

The
Commonwealth of Massachusetts



Edwin L. Francis

State Teachers College
at
Salem

College Catalogue

1959-1960

Salem, Massachusetts

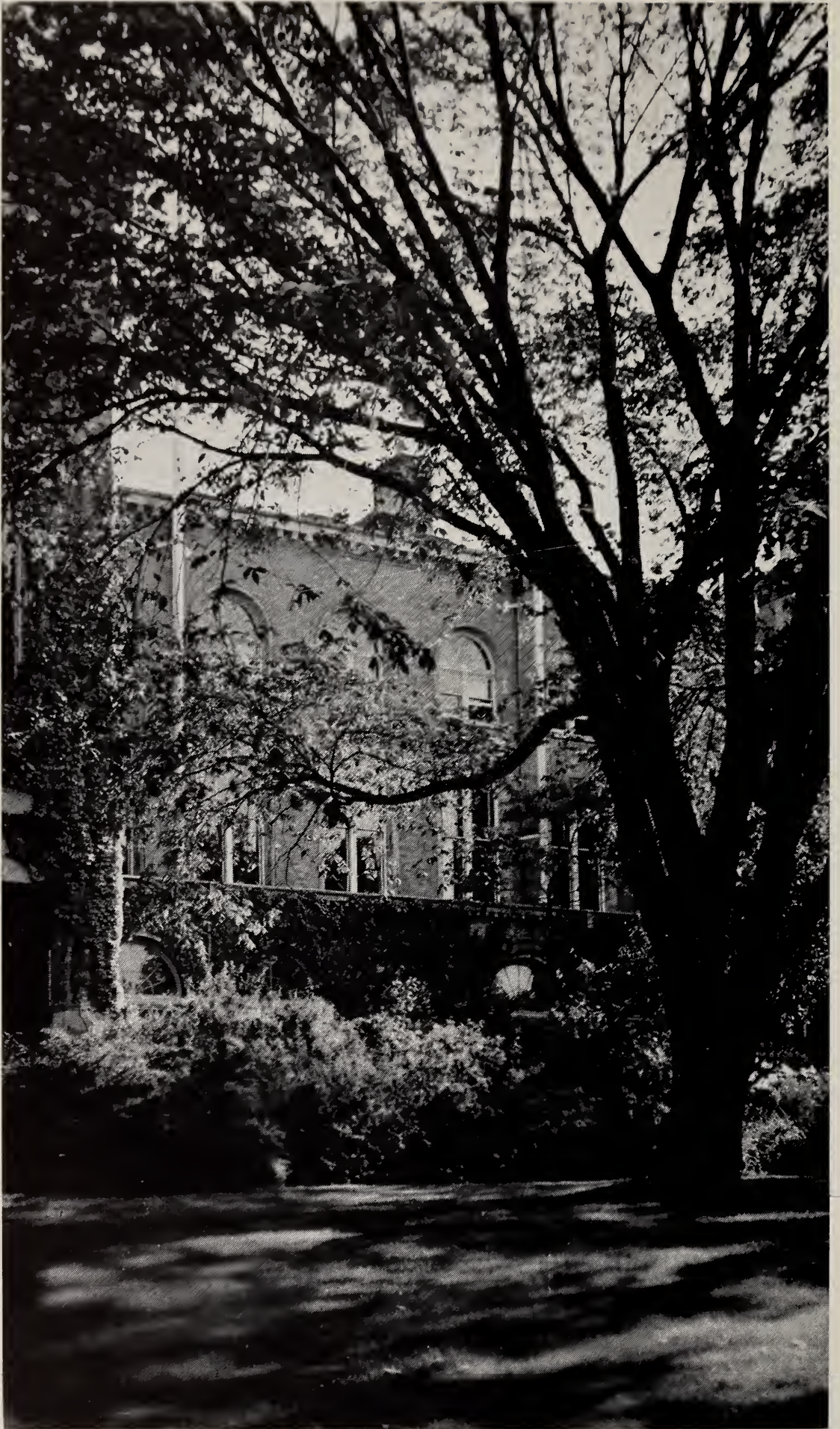
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**THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION**

**STATE TEACHERS COLLEGE
at
SALEM**

Founded in 1854



Accredited by:

National Council for Accreditation of Teacher Education

Member of:

American Association of Colleges for Teacher Education

American Association of University Women

Eastern States Association of Professional Schools for Teachers

Massachusetts Council on Teacher Education

New England Association of Colleges and Secondary Schools

New England Teacher-Preparation Association

THE COMMONWEALTH OF MASSACHUSETTS

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Tauno O. Tamminen, B.S.Ed., M.Ed.	Director of Admissions
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Adele L. Younis, B.Ed., M.A.	Business Education
	Science
	Business English
	English

TRAINING SCHOOL FACULTY

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Doris A. Cambridge, B.S.Ed.	Supervisor, Grade Four
Mary V. Hourihan, B.S.Ed., M.Ed.	Supervisor, Grade Five
Minerva M. Hudgins, B.S.Ed., M.Ed.	. . . . .	Supervisor, Grade Six
Miriam E. Linskey, B.S., M.Ed.	. . . . .	Supervisor, Combination Grade Four and Five
Agnes E. McCourt, B.S.Ed., M.Ed.	. . . . .	Supervisor, Grade One
Viola I. Munyan, B.S.Ed., M.S.	. . . . .	Home Economics
William A. Rich, B.S.Ed., M.A.	. . . . .	Supervisor, Grade Eight
Esther L. Small, State Normal School, Salem	. . . . .	Supervisor, Grade Seven
Ruth L. Southwick, B.S.Ed., M.Ed.	. . . . .	Supervisor, Grade Three
Dorothy B. Stanley, B.S.Ed., M.Ed.	. . . . .	Supervisor, Grade Two
Tauno O. Tamminen, B.S.Ed., M.Ed.	. . . . .	Science, Manual Arts

HISTORY

In 1854 the Board of Education selected Richard Edwards to initiate a school in Salem for the preparation of teachers. Dr. Edwards gave three years of excellent leadership here before going back to his native Midwest to head the Illinois State Normal University. Dr. Edwards came from Bridgewater Normal School where he had worked with Horace Mann who was then in his most active days of beginning teacher education in America. To succeed Dr. Edwards in 1857 came Alpheus Crosby, a professor of Greek at Dartmouth. Dr. Crosby planted deeply in the tradition of Salem the importance of scholarship, and he is particularly remembered for his courage and strength of conviction during the Civil War. In 1865 he retired from the work of preparing teachers to become the editor of a newspaper, **The Right of Way**.

Dr. Daniel B. Hagar came to Salem in 1865 and served for thirty-one years. Under Dr. Hagar came the development of many methods, practice teaching for the Normal School student, and the use of the facilities of the Essex Institute and Peabody Academy of Science in the teacher-training program. As editor of **The Massachusetts Teacher** he placed Salem in a position of leadership in the profession and his personal influence still lives in the hearts of his pupils, now retired teachers among the Salem alumni. Dr. Walter Beckwith succeeded Dr. Hagar, coming in 1896 and serving until 1906. It was during his administration that the Normal School was moved from Broad Street to its present site. Dr. Beckwith kept pace with advances in teacher training.

In 1906 Dr. J. Asbury Pitman began his career of service to the cause of teacher education at Salem. The length of his service was thirty-one years, equalling Dr. Hagar in tenure of office. Many significant advances took place under his direct and forceful leadership, among them the change from a Normal School to a Teachers College, the establishment of the department of Business Education, the inauguration of the Junior High School Department, and the employment of a Training School principal.

Dr. Edward A. Sullivan came to the College in 1937. Under Dr. Sullivan came expansion and accreditation by national and regional associations. His warm personality and wisdom contributed immeasurably to the state of growth in which the college began its second century.

The seventh president is Dr. Frederick A. Meier who began his administration in April of 1954, coming to Salem from Bridgewater Teachers College where he was a professor of science and dean of men.

During 1954-56 through the efforts of the Department of Education and the Massachusetts Legislature, positive steps were taken to meet the demand for teachers and the needs of the resulting increased enrollment at Salem Teachers College. A new library, auditorium, gymnasium and administration building have been completed and are ready for the fall semester.

The Emmerton Estate, to be used as a research center, has recently been added to the college. Money for plans has been appropriated for a new Business Education and Arts and Science Building to be built on 3½ acres of land recently acquired on Lafayette Street. We look forward to the operation of these two new buildings in the near future.

Salem conducts a part-time graduate program leading to the Master of Education degree. The curriculum has been revised and strengthened and the faculty has been increased. Salem will continue to lead in seeking out young people who have the ability and the desire to teach in elementary and junior high schools, and business education in high schools.

THE SALEM PURPOSE

Subscribed to by the President and
Faculty of the State Teachers College at Salem

Education is the organized development of all the powers of a human being — spiritual, intellectual, emotional, social, and physical. This development should be brought about by providing experiences which foster such knowledges, appreciations, and habits as will yield a character equal to the demands of existence in a democratic society.

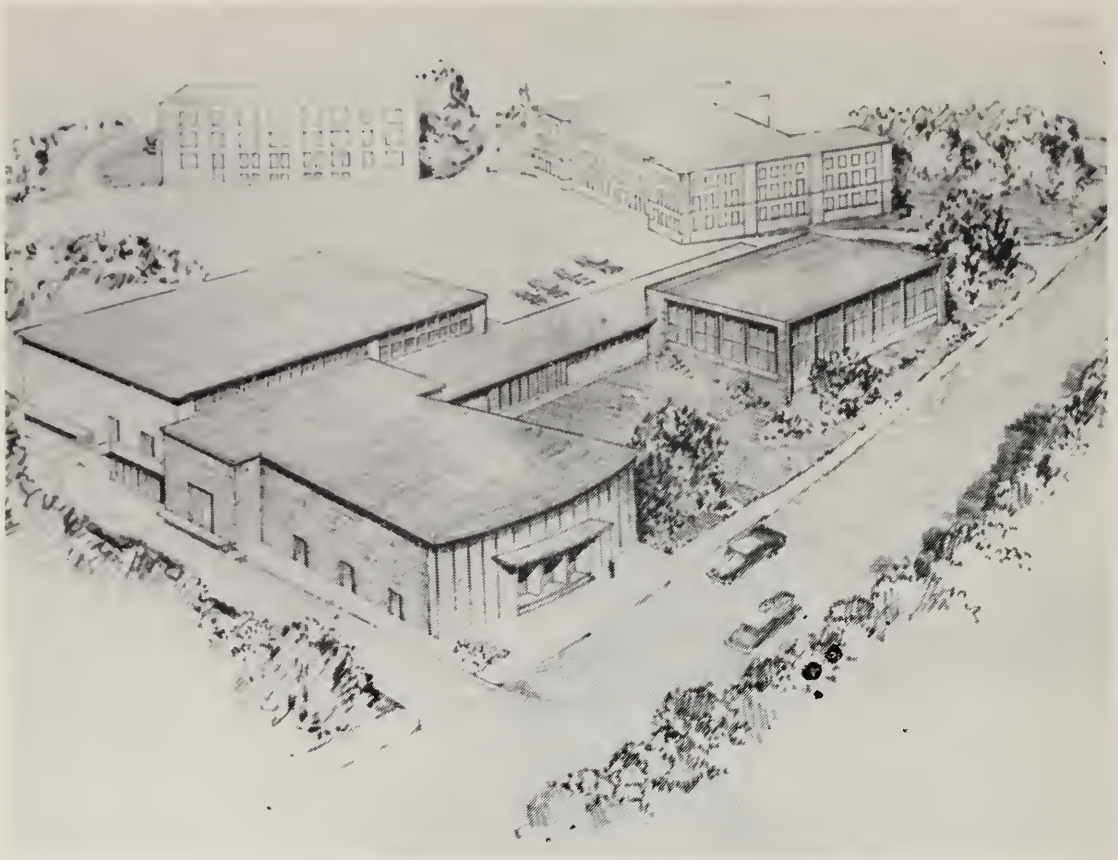
Presupposing competent administration, the quality of a school depends essentially upon the quality of its faculty. Curricula, methods, and procedures are important, but these ultimately reflect the preparation, character, and personality of the classroom staff. Therefore, school authorities should strive by all possible means to secure as teachers, men and women who are both broadly trained and adequately equipped in their fields, who possess the intellectual and moral prerequisites for their positions, who have a sympathetic understanding of and respect for young people, and who are sincerely devoted to the best interests of their own students. Such teachers always produce good schools. Good schools are axiomatically an invaluable instrument in civilized living.

The State Teachers College at Salem, Massachusetts, is a tax-supported institution, accredited in the field of teacher preparation, and offering cultural and professional training of high quality. Our primary duty is to furnish teachers for service in the Commonwealth. We make every effort to discover, conserve, and develop the potentially superior student and to bring to fruition his abilities for constructive accomplishment in public education. These ends are achieved through classroom instruction, individual and group guidance, and such extracurricular activities as the cooperative association, dramatics, forensics, journalism, club work, and other social and leisure-time projects. The college is selective in that only the worthy may be graduated.

The pure essence that is to be added to our educational system is that which has for its major purpose neither the filling of categories with quantitative knowledge nor the communication of vocational skills but the awakening and developing of both science and humanities in a harmonious growth of all the higher faculties of man — the faculties of memory, imagination, intellect, will and, above all, the capacity for self education.

Since we function under the auspices of the State, our institution has an unusual opportunity to disseminate the advantages of higher learning. It recognizes no parochial limitations, but seeks rather to extend its area of service as widely as possible. It encourages participation by faculty and students in programs of educational and social betterment sponsored by other progress-minded groups. It provides in-service and reorientation training through the medium of extension courses, because it recognizes a responsibility to teachers who feel the need of further supervised study or who realize that refresher work is imperative if they are to interpret modern life intelligently and exercise a salutary influence on the thinking and ideals of American youth.

SALEM TEACHERS COLLEGE



STUDENT ACTIVITIES

General Statement — A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. There are so many clubs and groups that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experience valuable when he assumes responsibility as a teacher in the activities program of his school.

- Arts and Crafts Club
- Association for Childhood Education
- Book Club
- Business Education Council
- Camera and Audio-Visual Council
- Circle K
- College Bookstore
- Cooperative Council
- Eastern Business Teachers Association
- Footlighters
- Glee Club
- International Relations Club
- Kappa Delta Phi
- Men's Athletic Association
- Pi Omega Pi

Publications:

The Log
The Clipper
The Compass

Religious Clubs:

Godoles
Newman Club
Orthodox Club
Salem Christian Association

Salem Teachers College Aides

Science Club

Student N.E.A.

Tri Mu

Weather Club

Women's Athletic Association

Scholarships

Through the generosity of graduates and friends of the college, several scholarships have been established. These are awarded to students on a basis of need. Applications should be made to the president after the opening of the college year. Scholarships are available from the following funds:

Susan Marvin Barker Scholarship Fund
Dr. Walter Parker Beckwith Scholarship Fund
The Ella Franklin Carr Memorial Fund
Alpheus Crosby Memorial Fund
Richard Edwards Memorial Association Scholarship Fund
Daniel Barnard Hagar Memorial Fund
Louise O. Twombly Scholarship Fund
Essex County Teachers Association Scholarship Fund
Samuel and Bessie Alpers Scholarship Fund

MASSACHUSETTS HIGHER EDUCATION ASSISTANCE CORPORATION

Any student who is enrolled in the State Teachers Colleges, pursuing a program of higher education, and who has satisfactorily completed the requirements of the first academic year is eligible for a HELP program loan. These HELP loans are limited to \$500 in any academic year.

Any eligible student who wishes to apply for a HELP loan may do so by making application at the commercial bank of his choice in Massachusetts.



REQUIREMENTS FOR ADMISSION EFFECTIVE

SEPTEMBER 1, 1959

The following new admission policy shall become effective for all students to be admitted to the Massachusetts State Teachers Colleges or the Massachusetts School of Art on or after September 1, 1959:

I. General Qualifications

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defects which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate. The recommenda-

tion of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

II. Submission of "Application for Admission" and "High School Record"

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the college of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Applicants may file an application and may be admitted provisionally under Plan I below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

Plan I candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not granted provisional admission under Plan I may submit applications on or after October 1 of the senior year, but must await results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examination.

IV. Methods of Admission.

A. Plan I. Admission by Academic Evaluation.

The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by academic evaluation is granted to candidates as follows: On the basis of A=4, B=3, C=2, D=1, candidates who

have an average of not less than 3.0 in the highest 16 units of high school work will be admitted without examination.

1. Prescribed — These 16 units must include the following 8 units:

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry	1 unit

2. Distribution of units for Applicants Admitted by Evaluation.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following.

English, 4 units; social studies, 4 units; science, 4 units; foreign languages, 5 units (no credit accepted for less than 2 units of any one language); mathematics, 4 units; business subjects, 2 units**; fine and industrial arts, 2 units**; home economics, 2 units**; and physical education, 1 unit***.

B. Plan II. Admission by Examination.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under General Qualifications stated under I., may be admitted to the Teachers Colleges on the successful completion of aptitude and/or other tests prescribed by the Department of Education, provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History and Government	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

Candidates may take examinations not more than twice for any academic year.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the

*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State Teachers College at Salem.

**In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts programs at Boston and Fitchburg, all programs in the Massachusetts School of Art, and the Music program at Lowell.

***One unit granted for the Physical Education major program at Bridgewater only.

number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

A. Plan I candidates:

The position of the candidate will be determined according to the numerical evaluation as described under IVA.

B. Plan II candidates:

The position of the candidate will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A	=	4
B	=	3
C	=	2
D	=	1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

VI. Examinations.

Students entering under Plan II will be required to take the College Entrance Examination Board Scholastic Aptitude Tests. These tests are given at convenient locations throughout the State and at the State Teachers College at Boston, Bridgewater, Salem, Westfield and Worcester. Information about other test centers should be obtained from college admissions officers, high school guidance counsellors or from the Educational Testing Service, Princeton, New Jersey.

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A = 4 to 5, B = 3 to 3.9, C = 2 to 2.9, D = 1 to 1.9, E = 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

Students with an average of less than 1.5 at the end of any semester may be dropped from the college. They may be permitted to re-enter with permission of the Director of State Teachers Colleges on the recommendation of the President, for such reasons as illness, home difficulties and similar circumstances.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year, and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course passed at
(name) (college)
with a grade of"

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts.

1. \$200.00 a year payable in two installments at the beginning of each semester.
2. \$7.00 a semester hour—Courses for part-time day students.
3. \$13.00 a semester hour—Extension and Summer Courses.
4. \$11.00 a semester hour—Auditor in Extension and Summer Courses.

II. Fees for Non-Residents of Massachusetts.

1. \$600.00 a year payable in two installments at the beginning of each semester.
2. \$22.00 a semester hour—Extension and Summer Courses.
3. \$21.00 a semester hour—Courses for part-time day students.
4. \$11.00 a semester hour—Auditor in Extension and Summer Courses.

III. Registration Fee.

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee.

IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$75.00 a year.

V. Other Expenses.

1. Club dues—\$1.
2. Girl's gym outfit—\$22. (approximate figure)
3. Men's gym outfit—\$8. (approximate figure)
4. Class dues and social functions—\$10.
5. Cost of travel depends upon location and mode of travel.
6. Board and room for non-commuting students \$18.00 a week.
7. Cooperative dues—\$15.

Each student has a chance to participate in some cooperative school service, for every student automatically becomes a member of the Cooperative Association when he pays his cooperative dues of \$15.00. The cooperative dues are traditionally paid by every student in the college and should be paid on the day when the first

semester fee is due. The money collected is used to promote activities which will be of benefit to the college at large.

As a member of the Cooperative Association each student has an opportunity to be a member of the Cooperative Council, to serve on various committees, to write for **The Log**, and to represent his college at various conventions.

All payments must be made in advance, without the presentation of bills.

These regulations and charges are subject to change by the Board of Education.

COLLEGE PROGRAM OF INSTRUCTION

The instructional program of the college is conducted by thirteen departments: Art, Business Education, Earth Science, Education, English, French, Handwriting, Health and Physical Education, Mathematics, Music, Science, Social Science, and Speech.

While there is no foreign language requirement for graduation from the Teachers College, students are encouraged to elect French as a means of broadening their cultural interests.

Elementary Education

No field of teaching demands better professional preparation or more actual practice than the elementary school. The program requires the student to earn 128 semester hours of general education, professional education, and practice teaching. The student teaching in the junior year is carried out in the college-operated Horace Mann Training School. Here the student carries on a complete teaching program under expert supervision.

Junior High School Education

The Junior High program presents three areas of major and minor concentration — one in English and History, another in Social Science and Geography, and a third in General Science and Mathematics. In each case the student receives thirty semester hours in the major field of study and not less than eighteen semester hours in the minor field. This concentration is in addition to the required liberal and professional aspects of the program. The professional education courses make up about thirty semester hours of the total 128 required for graduation.

A brief summary of the semester hours offerings for an area of concentration in general science and mathematics is as follows:

Freshman	Biology 6, Mathematics 6
Sophomore	Climatology and Meteorology 6, Mathematics 6
Junior	Chemistry 6, Trigonometry and Analytic Geometry 4
Senior	Physics 6, Calculus 4, Genetics 3

Thus, by combining the internship at the laboratory school with a program of study at the college, the student is able to receive thirty semester hours of pure science and twenty semester hours in pure mathematics. These fields of concentration are in addition to liberal education in history, English, art, music and a foreign language elective.

Comparable concentration is available for the English-History majors and the Social Science-Geography majors.

Business Education

The Business Education program at Salem aims to prepare busi-

ness teachers to understand the purposes and meet the needs of present-day business education in our secondary schools.

The modern view of education is to regard it as the adjustment of the individual to his environment. Consequently, we must regard business education as the adjustment of the individual to his business environment. The Business Education program deals with the student as an individual and as a member of the community.

It is the intent of these three curricula to give the student a general education founded on moral and spiritual values and a professional training in the field of his choice.

COLLEGE YEAR BEGINS

September 14, 1959

September 12, 1960

FOUR-YEAR CURRICULUM FOR ELEMENTARY EDUCATION

First Year	Second Year	Title	Credit	Number	Title	Credit
Art 101		Introduction to Art	2	Art 201	Survey of Art	2
Education 102		General Psychology	3	Education 203	Educational Psychology, Child Growth and Development	3
English 101		Composition and Literary Types	6	Education 204	General Teaching Methods	4
Handwriting 101		Fundamentals of Handwriting	1	English 201	Survey of English and American Literature	6
History 101		World History	6	Geography 201	Principles of Geography	6
Library Science		Required — No credit	0	History 201	United States History	3
Mathematics 104		Introduction to Mathematics	6	History 202	United States Constitutional Government	3
Music 101		Introduction to Music	2	Music 201	Elementary Music Experiences	1
Physical Education 101		Physiology and Activities	1	Physical Education 201	Activities and Athletics in Education	1
Science 101		Biological Science	6	Science 202	Nature Study	2
Speech 101		Fundamentals of Speech	1			

Third Year

Education 302	Supervised Student Teaching in the Training School	6
Education 334	Elementary School Curriculum Ma- terials and Audio-Visual Aids	8
Geography 309	Geography of North America	3
Physical Education 321	Health Education	1
Physical Education 329	Theory of Physical Education Activi- ties	1
Science 308	Physical Science	6
Speech 302	Speech Construction and Delivery	1

Fourth Year

Art 462	Elementary School Handwork	1
Economics 401	Principles and Problems of Eco- nomics	3
Education 401	History and Philosophy of Education	3
Education 402	Supervised Student Teaching in Public Schools	6
Education 451	Principles of Guidance	2
Education 458	Home Economics (Required of Women in Elementary Program)	1
Education 459	Tests and Measurements	3
Education 465	Important Issues — Required No Credit	0
English 404	Children's Literature	3
Sociology 401	Principles and Problems of Sociology	3
Speech 401	Dramatics, Debating, and Platform Oratory	1

FOUR-YEAR CURRICULUM FOR ELEMENTARY EDUCATION (Continued)

	Third Year (Five semester hours)	Electives	Fourth Year (Six semester hours)
English 304	Contemporary Literature	Art 401	Art Appreciation and Crafts
English 305	Creative Writing	Music 401	Music Appreciation
Geography 310	Geography of Europe	Education 464	Education for Citizenship
Geography 311	Geography of Asia	History 401	International Affairs
History 302	Problems in American History	English 405	World Classics
Mathematics 305	Mathematics of Finance	Geography 405	Geography of Southern Continents
Science 305	Problems and Experiments in Physiological Science	Geography 406	Economic Geography
		Mathematics 405	Advanced Mathematics
French 301	Written and Oral Expression	Science 401	Economic Biology
		Science 403	Advanced Physical Science
		French 401	Contemporary French Theater and Novel
		Physical Education 456	Novel
			Advanced Sports: Leadership, Coaching and Officiating

FOUR-YEAR CURRICULUM FOR JUNIOR HIGH EDUCATION

	First Year	Second Year	Title	Credit
Number	Title	Number	Title	Credit
Art	Elements of Art Expression	Education 204	General Teaching Methods	3
Education 102	General Psychology	Education 206	Educational Psychology — the Adolescent	3
English 101	Composition and Literary Types	English 201	Survey of English and American Literature	6*
Library Science	Required — No credit	History 203	World History	6
Mathematics 104	Introduction to Mathematics	Physical Education 201	Activities and Athletics in Education	1
Music 102	Survey of Music	Science 201	Physical Science	4**
Physical Education 101	Physiology and Activities		*Not required for English Majors	
Science 101	Biological Science		**Not required for General Science-Mathematics Majors	
Speech 101	Fundamentals of Speech		Mathematics Majors	
*6 semester hours required for General Science-Mathematics Majors				
English Major Electives				
		English 202	World Classics	6
		English 203	A Survey of English Literature	6
		Geography 202	World Geography	4

FOUR-YEAR CURRICULUM FOR BUSINESS EDUCATION (Continued)

	Third Year (Four semester hours)	Electives	Fourth Year (Four semester hours)
Electives			
Business 305	2	Accounting 401	2
Business 306	2	Accounting 402	2
Business 307	2	Education 426	2
Education 324	2	Education 445	2
		Education 428	2
		Education 429	2
		Physical Education 456	2
		Advanced Sports: Leadership, Coaching and Officiating	1

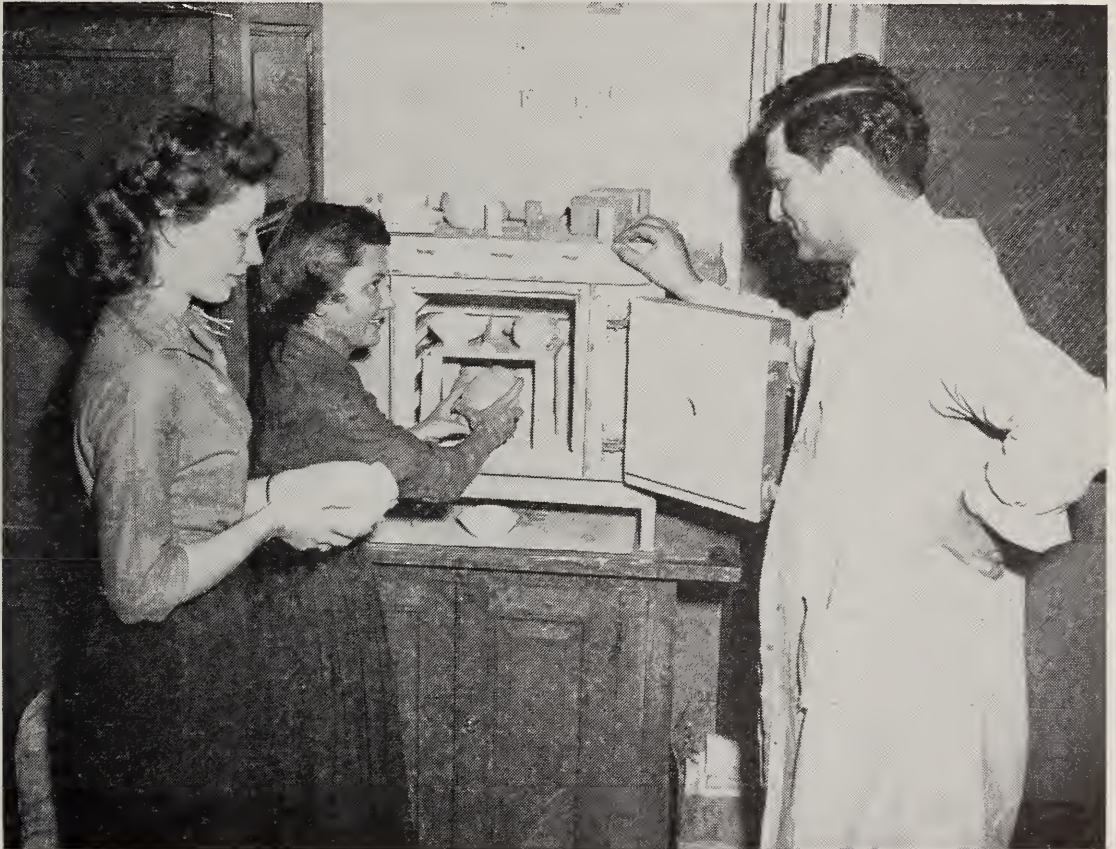
DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords with the following plan:

Freshmen	101 up
Sophomores	201 up
Juniors	301 up
Seniors	401 up

DEPARTMENT OF ART

Stephen Panosian, Chairman
Tauno O. Tamminen
Anthony P. Winfisky



Art 101. Introduction to Art

2 semester hours

This course deals with the essentials of visual art such as line, form, color, design, space and texture. Experimentation with materials and approaches is encouraged. An understanding of visual arts is developed through illustrated lectures and comparisons with other forms of expression such as music and literature.

Art 102. Elements of Art Expression 2 semester hours

This course aims to develop an understanding of the basic elements of the visual arts and the materials utilized in their creation. In addition, significant periods of art expression such as Classical Renaissance and Baroque will be considered to determine their relationship and how they affect contemporary art and current modes of expression.

Art 110. Introduction to the Fine Arts 2 semester hours

This course is concerned with the arts-architecture, sculpture, painting, music, literature, their relationships and place in life. The work of art is studied as to its nature and significance. Specific examples are analyzed and criteria considered to provide a basis for aesthetic judgment and evaluation.

Art 201. Survey of Art 2 semester hours

This course presents an analysis of the major forms of art, architecture, sculpture, and painting. There is a study of the development of the types of expression in relation to the cultures of the past and present.

Art 401. Art Appreciation and Crafts 6 semester hours

A study is made of art forms which are encountered in everyday life. The fine arts, applied and industrial arts, the plastic and graphic arts are studied. Field trips are taken to the museums in Salem to afford the student an appreciation of the art forms in New England history.

Art 462. Elementary School Handwork 1 semester hour

This course is designed to teach the place of handwork in our elementary school curriculum. Emphasis is given to the use of tools, a knowledge of materials and their manipulation, and methods of employing these materials to enrich elementary school teaching.

DEPARTMENT OF BUSINESS EDUCATION

Bruce F. Jeffery, Chairman
Joseph R. Giunta
Roger Hardy
Marion S. Marshall
Janet Smith
Joseph A. Sullivan
Beatrice Witham
Nicholas Xanthaky

Accounting 101. Introductory Course 6 semester hours

This course deals with the fundamentals of bookkeeping, including the preparation of balance sheets, income statements, journals, ledger accounts, and other features of the bookkeeping cycle. The cycle is elaborated to include special journals and columns. Student discussion and problem solving are the primary methods used in this course although a few "sets" of complete problems are also included. Students with a better than average grade in one or more years of high school bookkeeping may be exempted from the first semester of this course upon the satisfactory completion of a qualifying examination. They must, however, take an equivalent amount (3 semester hours) of elective work.

Accounting 201. Intermediate and Advanced Course 6 semester hours

This course deals with a continued study of the principles of accounting. Control accounts, partnerships, the voucher system, corporations and manufacturing accounts are included.

Accounting 401. A Course of Problems 2 semester hours

This course consists of advanced problems based upon various business organizations. Progress depends upon the power of the class. An introduction to cost accounting, including job order and the process system, is part of the course. The course is for the specialist.

Accounting 402. Auditing 2 semester hours

This course aims to acquaint the student with the nature of auditing, auditing procedures, and the kinds of audits. In addition to the theory, there are practical auditing problems presented. The purpose of the course is not only to learn new techniques of accounting but also to tax the student's resourcefulness in applying his present knowledge to actual auditing situations.

Business 101. Business Mathematics 2 semester hours

This course includes a review of fundamental operations, common fractions and billing, decimal fractions and percentage, interest and bank discount. Other topics included are: mathematics of insurance, trade and cash discount, reconciliation of bank statements, handling of checkbook, profit and loss, distribution of overhead, and individual income taxes. Some time is devoted to table work for use in compound interest and present value problems.

Business 201. Business Organization 2 semester hours

This course aims to give the student an understanding of the com-

ponent parts of the economic structure in general and of business enterprise in particular. The relationships among the functions of business, such as buying and banking, production and distribution, and of various business processes by which these functions serve consumers, constitute the subject matter of the course. Both large-scale and small-scale business operations are considered.

Business 301. Business Law 6 semester hours

This course deals with the unit subjects of contracts, agency, sales, negotiable instruments, partnerships, and business corporations. It also includes incidental treatment of the history and development of our present-day law and judicial procedures.

Business 305. Consumer Education 2 semester hours

This course aims to give the student practical information and training as a basis for more intelligent living. It strives to establish a sense of values by teaching wise money management, discrimination in buying, and the efficient consumer use of business services.

Business 306. Distributive Education 2 semester hours

This course undertakes an analysis of the fundamentals of retail selling from the point of view of the merchant and salesperson. A study is made of distributive education courses as they operate in the modern secondary school. Store and school visits and individual student selling experience provide bases for class application of principles.

Business 307. General Business Training 2 semester hours

This course integrates appropriate elements from several business subjects. Business knowledge, ideals, and attitudes that will help the student to participate in the modern business world result from the study of such topics as money, banking, insurance, thrift, transportation, investments, and communication.

Office Practice 201. 3 semester hours

This course aims to teach the fundamental principles of such office machines as duplicators, calculators, adding-listing machines, and dictating and transcribing machines. Part of the time is devoted to the study and practice of various methods of filing. The problems of the small high school relative to limited equipment are considered.

Shorthand 202. Gregg Shorthand Principles 4 semester hours

This course for the beginning shorthand student is based on the principles of **Gregg Shorthand Simplified**. Emphasis is placed upon

the automatization of brief forms and a thorough mastery of shorthand theory as essential to the development of reading and writing skills. Students with a better-than-average grade in two or more years of high school shorthand may be exempted from this course upon the satisfactory completion of a qualifying examination. They must, however, take an equivalent amount (4 semester hours) of elective work.

Shorthand 302. Principles, Dictation, and Transcription

6 semester hours

This course reviews all of the principles of Gregg Shorthand, and stress is put on developing a wide shorthand vocabulary. Dictation of business letters is emphasized with the objective of developing a minimum speed of 80 words a minute in ordinary business dictation. Transcription is included in the second semester.

Shorthand 401. Secretarial Techniques

3 semester hours

This course aims to build speed in taking dictation. Vocabulary building is stressed. A minimum dictation speed of 100 words a minute is the goal toward which the course is directed. Transcription is continued one period a week throughout the course.

Typewriting 101. Foundation Course for Beginners

4 semester hours

This course emphasizes correct typewriting techniques as a foundation for accuracy and skill. Practice is given in arranging business letters, addressing envelopes, using carbon paper, copying from simple rough drafts, making simple tabulations, and other exercises involving the typewriting of practical business materials. Accuracy and speed tests are given weekly. Students with a better than average grade in one or more years of high school typewriting may be exempted from the first semester of this course upon the satisfactory completion of a qualifying examination. They must, however, take an equivalent amount (2 semester hours) of elective work.

Typewriting 201. Typewriting Projects

3 semester hours

This course provides experience on all makes of typewriters. Advanced typewriting problems involving difficult tabulations, preparation of manuscripts, legal forms, stencil cutting, master copies, and other exercises requiring the use of vocational typewriting skill are presented. Production-type tests are given frequently.

DEPARTMENT OF EARTH SCIENCE

Paul V. Salley, Chairman
Mildred Berman
James J. Centorino
Richard O. Riess

Earth Science 102. Climatology and Meteorology

6 semester hours

This is a basic course for those interested in geography and science. A study is made of the phenomena in the natural world in which we live: rocks and minerals, volcanoes, earthquakes, mountain-building, streams, ground water, waves and ocean currents, glaciers, wind action, weather and climate. Throughout the course emphasis is directed to the location and interpretation of these phenomena on maps, pictures and diagrams.

Geography 201. Principles of Geography

6 semester hours

This course is basic for advanced regional and systematic geography studies. It explains the influence on man's life of contrasting climate features of diverse land and water forms and of various elements of location.

Geography 202. World Geography

4 semester hours

This course aims to develop an appreciation of the global concept of geography and to create an awareness of and sympathetic understanding for man's regional problems as influenced by his physical environment and expressed in his culture.

Geography 203. Geography of Europe

3 semester hours

(See Geography 310)

Geography 306. Elements of Geography

3 semester hours

A study is made of selected environmental conditions and their influence on man's activities. It gives a working knowledge of the interdependence of nations and peoples.

Geography 307. Fundamentals of Economic Geography

3 semester hours

This is an introductory course based on the distribution of the major economic resources of the earth. Location, availability, marketing, and transportation factors are discussed for a selected group of commodities.

Geography 309. Geography of North America 3 semester hours

This course gives the student an appreciation of the cultural prosperity of North America. A regional analysis of the continent is made to explain the interrelationships that exist between man's physical environment and his cultural patterns.

Geography 310. Geography of Europe 3 semester hours

This course is a study of the physical and economic contrasts within the major political divisions of this continent. Emphasis is placed on current happenings in Europe.

Geography 311. Geography of Asia 2 semester hours

This course is a study of the physical and economic contrasts dominating the great land mass of Asia. Political divisions are examined and emphasis is placed on relationships within the continent as well as with other continental regions.

Geography 312. Geography of Latin America 3 semester hours

This course attempts to give students an understanding of existing physical and social factors that influence the economic development of Latin-American republics. A regional analysis is made of all the Latin-American lands south of the Rio Grande.

Geography 405. Geography of the Southern Continents
3 semester hours

This course makes a study of the principal geographic regions of the southern continents of South America, Africa, and Australia.

Geography 406. Economic Geography 3 semester hours

This course deals with the distribution of the world's population. Specific problem areas are considered prior to a detailed study of the major productive occupations. Emphasis is given to aspects of fishing, forestry, agriculture, mining, and manufacturing within the framework of inter-nation trade and transportation.

Geography 407. Geography of Eurasia 3 semester hours

This course is designed to treat the major political and economic problem areas included within the vast continental expanse of Eurasia. The geographical background and current political happenings in regard to specific areas are discussed and studied in detail.

DEPARTMENT OF EDUCATION

George F. Moody, Chairman

James T. Amsler
Mary A. Bradley
Albert S. Commito
Leo F. Hennessey
Helen J. Keily
Alfred J. Lustri
Viola I. Munyan
Mary A. Procopio
V. John Rikkola
Tauno O. Tamminen

Education 102. General Psychology 3 semester hours

This course gives a survey of psychology; its purposes are to acquaint the student with the terminology of the subject, to introduce the student to the phenomena of consciousness and behavior, and to emphasize the importance of the adjustment of the individual to his social environment. It is also a foundation for the study of Educational Psychology.

Education 203. Educational Psychology 3 semester hours
— **Child Growth and Development**

This course surveys the physical, emotional, social, intellectual, spiritual and aesthetic growth of children. Special emphasis is placed on the physiological changes and the psychological problems which the child may experience before reaching adolescence.

Education 204. General Teaching Methods 4 semester hours

The student prepares for his first experience in teaching. He studies social objectives in education; the teacher as a social being; principles of study; use and selection of textbooks; selection and organization of subject matter; lesson types; questioning; lesson and unit planning.

Education 205. Principles of Logic 3 semester hours

This course is a study of the science of correct thinking, the canons and criteria of right reasoning. Specific personal and educational problems are considered and interpreted with a view to guiding the student toward a practical application of principles of logic.

Education 206. Educational Psychology — The Adolescent
3 semester hours

This course is designed to present a comprehensive picture of the adolescent along the lines of physical, mental, emotional, spiritual, and social growth. Attention is given to the case study technique. Emphasis is placed on the problems of adolescents and their concomitant implications for teachers in secondary education.

Education 301. Educational Psychology — The Adolescent

(See Education 206)

3 semester hours

Education 302. Supervised Student Teaching in the Training School — Elementary 6 semester hours

The Horace Mann Training School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses, students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours weekly of conferences with supervisors, principal of the school, and the director of training. Such topics as school register, school book-keeping, guidance, school laws, caring for individual differences, and the improvement of lesson planning are discussed.

Education 324. Guidance in Business Education 2 semester hours

This course provides an introduction to the principles and problems of educational and vocational guidance and a study of their application to individual junior and senior high school situations.

Education 334. Elementary School Curriculum Materials (Including Audio-Visual Aids) 8 semester hours

This course deals with methods and techniques in the use of specific materials in six subject-matter areas of the elementary school.

Elementary School Art

This course develops an understanding of the place of art in the elementary curriculum. Materials and media suitable for this level are explored with emphasis on creative experiences in line, form, color and texture.

Handwriting

A study is made of the types of copy used in the various grades and emphasis is placed on arranging work and writing in a straight line. Methods of teaching handwriting, conducting remedial work, and correlation are also included.

Language Arts in the Elementary School

Study is given to the trends in the teaching of speaking, listening, and writing in the elementary school. The basic skills of oral and written composition are stressed.

Mathematics

This course includes selection, grade placement, and organization of subject matter; adaptation of drill and other learning procedures to individual differences; the place of mathematics in the integrated program, collection and use of teaching materials; techniques for developing concepts and understanding of mathematical principles; testing and remedial procedures.

Elementary School Music

This course presents the theory and practice of school music teaching. Lectures, demonstrations, and practice teaching in the classroom and in the training school are planned to develop security in guiding a five-fold music program.

Reading Methods and Materials

The course centers about methods and materials used in teaching elementary reading. Emphasis is placed on reading readiness, word-recognition techniques, pupil grouping and the evaluation of individual progress.

Science

The course treats the following topics: a philosophy of elementary school science; general objectives of the elementary school science program; methods to be used in teaching elementary science; organizing a science program; and problems for the beginning science teacher.

Social Studies

The history and geography segments of the curriculum materials course are based upon the development of major units of work. Emphasis is placed on the particular activities suitable for the teaching of these social studies at the elementary level and on the texts and materials necessary to the work.

Education 335. Tests and Measurements 3 semester hours

This course presents the terminology used in tests and measurements essential for the classroom teacher. A study is made of elementary statistics, functions and forms of various tests and the uses of test results.

Education 336. Developmental Reading in the Secondary School 3 semester hours

This course is designed to help teachers to understand the developmental reading process with particular reference to junior high school

pupils. The course content includes study of the following topics: the need for reading instruction for all pupils in the secondary school; the responsibilities of each subject teacher for reading instruction; methods, materials, and activities in teaching advanced, average, and slow learners; specific techniques in developing word recognition, word meaning, comprehension, study skills, adjustment of speed of reading to purpose, and evaluation of reading progress.

Education 337. Junior High School Curriculum

This course deals with methods and techniques in the use of specific materials in the major and minor fields of concentration, and of students in the junior high curriculum.

English 3 semester hours

This course considers methods for teaching the various aspects of the junior high English program: speaking, written communication, and literature. Curriculum materials and evaluative criteria for judging these materials are presented.

Geography 3 semester hours

This course acquaints the student with specific techniques and skills that he might use to teach geography effectively in the junior high school. Specific methods (textbook method, problem method, activity method) are employed in the course, and students have an opportunity to analyze those respective methods for distinctive advantages and possible limitations. The course aims to be instrumental in constructing a functional list of free and inexpensive teaching aids that will prove useful in the teaching of geography.

Mathematics 3 semester hours

This course emphasizes the contributions of mathematics to the major objectives of education; specific objectives in the teaching of mathematics; organization of subject matter for teaching; techniques for developing concepts and understandings of mathematical principles; adaptation of drill to individual differences, procedures for maintaining growth in mathematical judgments — including problem solving, plans for establishing effective work habits; testing; diagnostic, and remedial procedures; collection and use of teaching aids.

Science 3 semester hours

This course deals with the principles of science teaching; e.g., the philosophy of science teaching, the selection and organization of materials for teaching science, and the techniques of instruction in science for the junior high school. Equipment and sensory aids in science teaching are discussed.

Social Science — History and Citizenship

3 semester hours

This course deals with the following considerations: the specific functions of history and citizenship education in the total program of the junior high school; current trends and patterns in the selection and organization of content; techniques of curriculum formation and revision; and analysis of widely-used procedures.

Education 339. Principles of Business Education

2 semester hours

This course deals with a study of the origin, development and present status of business education in various types of institutions. It includes a general survey of high school business education; the contribution of business education to general education; training for various business occupations; development of courses of study in business education; and a consideration of present-day methods of instruction in business subjects.

Education 340. Observation and Supervised

2 semester hours

Student Teaching in Training School—Junior High

The upper grades of the Training School are used for demonstration and supervised teaching. Conferences are held with supervising teachers at which the following problems are discussed: organization and control; planning; techniques; testing; classroom economy; school bookkeeping; classifying; marking and promoting; school laws; and clubs.

Education 401. History and Philosophy of Education

3 semester hours

This course surveys the history and philosophy of education, emphasizing the contributions made by outstanding educators of Europe and America. A study is made of the main philosophical beliefs of the founders of various educational systems.

Education 402. Supervised Student Teaching in the Public Schools —Elementary and Junior High

6 semester hours

This course is a practice-teaching period which provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual differences, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty. The students return to the college for two conference days during the eight-week period.

**Education 402B. Supervised Student Teaching in the Public Schools
—Business Education** 6 semester hours

This course is a practice-teaching period for seniors in the Business Education Department who are assigned to selected high schools for an eight-week period of observation and student teaching. They are supervised continuously by the high school business teachers, and their work is periodically appraised by members of the Business Education Department instructional staff of the college. Students return to the college for two conference days during the eight-week period.

Education 425. Methods of Teaching Bookkeeping 2 semester hours

This course deals with the techniques of instruction in the field of bookkeeping. The material includes historic background, place and scope of bookkeeping in the high school curriculum, and teaching and learning tools such as visual and auditory aids, aptitude tests, achievement tests, lesson plans and practice in test making.

Education 426. Method of Teaching Geography in High School 2 semester hours

This course surveys the geography courses taught in high schools. High school texts, selection of maps, use of current material, and methods and techniques of presenting geographic material are considered.

Education 428. Methods of Teaching Shorthand 2 semester hours

This course is designed to give students a background for the use of the two most commonly accepted methods of teaching Gregg Shorthand. The course will acquaint the student with textbooks and sources of dictation materials and give some information about prognostic tests.

Education 429. Methods of Teaching Typewriting 2 semester hours

This course deals with the fundamentals of skill-learning as applied to typewriting. Units of work include the various methods of learning the keyboard, diagnosis of common errors, remedial teaching drills, speed and accuracy drills, testing, grading, selection of typing textbooks, and the correlation of transcription in the typewriting class.

Education 445. Audio-Visual Education 2 semester hours

This course is planned to include the study of the important audio-

visual aids employed in modern teaching. The nature of materials for subject enrichment, selection and evaluation in terms of units of work, and techniques of classroom use are discussed. Some attention will be given to organization and administration of an audio-visual program. Students will be given an opportunity to operate projectors and other audio-visual equipment and to acquaint themselves with sources of information on filmstrips, film and other teaching aids.

Education 446. Professional Ethics 1 semester hour

This course is concerned with a study of the meaning and importance of ethics to teachers. Special emphasis is placed upon the study of the development and current use of ethical codes in the professions. Codes of ethics for teachers are given particular consideration, with application to case situations.

Education 451. Principles of Guidance 2 semester hours

The course provides an introduction to the principles of guidance and a consideration of their operation in programs of public schools.

Education 458. Home Economics 1 semester hour

This course is an introduction to home economics aimed to help the student in her personal living; to provide suggestions that she can use as a classroom teacher in the promotion of health and worthy home membership; and to give information that will be useful to her as a future home-maker. Units touch on consumer buying of foods and clothing; modern trends in home planning; and a study of basic nutritional needs and how to meet them. A limited amount of laboratory work is included.

Education 459. Tests and Measurements 3 semester hours

This course considers the history and development of standardized tests. Emphasis is placed on the construction of teacher-made tests, their scoring and interpretation of results. Attention is given to marking and reporting pupil progress.

Education 461. Principles and Practices in Secondary Education 2 semester hours

This course traces the development of secondary education in the United States. It is concerned with general principles of secondary education; the everyday problems of teaching; methods and current practices related to recent developments in the curriculum area; diagnosis of learning difficulties; lesson plans and assignments of various types; discipline and classroom management; the evaluation of outcomes.

Education 464. Education for Citizenship 3 semester hours

The purpose of this course is to stimulate active citizenship by an evaluation and appreciation of the basic concepts of our democratic way of life. It aims to help the student to select the best possible course of civic action available to him as an adult.

Education 465. Important Issues in Education
(Required of all Seniors)

This course concerns itself with discussion of issues of significance in the education offered by the free schools of the Republic and factors related to that education.

DEPARTMENT OF ENGLISH

Gertrude Burnham, Chairman
Francis E. Callan
Mary E. Casey
Matthew W. Cooney, Jr.
Edwin L. Francis
Serena G. Hall
Mary M. Jones
Elizabeth D. Prescott
Adele L. Younis

English 101. Composition and Literary Types 6 semester hours

This course is designed to teach students to write clear and correct English and to develop a basic knowledge of the novel, drama, and poetry. The emphasis is on composition.

English 102. Composition 6 semester hours

This is a required course for English majors. It will present a study of the relations of language, meaning, and logic through the analysis of the word, the sentence, the paragraph, and the whole composition. There will be practice in the four methods of discourse, in writing the familiar, the factual, and the interpretative essay, in reviews and critiques, and in the short story.

English 201. Survey of English and American Literature
6 semester hours

This course surveys the growth and development of English and American Literature through a study of major writers. Readings serve as a basis for discussion of the cultural background.

English 202. World Classics 6 semester hours

This course emphasizes the contribution of literature of the West-

ern world to our heritage. Representative works written during the great periods of literary and intellectual development are read in their entirety.

English 203. A Survey of English Literature 6 semester hours

This course, required of English majors, will present selected works of English literature in sequence of literary periods, with particular attention to the major writers. The social and political background of the periods will be presented.

English 304. Contemporary Literature 5 semester hours

This course is designed to develop an understanding and critical evaluation of contemporary literature. Current influences and trends in the drama, fiction, poetry, and biography are analyzed.

English 305. Creative Writing 5 semester hours

The aim of this course is to promote initiative in self-expression. Students are encouraged to develop original ideas, inclinations, and preferences in working out their writing problems. Individual conferences and constructive criticism are essential elements of the working procedure.

English 306. A Survey of American Literature 6 semester hours

This course, required of English majors, offers a survey of American literature that will serve as a basis for specialized courses. The emphasis is on major authors.

English 401. Shakespeare 6 semester hours

This course, required of English majors, gives students a knowledge of Shakespeare's life, familiarity with typical plays of the periods of his dramatic career, and an acquaintance with the sonnets and long poems. Shakespeare is studied as dramatist and poet in relation to the Elizabethan Age.

English 402. Contemporary Literature 6 semester hours

This course is required of English majors. (See English 304)

English 403. Junior High School Literature 2 semester hours

This course aims to acquaint students in the junior high school curriculum with the wealth of literature available for children of junior high school age. It covers the history of children's literature and places considerable emphasis on contemporary books, their authors, and illustrators.

English 404. Children's Literature 3 semester hours

This course aims to present standards for selecting literature for school children, to acquaint the student with available material and to evaluate it in the light of established standards and present-day trends.

English 405. World Classics 6 semester hours

This course is an elective for Elementary seniors. (See English 202)

English 406. History of English Language 2 semester hours

This course introduces the student to the science of the English language, covering the following major problems: the nature of language, the historical development of English, the development of the English sounds, and the basic theories affecting good usage.

DEPARTMENT OF FRENCH

Edwin L. Francis, Chairman

French 301. Written and Oral Expression 5 semester hours

This course is a review of French grammar with particular emphasis on difficult constructions. Drill in the use of idioms and the translation of texts dealing with French life and customs as well as with the geography and history of France are stressed. (Prerequisite — two years of French.)

French 401. Contemporary French Theater and Novel
6 semester hours

This course is a study of prewar and postwar tendencies with particular emphasis on plays and novels. Oral and written reports are made.

DEPARTMENT OF HANDWRITING

D. Francis Harrigan, Jr., Chairman

Handwriting 101. Fundamentals of Handwriting 1 semester hour

This course is compulsory for Business Education and Elementary freshmen. It is designed to improve and develop personal writing ability through self analysis and directed practice. The mechanics of writing, standard letter forms (both cursive and manuscript) are studied and practiced, and the recognized essentials of good handwriting are stressed.

Handwriting 305. Blackboard Writing and Handwriting Methods
1 semester hour

This course for Business Education juniors seeks through supervised practice to develop the ability to write good blackboard copy. A study is made of the types of copy used in business and emphasis is placed on arranging work, correlation, and the writing of good business copy.

Handwriting 427. Advanced Course in Lettering and Engrossing
1 semester hour

This course in text-lettering is planned for general classroom use, the making of resolutions and honor rolls, and use in diploma filling. Practice in the various styles of text-lettering, color, and basic illumination are included.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Physical Education for Women

Mira Wallace, Chairman
Helen T. Mackey
Marie Quirk

Physical Education for Men

Lawrence T. Lowrey, Chairman
James E. Twohig

Physical Education 101. (M) Activities

This course provides general gymnasium work, including corrective and remedial exercises, marching tactics, group contests, sports and games.

Physical Education 101. (M) Physiology 1 semester hour

This course aims to stimulate students to think for themselves in matters of human function and health behavior and to present the physiological background for proper health habits.

Physical Education 101. (W) Activities

This course is designed to give fundamental techniques, rules, and principles in all important phases of physical activities. Special attention is given to individual needs, as determined by physical examinations given upon admission. Individual and team games and sports, square, tap, and social dancing, and body mechanics are stressed.

Physical Education 101. (W) Physiology 1 semester hour

This course is a study of the fundamental aspects of healthy adult living, including the factors pertaining to adult hygiene. The course aims to encourage improvement of individual health habits and their adaptation to adult environment.

Physical Education 201. (M) Activities

This course is an intensification of the program of the freshman year with particular stress on major sports. Attention is directed toward those qualities which characterize the successful teacher of physical education.

Physical Education 201. (M) First Aid. Athletics in Education
1 semester hour

The Standard Red Cross First Aid Course is studied. Those passing the course receive a certificate from the American Red Cross.

This course deals with the place of play and group games in education. It considers the need for recreational games, and methods of teaching them at the elementary and secondary level.

Physical Education 201. (W) Activities

This course aims to increase skill and achievement in the continuation of all activities. Opportunities are provided to coach, teach, and officiate at games and develop powers of leadership.

Physical Education 201. (W) First Aid, Coaching and Officiating
1 semester hour

The Standard Red Cross First Aid Course is studied. Those passing the course receive a certificate from the American Red Cross. Techniques of coaching and officiating at team games and group activities will be presented for the upper elementary, junior and senior high school levels.

Physical Education 321. Health Education 1 semester hour

This course includes the study of school health education materials, activities, and teaching procedures. Emphasis is placed upon the teacher's part in the health guidance of the school child.

Physical Education 456. (Men) Advanced Sports: Leadership, Coaching and Officiating 1 semester hour

This course is designed for students who wish to improve their training and to obtain experience in coaching and officiating the major sports. Participation will be provided in organizing, coaching and officiating games at varying age and grade levels.

Physical Education 456. (Women) Advanced Sports: Leadership, Coaching and Officiating 1 semester hour

This course is adapted to the anticipated needs of participants. Sports and recreational activities are carried on, with special emphasis on methods of organization and leadership, as well as personal anticipation.

DEPARTMENT OF MATHEMATICS

Mildred B. Stone, Chairman
Michel J. Antone
Alfred J. Brudzynski
Carl Martini

Mathematics 104. Introduction to Mathematics 3 or 6 semester hours

This course includes the topics which are customarily found in General Education; the principles underlying arithmetic with special attention to the number system, measurement, ratio, and variation; ways of expressing functional relationships; operations of algebra growing out of equations and formulas; logarithm slide rule; geometry of shape, size, and position including indirect measurement; principles underlying trigonometry; interpretation of statistical data.

Mathematics 205. College Algebra 6 semester hours

This course is designed to give technical competence in the fundamental operations of algebra, to develop a degree of mastery in the solution of equations, to introduce new concepts in progressions, complex numbers, and to strengthen skills in problem solving. This course will provide the necessary background for further work in the field of mathematics.

Mathematics 206. Social-economic Mathematics 3 semester hours

Social-economic Mathematics comprises the major subject matter area of the seventh and eighth grades. Effective teaching of this content requires information relating to kinds of banks and their services, sources of consumer credit, budgeting, personal and property insurance and taxatim.

Mathematics 304. Trigonometry and Analytic Geometry 4 semester hours

This course includes the functions of angles, the solution of right and of oblique triangles, general formulas and logarithms, the study

of Cartesian co-ordinates, straight line, circle, parabola, ellipse, hyperbola, polar co-ordinates, transformation of co-ordinates, tangents, and normals.

Mathematics 305. Mathematics of Finance 2 semester hours

This course is based upon the problems of the beginning teacher. Budgeting, effective choice making, wise buying, savings and investment, installment buying, use of checking account, and insurance are included.

Mathematics 403. Calculus 4 semester hours

This course deals with the meaning of derivatives; the value and development of formulas and their application to problems involving slopes, rates, and velocities; and the meaning and use of integration.

Mathematics 405. Advanced Mathematics 6 semester hours

This course is elementary in nature and will contain selected topics in advanced arithmetic, elementary algebra, and basic geometry. Topics will include various logarithms for shortening work in arithmetic, time-savers in multiplication and division; line relationships, similarity, congruency, and symmetry in geometry; algebra through quadratics and modern algebra.

DEPARTMENT OF MUSIC

Timothy F. Clifford, Chairman
Vincent N. Giannini

Music 101. Introduction to Music 2 semester hours

An acquaintance with music as a fine art, and development of singing and listening skills on the adult level are the objectives of this course.

Music 102. Survey of Music 2 semester hours

This is a listening course which surveys the music of the Americas and Europe, tracing the growth of music country by country. Correlation of music with literature and social studies is stressed.

Music 201. Elementary Music Experiences 1 semester hour

This course is planned to develop those skills required to teach music in the elementary grades; singing rote songs, sight reading, playing piano, autoharp, rhythm instruments, and melody instruments.

Music 401. Music Appreciation

6 semester hours

The course develops listening skills, familiarity with masterpieces of music and the understanding of form and of style which are necessary for enjoying art music.

DEPARTMENT OF SCIENCE

James B. Sullivan, Chairman

Alfred J. Brudzynski

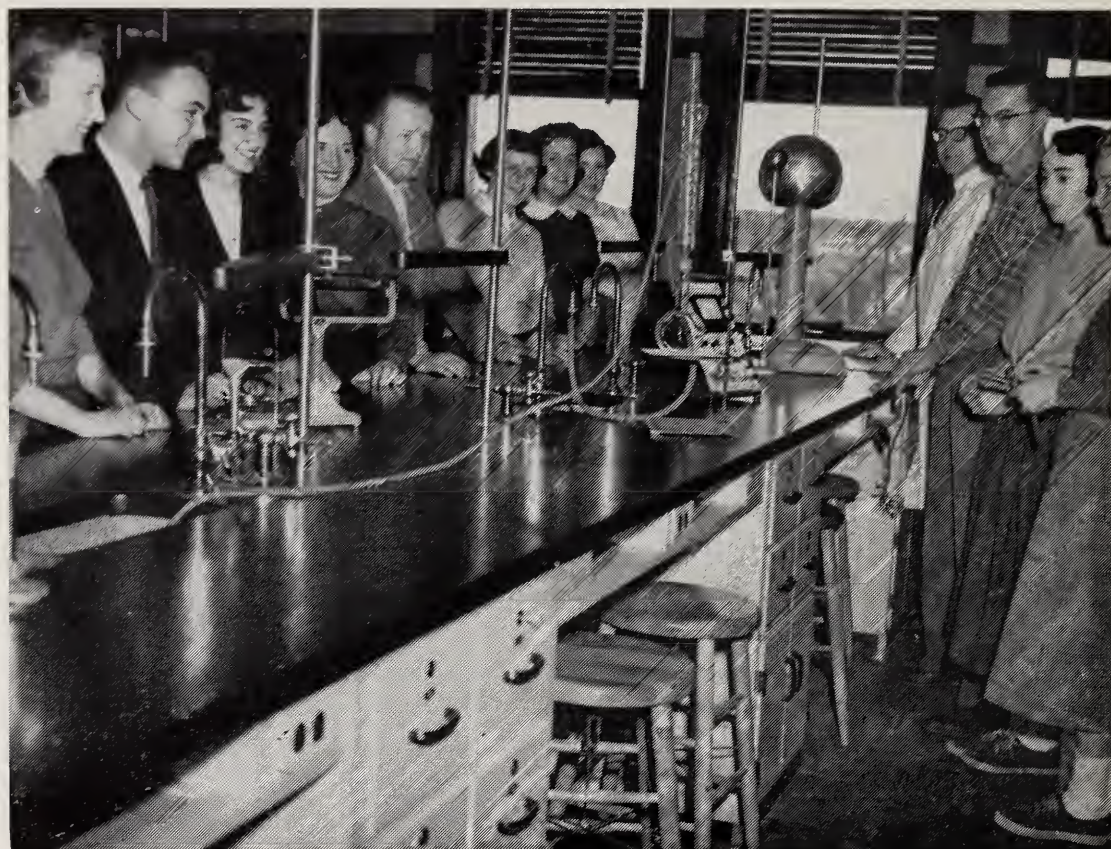
Earle S. Collins

J. Clifford Geer

Thomas I. Ryan

Schuyler G. Slater

John T. Woodland



CHEMISTRY CLASS

Science 101. Biological Science

6 semester hours

This course emphasizes basic biological principles common to all types of living things. These principles are illustrated by the study of the anatomy and physiology of certain examples selected from the major phyla of both the plant and animal kingdoms. Special attention is given to the study of the human organism. Some attention is given to the principles exemplified in special fields of biology such as bacteriology and genetics.

Science 102. Physical Science 4 semester hours

This course, taken by Business Education students, is designed to fit the needs of students who studied relatively little science in secondary schools. Some attention is given to the applications of science to industry and commerce, as well as to the avocational values of science study. Instruction is enriched with demonstrations, audio-visual aids, and field trips.

Science 201. Physical Science 4 semester hours

This course for Junior High students provides a study of the broad field of the physical sciences touching those phases of chemistry, astronomy, and physics which have definite cultural values. Lecture-demonstrations and audio-visual aids are liberally employed.

Science 202. Nature Study 2 semester hours

This course provides information about trees, flowers, migration, hibernation, aquaria, bird identification, butterflies and moths. Where possible, direct contact with the materials being studied is provided through field trips and class demonstrations. Correct habits are established for self-study in the field.

Science 305. Problems and Experiences in the Physical Sciences 3 semester hours

This course is primarily concerned with getting students ready for a creditable performance in science-teaching in the training school; it is also a foundation for later professional work in the classroom. There is ample opportunity for amplification of background, setting up apparatus, giving demonstrations, and becoming familiar with audio-visual equipment.

Science 306. General Chemistry 6 semester hours

This course provides a survey of the field of inorganic chemistry, comprising a study of the fundamental principles of chemistry and their practical application.

Science 307. Astronomy 2 semester hours

This course provides an examination of the principal bodies of the solar system, of the stellar universe, and the fundamental theories concerning them.

Science 308. Physical Science 6 semester hours

(See Science 201.) This is essentially the same course as Science 201; it is required of all Elementary students.

Science 401. Economic Biology 3 semester hours

This course surveys the plant and animal world with emphasis on those findings of biological science which influence human existence, such as those which deal with food problems, health, disease, and heredity. Opportunity is given for research on important aspects of biological science which are of practical value.

Science 403. Advanced Physical Science 3 semester hours

This course is designed for students who wish to continue the study of background material for the teaching of science in the elementary school. Laboratory work, pertinent outside reading, and several field trips are part of this course.

Science 404. General Physics 6 semester hours

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism, and electricity.

Science 405. Genetics 3 semester hours

This course deals with the fundamental principles of heredity and variation as they have been developed through the study of plants and animals.

DEPARTMENT OF SOCIAL SCIENCE

Edna M. McGlynn, Chairman
Lorraine Coffey
Margaret W. Dower
Charles F. Kiefer
Marion S. Marshall
Minor H. McLain
Joseph M. Piemonte

History 101. World History 4 or 6 semester hours

This course aims to present a clear, concise narrative of the history of civilization from ancient times to the present, stressing and interpreting social, cultural, economic, and political development.

History 201. United States History 2 or 3 semester hours

This course traces the growth of this nation from its humble origin in scattered settlements along the Atlantic seaboard and in the American Southwest to its emergence as the great world power of today. Attention is given to the forces and personalities that have molded American culture and stress is placed upon the development of an intelligent understanding of present-day United States.

History 202. United States Constitutional Government

2 or 3 semester hours

This course is primarily concerned with American political institutions on the national level though not to the exclusion of state and local levels. The Federal Constitution — its origin, content, and interpretation; the structure and functions of government; the enduring principles, the persistent trends and the conflict of interests are dealt with on the national level. The origin and content of the Constitution of the Commonwealth of Massachusetts and the structure and functions of state and local government agencies are also studied.

History 203. World History

6 semester hours

(See History 101)

History 205. History of the Far East

3 semester hours

This course surveys the history of Eastern Asia from ancient times to the present, with the primary emphasis upon the history of China, since 1912. Attention is also directed to recent developments in Korea, Japan, Southeast Asia and India.

History 206. Middle East History

3 semester hours

This course deals with the rise and expansion of Islam and its religious, political, social and economic significance from the seventh century on. The geographical areas embraced in this course are the Fertile Crescent, North Africa, Turkey, central Asia and India. Emphasis is given to the rise of the nineteenth century Arab nationalism and closely follows this movement to the present day.

History 301. International Affairs

3 semester hours

This course makes a study of the present problems and policies of major European and Asiatic nations and their effect on other nations. The ideologies of communism, fascism, socialism, nationalism, imperialism, and internationalism are analyzed. Research papers are required.

History 302. Problems in American History

3 or 5 semester hours

This course deals with American social, political and economic problems, approached primarily through contemporary writings — letters, diaries, autobiographies, newspapers, and official documents. Attention is given to the circumstances out of which the problems arose, and to the conflicting and contrasting points of view concerning the issues and proposals, past and present, for alleviation or elimination.

History 303. United States History 3 semester hours
(See History 201)

History 304. United States Constitutional Government 3 semester hours
(See History 202)

History 401. International Affairs 3 semester hours
(See History 301)

Economics 401. Principles and Problems of Economics 3 semester hours

This course is a study of the structure of the United States' capitalistic system as it functions in current economic situations. The topics discussed are analysis of national income; the price mechanism, competitive and monopolistic forms; currency, credit, and banking; labor unions; and the distribution of income among the factors of production. Newspapers and current materials are used for illustrative purposes.

Sociology 301. Principles and Problems of Sociology 3 semester hours

The student considers modern man and his culture, analyzing relationship between present-day culture and heredity, environment, race, and population. To understand better the nature of man and his culture, the student examines basic facts concerning prehistoric and primitive man. Present social problems are considered throughout the course to enable the student to see practical applications of sociological principles. Research papers are required.

Sociology 401. Principles and Problems of Sociology 3 semester hours
(See Sociology 301)

DEPARTMENT OF SPEECH

Lillian M. Hoff, Chairman
Matthew E. Cooney, Jr.
Marion S. Marshall

Speech 101. Fundamentals of Speech 1 semester hour

This course is planned to develop greater efficiency in oral expression by the elimination of common speech errors and undesirable mannerisms. The course will acquaint the student with mechanics of correct speech and will attempt to eliminate defects in voice and posture.

Speech 302. Speech Construction and Delivery 1 semester hour

This course is planned to provide practical training in the preparation and delivery of various types of speeches; to teach platform courtesy and procedures; to give facility in discussion and in the organization and presentation of classroom materials; and to develop in the student the ability to speak easily, confidently, and forcefully.

Speech 401. Dramatics, Debating, and Platform Oratory
1 semester hour

This course is concerned with the oral interpretation of literature, dramatics in school programs, platform work, methods of debate, and simple techniques of interviewing. The course aims to help student teachers in the techniques of teaching speech to children.

