following this, the major emphasis will be devoted to planning and demonstrating a series of instructional units for the various lower grade levels.

SCI. 351 ANATOMY AND PHYSIOLOGY OF THE EAR AND SPEECH MECHANISM (2 sem. hrs.)

Anatomy, physiology, and pathology are included in this course for those people who plan to assist the speech defective or the hard of hearing in training programs.

SOCIAL SCIENCE

In the development of its program, the social science department draws upon the methods, the materials, and the contributions to human knowledge of the fields of anthropology, economics, geography, history, political science, and sociology. In the first two years these fields are integrated in a twelve-hour sequence in history.

Throughout all the course offerings, which are concerned both with general education and preparation for citizenship within the general context of teacher education, members of the department continually stress the importance of broad principles and ideas rather than the accumulation of information. It is of the utmost importance that young teachers appreciate to the fullest our American heritage and the shared values of our tradition. The offerings of the department are organized within a universal framework, with the courses global in concept, humanistic in content, and democratic in perspective.

SOC. SCI. 103-104 HISTORY OF CIVILIZATION (6 sem. hrs.)

A survey of the development of modern civilization from prehistoric times, with emphasis on institutions and concepts, constitutes this course.

SOC. SCI. 201-202 AMERICAN HISTORY (6 sem. hrs.)

An analysis of the growth of the basic institutions and ideas of the American people from the viewpoint of contemporary life and its problems, with the purpose of understanding and appreciating our American ideals, is given here.

SOC. SCI. 316 PRINCIPLES OF GEOGRAPHY (2 sem. hrs.)

This course includes an analysis of the geographical basis of human life, emphasizing the interacting relationships between the cultural and the natural environments, and acquainting the student with the basic working tools and methods of the field.

SOC. SCI. 341 CONTEMPORARY SOCIAL LIFE (2 sem. hrs.)

Designed to create in prospective teachers an awareness of the tensions in the community and their effects upon pupils and the school, this course gives the student guidance in dealing with social issues. It also helps the student to discover the constructive forces which may be used by teachers.

SOC. SCI. 411 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (2 sem. hrs.)

This course will develop the values and objectives of elementary school social studies and explore appropriate methods of curriculum organization and teaching.

SOC. SCI. 415-416 HUMAN RELATIONS VII AND VIII, AMERICAN INSTITUTIONS AND IDEALS (6 sem. hrs.)

An analysis of the growth of the basic institutions and ideas of the American people from the viewpoint of contemporary life, and its problems, with the purpose of understanding and appreciating our American ideals, this course is a vital offering of the social science department.

SOC. SCI. 421 SOCIAL STUDIES IN THE KINDERGARTEN-PRIMARY GRADES
(2 sem. hrs.)

Designed with an understanding of the nature, value, and purpose of the social studies area, this course provides opportunities for students who plan to teach from the kindergarten through grade three to investigate public school curricula and courses of study. They will develop units of work in the social studies and will experience direct instruction in the use and evaluation of textbooks, supplementary materials, testing devices, visual aids, exhibits, and field trips.

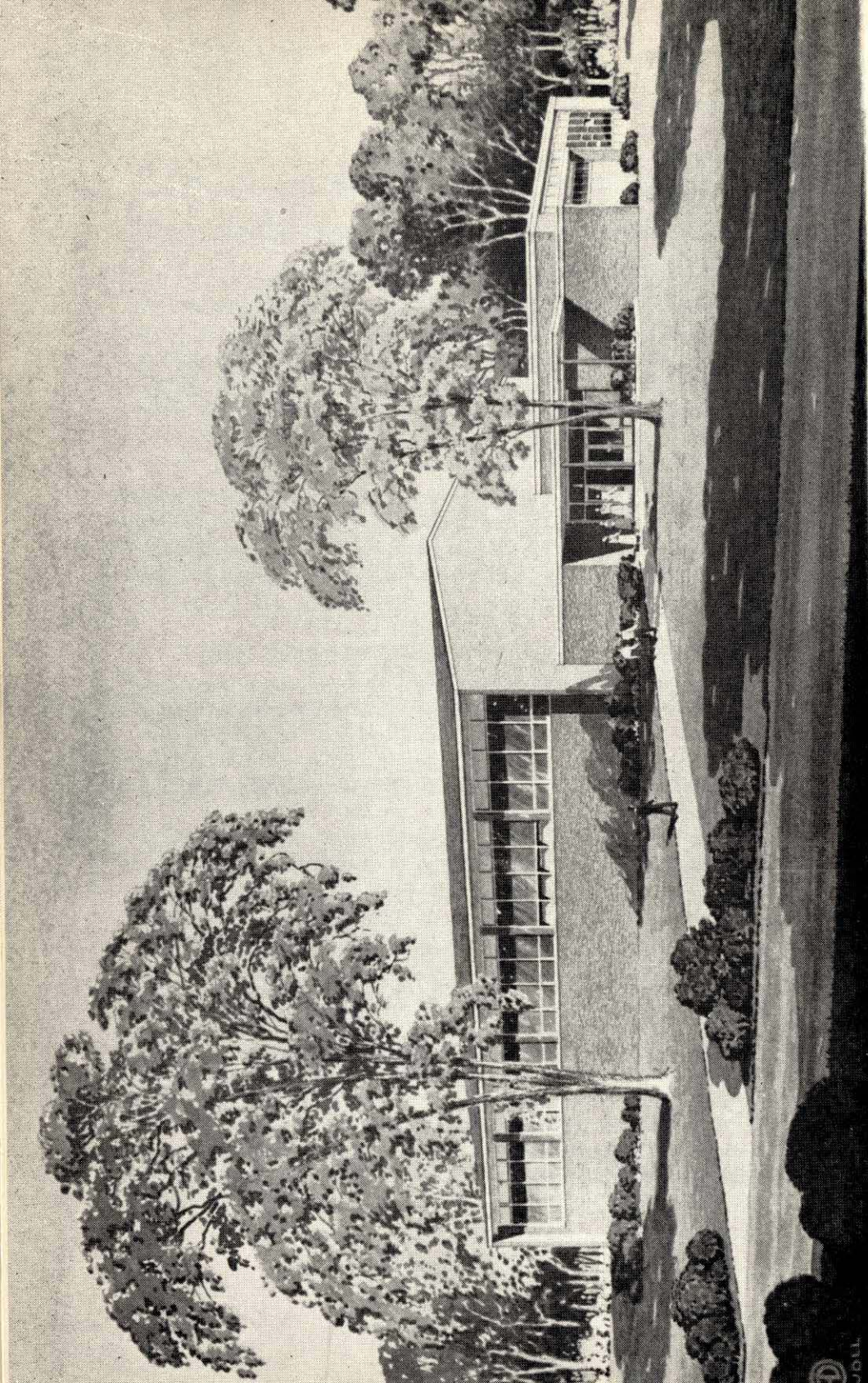
SECTION V

Part-Time, Extension, and Graduate Program, Part-Time, and Extension, Division

The Part-Time and Extension Division offers a program to meet the needs not only of teachers-in-service who wish credit toward a degree but to all who desire courses for their personal and professional growth. Courses are offered in the late afternoons, evenings, and Saturday mornings in the college building at Newark and off-campus in many communities in New Jersey. Such courses may be applied by graduates of two or three-year curricula toward the bachelor of science degree and by college graduates, on approval of their adviser, toward the master of science degree in elementary education. The undergraduate degree is offered in all majors regularly conducted in the college in residence. The graduate degree is offered in the field of elementary education. It is designed to prepare master teachers, administrators, and supervisors for the elementary schools of New Jersey. Fields of instruction include education, English, fine arts, health education, industrial arts, library service, mathematics, music, physical education, science, and social science.

In addition, courses are offered for those whose major interests lie in kindergarten-primary education, fine or industrial arts education, or in cultural fields not essentially related to the profession of teaching. These courses will meet the major interests of the following:

1. Elementary principals.
2. Elementary supervisors and administrators.
3. Elementary, kindergarten, and fine or industrial arts teachers.
4. Those who are completing the requirements for the degree of bachelor of science in education, in the general elementary, kindergarten-primary, and industrial arts or fine arts fields.



5. Graduate students enrolled in courses leading to the degree of master of science in elementary education.
6. Teachers of handicapped children.
7. Secondary teachers desiring certification in the elementary field.
8. Former teachers who in the present emergency wish to return to the profession of teaching.
9. Liberal arts college graduates who are seeking their state elementary school certification.
10. Others, not necessarily teachers, who are interested in cultural offerings.

Students who wish to secure the degree of bachelor of science in education through the Part-Time and Extension Division may matriculate by filling in the necessary matriculation form, which can be secured at the extension office, and by the payment of the matriculation service charge of \$1.00. When courses have been completed in other institutions prior to matriculation, official transcripts of such courses must be submitted at the time of matriculation.

Student teaching regulations for non-matriculated students may be obtained from the part-time and extension office.

Students wishing to matriculate in the graduate program should consult the office of the chairman of the graduate program in the college building.

Tuition charges are as follows for both undergraduate and graduate students:

Eleven dollars (\$11.00) per semester point for any resident of the State of New Jersey.

Thirteen dollars (\$13.00) per semester point for any non-resident of the State of New Jersey.

There is a registration and service charge of fifty cents (\$.50) per semester per point for each student.

Tuition and service charges are payable at the time of registration. Make checks or money orders payable to New Jersey State Teachers College at Newark.

A copy of *The Bulletin of the New Jersey State Teachers College at Newark: Part-Time and Extension Division*, which lists all the course offerings and additional pertinent material, is available each semester by writing to the director of the Part-Time and Extension Division.

STATE CERTIFICATES AND DEGREES

All professional curricula at New Jersey State Teachers College at Newark lead to the degree of bachelor of science in education. The degree is issued under the authority of the State Board of Education and is prerequisite to the granting of certificates to teach in the state.

The master of science degree in education is awarded upon the completion of the graduate curriculum in elementary education. At least half of the master's work must be completed in residence, which can be established by full attendance at summer sessions.

Limited teachers college certificates, appropriate to each of the curricula listed above, are granted by the state upon graduation from the college. Each certificate entitles the holder to teach in any of the grades and subjects covered by the curriculum in which he has been prepared.

All limited certificates as at present issued are valid for five years. After three years of successful teaching experience, a teacher may receive his permanent certification upon recommendation of the president of the college.

SUMMER SEASON

The summer session extends over a period of seven weeks. Students in the summer session may apply credits so earned toward the appropriate certificates or degrees. These summer courses are open to undergraduate or graduate students; elementary and secondary school teachers; kindergarten-primary teachers; fine arts teachers, industrial arts teachers; principals and supervisors in elementary education or in special fields; and to others interested in cultural and personal growth. Graduates of any accredited state teacher-training institution desiring further certificate credits or candidacy for the bachelor of science or master of science degree are eligible to enroll. Those who have received their basic preparation in accredited teacher-training institutions in states other than New Jersey may also matriculate for credit toward advanced certificates or degrees.

For further information concerning the summer session, communicate with the director of the Part-Time and Extension Division, New Jersey State Teachers College at Newark, 187 Broadway, Newark 4, New Jersey.

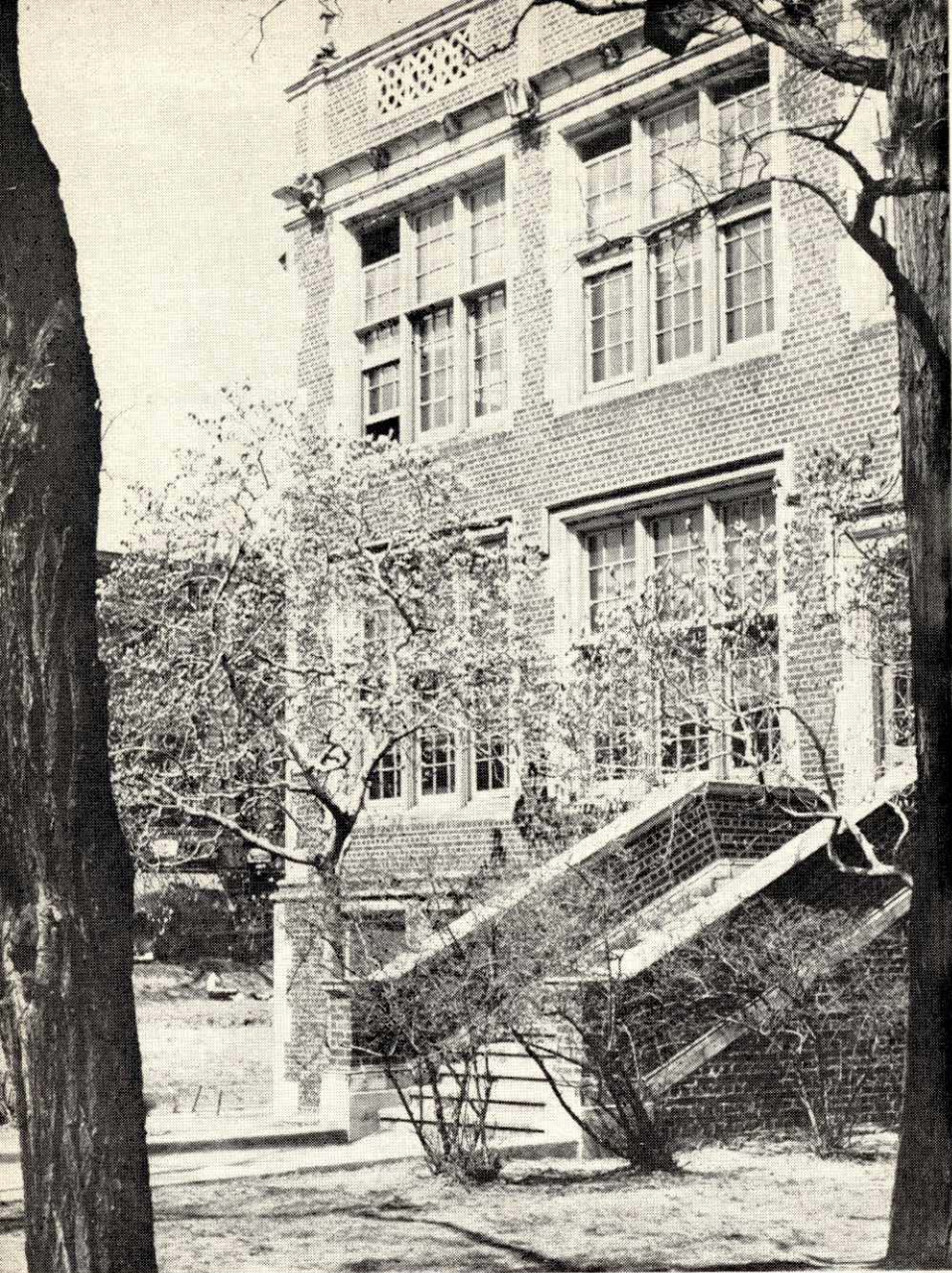
THE ALUMNI ASSOCIATION

The alumni association is an organization of former students from both the Resident and Part-Time and Extension Division of the college. The resident students contribute each semester toward a five-year paid-up membership which begins at graduation. The purpose of the alumni association is to identify its members with the social and professional interests of the college.

During the college year, the alumni association sponsors a tea at the New Jersey Education Association Convention at Atlantic City in November; holds an annual Alumni Home-Coming at the college in February; and organizes official five year class reunions at a picnic late in May.

The alumni association serves the former students through the alumni office located at the college. To this office should be sent any names, pictures, information of interest, or notices of change of address.

The Newark Stater, the official alumni bulletin, is published quarterly by the association and is mailed to all paid up members. The association also has a full time, permanent alumni secretary in residence at the college.



MAGNOLIAS—SOUTHERN ENTRANCE OF THE OLD BUILDING

SECTION VI

College Personnel

OFFICERS OF ADMINISTRATION

State Board of Education

- Mr. George O. Smalley, President
 Mrs. Edward L. Katzenbach, Vice-President
- Mr. Arthur E. Armitage
 Mrs. Margaret T. Armstrong
 Mr. Lewis F. Gayner
 Mr. Phillip R. Gebhardt
- Dr. John S. Gray
 Dr. James W. Parker, Sr.
 Mrs. Herbert Reim
 Mrs. Frederic H. Sanford
- Mr. Henry A. Williams

Commissioner of Education

Frederick M. Raubinger, Ph.D.

Assistant Commissioner of Education

Earl E. Mosier, Ph.D.

President, New Jersey State Teachers College at Newark

Eugene G. Wilkins, Ph.D.

Dean of Instruction and Director of Part-Time and Extension Division

Alton D. O'Brien, Ed.D.

ADMINISTRATIVE STAFF

- Mary M. Bartlett Chairman of Department of English
 Guy V. Bruce Head of Department of Science
 Lillian A. Calcia Chairman of Department of Fine Arts
 Joseph A. D'Angola Dean of Men and Head of Department of Health
 and Physical Education
 John W. Dickey Chairman of Department of Mathematics
 Carl E. Frankson Chairman of Department of Industrial Arts
 George W. Gens Chairman of Curriculum for the Education of
 Teachers of Handicapped Children
 Gifford G. Hale Chairman of Department of Education, Director of
 Student Teaching and Placement
 Elizabeth A. Higgins Executive Secretary, Department of Student
 Teaching and Placement
 John C. Hutchinson Chairman of Department of Social Science
 John S. Korley Business Manager
 Vera F. Minkin Registrar
 Marion L. Parsons Assistant Registrar and Alumni Secretary
 Laura E. Rogers Chairman of Department of Music
 Edna De Bolt Salt Chairman of Kindergarten-Primary Curriculum
 Harriet E. Whiteman Director of Student Personnel

MEDICAL STAFF

- Sylvia Becker, M.D. Physician
 Bruce B. Robinson, M.D. Consultant Psychiatrist

LIBRARY STAFF

- Joseph W. Rendell Head Librarian
 Minnie Lipson Assistant Librarian
 Annette R. Riker Assistant Librarian

INSTRUCTIONAL STAFF

- Eugene G. Wilkins President
 B.A., North Texas State Teachers College, Denton, Texas
 M.A., and Ph.D., Columbia University
- Mary M. Bartlett Associate Professor of English
 Chairman of the Department of English
 B.A., Barat College, Lake Forest, Illinois
 M.A., Columbia University
- Sylvia Becker College Physician
 B.A., Smith College, Northampton, Massachusetts
 M.D., New York University
- Vera H. Brooks Associate Professor of Health Education
 Diploma, Provincial Normal School, New Brunswick, Canada
 R.N., Lowell General Hospital, Lowell, Massachusetts
 B.S. Massachusetts Institute of Technology
 M.A., New York University
- Guy V. Bruce Professor of Science
 Head of the Department of Science
 B.S., State Teachers College, Albany, New York
 M.A., New York University
- Annie L. Butler Assistant Professor of Education
 B.S., Alabama College, Montevallo, Alabama
 M.A., State University of Iowa, Iowa City, Iowa
- Lillian A. Calcia Professor of Fine Arts
 Chairman of the Department of Fine Arts
 B.S., and M.A., Columbia University
 Ed. D., New York University
- Chester E. Colson Instructor in Fine Arts
 B.S., Massachusetts School of Art, Boston, Massachusetts
 M.A., Teachers College, Columbia University
- Anita B. D'Angola Instructor in Physical Education
 B.S., State Teachers College, Newark, New Jersey
 Savage School of Physical Education, New York City
 Chalif's Normal School of Dancing, New York City
- Joseph A. D'Angola Assistant Professor of Physical Education
 Head of the Department of Health and Physical Education
 and Dean of Men
 Diploma, Chautauqua, New York, Normal School of Physical Education
- John W. Dickey Associate Professor of Mathematics and Education
 Chairman of the Department of Mathematics
 B.S., Gettysburg College, Gettysburg, Pennsylvania
 M.A., Columbia University

- George H. Ditlow Assistant Professor of Industrial Arts
 B.S., State Teachers College, Millersville, Pennsylvania
 M. Ed., University of Maryland
- Matthew Dolkey Assistant Professor of English
 B.A., Wayne University, Detroit, Michigan
 M.A., Columbia University
- James E. Downes Associate Professor of Social Science
 B.A., Franklin and Marshall College, Lancaster, Pennsylvania
 M.A., New York University
- Arthur W. Earl Associate Professor of Industrial Arts
 B.S., State Teachers College, Newark, New Jersey
 M.A., State Teachers College, Montclair, New Jersey
 Ed. D., Teachers College, Columbia University
- Catherine T. Eisenhardt Instructor in English and Education
 B.A., New York University
- Rychard Fink Assistant Professor of Education
 B.S., and M.A., New York University
- Carl E. Frankson Professor of Industrial Arts
 Chairman of the Industrial Arts Department
 B.A., State Teachers College, Mankato, Minnesota
 M.A., Colorado State College, Fort Collins, Colorado
 Ph.D., Ohio State University, Columbus, Ohio
- Lois Meredith French Professor of Education
 B.A., Grinnell College, Grinnell, Iowa
 Bryn Mawr College, Bryn Mawr, Pennsylvania
 New York School of Social Work
 M.S., State Teachers College, Newark, New Jersey
- George W. Gens Professor of Education
 Chairman of the Curriculum for the Education of Teachers of
 Handicapped Children
 B.A., M.A., and Ph.D., University of Michigan, Ann Arbor, Michigan
- John O. Gerrish Assistant Professor of Education
 Four-year Diploma, Crane Normal School, Potsdam, New York
 M. Mus., Syracuse University
- Gifford G. Hale Professor of Education
 Chairman of the Department of Education and Director of Student
 Teaching and Placement
 B.S., State Teachers College, Westchester, Pennsylvania
 M.S., University of Pennsylvania
 Ed.D., Columbia University
- Elizabeth A. Higgins Assistant Instructor in Education
 Executive Secretary, Department of Student Teaching and Placement
 B.A., Marywood College, Scranton, Pennsylvania
- James B. Howe Instructor in Fine Arts
 B.S. and M.A., New York University
- John C. Hutchinson Professor of Education
 Chairman of the Department of Social Science
 B.S., Rutgers University
 M.A. and Ph.D., New York University
- LeRoy Johnson Instructor in Mathematics
 B.S., Mississippi State College, State College, Mississippi
 M.A., Florida Southern College, Lakeland, Florida
 Ph.D., New York University

- Ruth E. Kane Assistant Professor of English and Director of Publicity
B.S., State Teachers College, Trenton, New Jersey
M.A., New York University (English)
M.A., State Teachers College, Montclair, New Jersey (Administration and Supervision)
- Herman I. Lepp Associate Professor of Science
B.S., State Teachers College, Trenton, New Jersey
M.A., Columbia University
- Charlotte R. Lockwood Assistant Professor of Fine Arts
B.A., William and Mary College, Williamsburg, Virginia
B.S., State Teachers College, Newark, New Jersey
M.A., Columbia University
- Irving F. Luscombe Assistant Professor of Social Science
B.A., Tufts College, Medford, Massachusetts
M.A., Harvard University
- Genevieve Markholm Assistant Professor of Fine Arts
B.S., State Teachers College, St. Cloud, Minnesota
M.A., Teachers College, Columbia University
- William B. McKenzie Instructor in Education
B.A., M.A. and Ed. D., University of Denver, Denver, Colorado
- George M. McMeen Associate Professor of Mathematics
B.A., Western Washington College of Education, Bellingham
M.Ed., University of Washington, Seattle
Ed.D., Columbia University
- William C. McNeice Instructor in Industrial Arts
B.S., New Jersey State Teachers College, Trenton, New Jersey
M.Ed., Rutgers University
- Vera F. Minkin Instructor in Social Science
Registrar
B.A., New York University
M.A., Columbia University
- Alton D. O'Brien Professor of Education
Dean of Instruction and Director of College Extension Division
B.A., Columbia College
M.A., Columbia University
Ed.D., New York University
- Mary Parr Instructor in English and Library Science
B.A., Wooster College, Wooster, Ohio
M.L.S., Western Reserve University, Cleveland, Ohio
- Marion L. Parsons Instructor in Education
Assistant Registrar and Alumni Secretary
B.A., Wells College, Aurora, New York
B.S., Pratt Institute, Brooklyn, New York
M.A., New York University
- Jack E. Platt Instructor in Music
B.S. and M.Ed., Pennsylvania State University
- Donald R. Raichle Assistant Professor of Social Science
B.B.A., City College of New York
M.A., Columbia University
- Joseph W. Rendell Associate Professor of English and Head Librarian
B.S. and B.L.S., State Teachers College, Trenton, New Jersey
M.A., Columbia University

- Evan C. Richardson Associate Professor of Science
B.S., University of Massachusetts, Amherst
M.Ed., Boston University
- Dorothy D. Riggs Assistant Professor in Education
Diploma, State Teachers College, Indianapolis, Indiana
B.S. and M.A., Columbia University
- Annette R. Riker Assistant Librarian
B.A., University of Minnesota, Minneapolis, Minnesota
Columbia University Library School
- Laura E. Rogers Assistant Professor of Music
Chairman of the Department of Music
Diploma, State Normal School, Newark, New Jersey
B.S. and M.A., New York University
- Edna De Bolt Salt Instructor in Education
Chairman of the Kindergarten-Primary Curriculum
B.S. and M.A., Ohio State University
- David G. Scanlon Associate Professor of Education
B.S. State Teachers College, Fitchburg, Massachusetts
M.A. and Ed.D., Columbia University
- George H. Stager Instructor in Geography
B.A. and MA., State Teachers College, Montclair, New Jersey
- Douglas W. Tatton Assistant Professor in Fine Arts
B.S., State Teachers College, Newark, New Jersey
M.A., Columbia University
- Edwin N. Thomason Instructor in English
B.A., Wofford College, Spartanburg, South Carolina
M.A. and Ed.D., Columbia University
- Lenore H. Vaughn-Eames Professor of English
Chairman of the Graduate Program
Diploma, State Normal School, Newark, New Jersey
B.S., M.A. and Ed. D., New York University
- Harriet E. Whiteman Professor of Education
Director of Student Personnel
B.S., Simons College, Boston, Massachusetts
M.A., Columbia University
Ed.D., New York University
- Willard E. Zweidinger Associate Professor of Physical Education
B.S., Springfield College, Springfield, Massachusetts
M.A., Columbia University

CAFETERIA STAFF

- Margaret Anderson Senior Food Service Worker
Emma Apfelbaum Food Service Worker
Helen Campbell Cook
Florence Ciccotti Food Service Worker
Rosella Workman Food Service Worker
Helene C. Smith Dietitian

CUSTODIAL STAFF

- Alfred Bentley Carpenter
Armond Brillante Superintendent of Building Maintenance
William Daly Senior Building Maintenance Man

Willis Davis	Senior Building Maintenance Man
Peter Fuerderer	Senior Building Maintenance Man
Teresa Hughes	Matron
John Whitaker	Senior Building Maintenance Man

SECRETARIAL STAFF

Peridian C. Adkins	Senior Clerk Stenographer
Patricia Coffenberg	Senior Clerk Stenographer
Lois A. Handschuh	Senior Clerk Stenographer
Betty C. Hums	Senior Clerk Stenographer
Alice S. Kenul	Clerk Stenographer
Nada G. Mason	Senior Clerk Stenographer
Mary L. Russo	Clerk Stenographer
Mary Salvadori (Library)	Clerk Stenographer
Lucretia L. Sneed	Principal Clerk Stenographer
Kathryn Strobe	Senior Clerk Bookkeeper
Zelma W. Tillman	Senior Clerk Stenographer
Margaret M. Toohey	Principal Clerk
Anna P. Wendel	Senior Clerk Stenographer

CALENDAR FOR 1955-1956

1955

September 12-13-14	Registration and beginning of classes
October 12	Columbus Day — no classes
October 24	Annual Faculty Institute — no classes
November 11	Armistice Day — no classes
November 23	Thanksgiving recess begins at 3:30 p.m.
November 28	Thanksgiving recess ends at 8:30 a.m.
December 16	Christmas vacation begins at 3:30 p.m.

1956

January 2	Christmas vacation ends at 8:30 a.m.
January 27	First semester ends at 3:30 p.m.
January 30-31	Registration and beginning of second semester
February 13	Holiday — no classes
February 22	Washington's Birthday — no classes
March 5	College entrance examinations
March 29	Spring recess begins at 3:30 p.m.
April 9	Spring recess ends at 8:30 a.m.
May 30	Memorial Day — no classes
June 4-7	Final examinations
June 8-12	Commencement activities

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