

The Commonwealth of Massachusetts

State Teachers College

at

Salem, Massachusetts



1954-1956

TABLE OF CONTENTS

	Page
Faculty	5
History	7
The Salem Purpose	8
Student Activities	9
Requirements for Admission	9
Length of Courses and Degrees	12
Requirements for Promotion and Graduation	13
Curricula	16
Elementary	16
Junior High School	16
Business Education	16
Description of Courses	
Departments:	
Art	18
Business	19
Earth Science	22
Education	24
English	29
French	31
Handwriting	32
Mathematics	32
Music	33
Physical Education	34
Science	36
Social Science	37
Speech	39



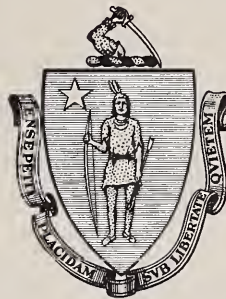
THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE

at

SALEM

Founded in 1854



Accredited by: American Association of Colleges for Teacher Education

Member of: New England Association of Colleges and Secondary Schools

Member of: New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

BOARD OF EDUCATION

DR. LEO C. DONAHUE, Chairman	Somerville
DR. WILLIAM E. PARK, Vice Chairman	Northfield
MR. JOHN W. McDEVITT, Secretary	Waltham
MRS. JULIA M. FULLER	Springfield
MR. G. JOHN GREGORY	Boston
DR. OWEN B. KIERNAN	Milton
RT. REV. MSGR. CORNELIUS T. H. SHERLOCK	Boston
MRS. ALICE LYONS	Boston
DR. ALEXANDER BRIN	Boston

JOHN J. DESMOND, JR., Commissioner of Education

Division of State Teachers Colleges

DR. PATRICK J. SULLIVAN, Director
DR. JOHN F. BOWLER, Assistant Director
PAUL W. KNIGHT, Business Agent

PERSONNEL STAFF

ANN K. CLARK State Normal School at Salem	Registrar
MARY M. O'KEEFFE	Secretary
MARGARET C. MORRISON	Bookkeeper
DOREEN T. POITRAS	Clerk
ARTHUR W. O'NEIL Tufts College — M.D.	College Physician
MARGARET D. WELCH Tufts College — M.D.	College Physician
GERTRUDE R. WILLIAMS Carney Hospital — R.N.	College Nurse

FACULTY

Frederick A. Meier, B.S., M.S., D.H.S., President

James T. Amsler, B.S.Ed., M.Ed.	Education
Mildred Berman, B.S.Ed., M.A.	Earth Science
Gertrude Burnham, B.A., M.A.	English
Francis E. Callan, B.S. Ed., B.S.L.S.	Assistant Librarian
Mary E. Casey, B.S.Ed., M.A.	English
Timothy F. Clifford, B.A., M.A.	Music
Earle S. Collins, B.A., M. Ed.	Physical Science
Margaret W. Dower, B.A., M.A.	Social Science
Adele M. Driscoll, B.S.Ed., M.Ed., Ed.D.	Education
J. Clifford Geer, B.S., M.Ed.	Physical Science
Serena G. Hall, B.A., M.A., Ph.D.	English
Roger A. Hardy, B.S., M.B.A.	Business Education
D. Francis Harrigan, Jr., B.S.Ed.	Handwriting
Leo F. Hennessey, B.A., M.Ed., Ph.D.	Education
✓ Winifred H. Higgins, B.S.Ed., M.A.	Art
Lillian M. Hoff, B.S., M.A.	Speech
Bruce F. Jeffery, B.B.A., M.C.S., LL.B.,	Head of Business Education Department, Education
✓ James P. Jones, B.A., M.A.	Earth Science, Social Science
Mary M. Jones, B.S.Ed., M.A., Ed.D.	English
Helen J. Keily, B.B.A., M.Ed., Ed.D.	Dean of Studies, Guidance
Charles F. Kiefer, Jr., B.S.Ed., M.A.	Social Science
Lawrence T. Lowrey, Ph.B.	Dean of Men, Logic, Physical Education
Helen T. Mackey, B.S., M.Ed., Ed.D.	Assistant Dean of Women, Physical Education
Marion S. Marshall, B.S.Ed., M.Ed.	Business Education, Speech
Edna M. McGlynn, B.A., M.A., Ph.D.	Social Science
George F. Moody, B.S.Ed., M.A., LL.B.	Director of Training, Education
Viola I. Munyan, B.S.Ed., M.S.	Education
Stephen Panosian, B.S.Ed., M.Ed.	Music, Art, Handwriting
V. John Rikkola, B.S.Ed., M.Ed.	Education
Richard H. Rockett, B.A., M.Ed., LL.B.	Business Law, French, Speech
✓ Leon H. Rockwell, B.S., M.A.	Education
Thomas I. Ryan, A.B.M.S.	Biological Science
Paul V. Salley, B.S.Ed., M.A.	Earth Science
Grant W. Seibert, B.A., M.S.	Librarian
✓ J. Raymond Silva, B.A., M.Ed.	History, Mathematics
Janet Smith, B.A., B.S., M.C.S.	Dean of Women, Business Education
Mildred B Stone, B.S.Ed., M.A.	Mathematics
James B. Sullivan, B.A., M.S., Ph.D.	Director of Admissions, Biological Science
Joseph A. Sullivan, B.S.Ed., M.Ed.	Business Education
Mira Wallace, B.S.Ed., M.Ed.	Physical Education
Beatrice Witham, B.S., M.Ed.	Business Education

The Training School

V. John Rikkola, B.S.Ed., M.Ed., Principal

James T. Amsler, B.S.Ed., M.Ed.	Practical Arts
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
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
Beulah M. Sweetser, Wheelock Normal School	Kindergarten

HISTORY

In 1854 Horace Mann 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 mid-west 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. Dr. Walter Beckwith succeeded Dr. Hagar, coming in 1896 and serving until 1905. It was during his administration that the Normal School 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. 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 now-flourishing department of Business Education, the inauguration of the Junior High School Department, and the employment of a training school principal. Dr. Pitman's dynamic influence was felt by all who came under his direction.

Mr. Edward A. Sullivan came to the College in 1937. Under Mr. Sullivan came expansion and accreditation by National and Regional Associations. It is apparent to one who looks objectively at the college today that Mr. Sullivan's warm personality and wisdom have contributed immeasurably to the flourishing state of growth in which the college begins its second century.

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.

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.

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.

College Bookstore
College Choir
The Cooperative Council
Deans' Aides
Dramatic Club
Earth Science Club
Future Teachers of America
Glee Club
The International Relations Club
The Log
The Arts and Crafts Club
Association for Childhood Education
Book Club
The John Burroughs Club
The Business Education Council
Camera and Audio-Visual Club
Men's Athletic Association
Pitman Debating Society
Tri-Mu
Women's Athletic Association

REQUIREMENTS FOR ADMISSION

I. **Application for Admission.** Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President of the Teachers College of his choice. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test. Applications will be accepted later, but, in any of the Teachers Colleges where waiting lists are established, as explained in VI, candidates applying after this date will be placed on waiting lists following the next administration of the examinations.

II. **Blank to be Filed by the High School Principal.** The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

III. **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 defect 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.** The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. **Completion of Fifteen Units of High School Work.** The "HIGH SCHOOL RECORD" must show the completion of fifteen 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 Characteristics.** The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. **Scholarship Requirements for Admission by Certificate.** (For admission by Examination, see V). Of the 15 units presented for admission 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. **Prescribed (7 Units).**

English	3 units
American History and Civics	1 unit
Algebra	1 unit *
Geometry	1 unit *
Science	1 unit

2. **Distribution of Units for Certified Applicants.**

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, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units**; Fine and Practical Arts, 2 units**; Home Economics, 2 units**; and Physical Education, 1 unit.***

3. **Admission by Certificate.**

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Col-

* Only one unit of Mathematics is required for admission 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 course at Salem, the Home Economics course at Framingham, the Industrial Arts course at Fitchburg, all courses in the Massachusetts School of Art, and the Music course at Lowell.

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

leges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification 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.

(a.) Plan I.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2. Personal interviews are required.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

(b.) Plan II.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

V. **Admission by Examination.** Students who are not eligible for admission by certificate or by reason of upper-quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. **Waiting Lists.** If the number of applicants for admission who have applied by the appointed date is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Certified candidates, Plans I and II, will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order of their standings, as explained in V, above. Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis of computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record which includes ten characteristics, exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

VII. Place and Time of Examinations. Examinations may be taken in January, April and September at any State Teachers College including the Massachusetts School of Art. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

VIII. 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.

SCHEDULE OF SCHOLASTIC APTITUDE TESTS

Write for Bulletin of Information
Department of Education
200 Newbury Street
Boston 16, Massachusetts

College Year Begins

September 13, 1954

September 12, 1955

September 14, 1956

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges and for the teacher-education program at the Massachusetts School of Art. The degree of Bachelor of Fine Arts is awarded for all programs, other than teacher-education, at the Massachusetts School of Art.

The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer

I. **Fees for Residents of Massachusetts**

1. \$100.00 a year payable in two installments at the beginning of each semester.
2. \$3.50 a semester hour — Courses for part-time day students
3. \$9.00 a semester hour — Extension and Summer courses

II. **Fees for Non-Residents of Massachusetts**

1. \$400.00 a year payable in two installments at beginning of each semester.
2. \$12.50 a semester hour — Extension and Summer courses.

III. **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. This regulation will be effective for students entering on or after September 1, 1955.

IV. **Textbooks and Supplies**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 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 rooms for non-commuting students \$18 a week.
7. Blanket Fee — \$12.

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 blanket fee of \$12.00. The blanket fee is 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.

CURRICULA OFFERED AT SALEM ELEMENTARY EDUCATION, JUNIOR HIGH EDUCATION

Junior High Education, Elementary Education, Business Education

Freshmen	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
Handwriting 101	1	Education 203	2	Education 302	6	Economics 403	2
Art 101	2	Education 204	2	Physical Education 321	1	Education 401	2
English 101	6	English 201	6	Physical Education 329 (W)	1	Education 402A	6
History 101	6	Geography 201	6	Physical Education 329 (M)	1	Education 450	2
Mathematics 104	3	History 201	3	Music 330	2	Education 451	2
Music 101	2	History 202	3	or		Education 451	2
Physical Education and		Physical Education 201 (W)	1	Music 331	2	English 404	2
Physiology 101(W)	1	Physical Education 201 (M)	1	Art 332	2	or	
Physical Education and		Physical Science 201	4	or		English 403	2
Physiology 101 (M)	1	Speech	1	Art 333	2	Physical Education 456 (W)	1
Biological Science 101	6			Education 334	1	Physical Education 456 (M)	1
Education 102	3			Geography 309	3	Education 458	2
Speech 101	1			Speech 302	1	Education 459	2
						Art 462	1
						or	
						Arts and Crafts 463	1
						Sociology/ 401	3
						Speech 401	1

DEPARTMENT OF BUSINESS EDUCATION							
Accounting 101	6	Accounting 201	6	Business 301	6	Economics 401	3
Business 101	2	Business 201	2	Education 301	2	Education 401	2
Handwriting 101	1	English 201	6	Handwriting 305	1	Education 402B	6
English 101	6	History 201	2	Physical Education 308 (W)	1	Education 425	2
History 101	4	History 202	2	Physical Education 308 (M)	1	Handwriting 427	1
Physical Education and		Education 205	3	Education 335	2	Education 446	1
Physiology 101 (W)	1	Office Practice 201	3	Geography 306	3	Education 454	2
Physical Education and		Physical Education 201 (W)	1	Geography 307	3	Physical Education 456 (W)	1
Physiology 101 (M)	1	Physical Education 201 (M)	1	Shorthand 302	6	Physical Education 456 (M)	1
Education 102	3	Shorthand 202	4	Sociology 301	3	Education 461	2
General Science 102	4	Speech 202	1	Speech 302	1	English 402	3
Speech 101	1	Typewriting 201	3			Shorthand 401	3
Typewriting 101	4					Speech 401	1

ELECTIVE COURSES FOR ELEMENTARY AND JUNIOR HIGH EDUCATION

Freshman	Credit	Sophomore	Credit	Junior	Credit	Senior	Credit
English 104	4	Art 201	6	English 304	3	Art 401	3
French 101	4	English 202	6	English 305	2	Crafts 402	3
Geography 103	4	French 201	6	French 301	5	Education 464	3
Mathematics 102	4	Mathematics 204	6	History 302	5	English 401	6
		Music 201	6	Mathematics 302	5	French 401	6
		Science 202	6	Geography 310	3	Geography 405	3
				Geography 311	2	Geography 406	3
				Science 305	5	Mathematics 403	6
						Music 401	3
						Economic Biology 401	6
						Science 403	6
						History 401	6

ELECTIVE COURSES FOR BUSINESS EDUCATION

Business 305	2	Accounting 401	2
Business 306	2	Accounting 402	2
Business 307	2	Education 426	2
Guidance 324	2	Education 445	2
		Education 428	2
		Education 429	2

DESCRIPTION OF COURSES

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

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

DEPARTMENT OF ART

Winifred Higgins, **Chairman**
Stephen Panosian

Art 101. Introduction to Art

The essential art principles of line, form, color, space, and texture are stressed in the problems which are given in the two-hour studio period. The one-hour lecture period is devoted to illustrated talks on art appreciation.

3 periods weekly for one semester.

2 semester hours credit.

Art 201. Creative Art Activities

The art activities are based upon developing self-expression. A wide variety of media is employed: water colors, tempera, clay, and pencil. Textile work, block printing, and silk-screen printing are carried on after some design work.

3 periods weekly for two semesters.

6 semester hours credit.

Art 332. Elementary School Art

Problems are carried out in design, color, lettering, illustration, perspective, mural painting, and three-dimensional work. Projects are planned for the different grade levels, based on the integrated subject matter of the grades to which the students will be assigned during their practice-teaching period in the training school.

4 periods weekly for one-half semester.

2 semester hours credit.

Art 333. Junior High School Art

Creative art is emphasized in design which is applied to block printing, textile painting, finger painting, leather and metals, painting of murals, and other illustrations. Art activities are based upon ideas developed in social studies, literature, music, and other subjects. Field trips to museums are arranged.

4 periods weekly for one-half semester.

2 semester hours credit.

Art 401. Art Appreciation and Crafts

The first half of the course pertains to studying the fine arts up to the Romanesque period. In the second semester the course is carried down to contemporary times. This course analyzes the evolution of form in the separate arts and shows how new forms and types have developed as an expression of the culture of the present. Field trips are scheduled to the museums, galleries and shops in Salem and Boston.

This course stresses design and its application to metal work, jewelry, leather work, and ceramics. The crafts studied in this course can give pleasure to the student by developing his ability to create in three dimensions.

3 periods weekly for two semesters.

3 semester hours credit.

Art 462. Elementary School Handwork

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 how these are employed to enrich elementary school teaching.

2 periods weekly for one semester.

1 semester hour credit.

Art 463. Arts and Crafts

Knowledge and skills necessary to establish a recreational arts and crafts program at school, summer camp, or playground are provided.

2 periods weekly for one semester.

1 semester hour credit.

DEPARTMENT OF BUSINESS EDUCATION

Bruce F. Jeffery, **Chairman**

Roger Hardy

Marion S. Marshall

Richard H. Rockett

Janet Smith

Joseph A. Sullivan

Beatrice Witham

Accounting 101. Introductory Course

This course deals with the fundamentals of bookkeeping, including the preparation of balance sheets, income statements, ledger accounts, journals, trial balances, working sheets, adjusting and closing entries, and post-closing trial balances.

3 periods weekly for two semesters.

6 semester hours credit.

Accounting 201. Intermediate and Advanced Course

This course deals with a continued study of principles, including control accounts, adjustments, partnerships, the voucher system, corporations, and manufacturing accounts.

3 periods weekly for two semesters.

6 semester hours credit.

Accounting 401. A Course of Problems

This course consists of advanced problems based upon various business associations. Progress depends upon the power of the class. An introduction to cost accounting, including the process system, is part of the course. This course and its sequel are for the specialist. It is suggested that candidates for this elective have at least average grades in Accounting 101 and 201.

2 periods weekly for one semester.

2 semester hours credit.

Accounting 402. Auditing

The aim of this course is to acquaint the student with the nature of auditing, auditing procedures, and kinds of audits. In addition to the theory, there are many problems, the purpose of which is to tax the resourcefulness of the student.

4 periods weekly for one-half semester.

2 semester hours credit.

Business 101. Business Mathematics

Topics covered in this course include a review of fundamental operations, common fractions and billing, decimal fractions and percentage, interest, bank discount, 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.

2 periods weekly for one semester.

2 semester hours credit.

Business 201. Business Organization

The aim of this course is to give the student an understanding of business practices. Much time is devoted to readings in current literature, including modern techniques, and some social science viewpoints and evaluations.

2 periods weekly for one semester.

2 semester hours credit.

Business 301. Business Law

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

3 periods weekly for two semesters.

6 semester hours credit.

Business 305. Consumer Education

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.

2 periods weekly for one semester.

2 semester hours credit.

Business 306. Distributive Education

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.

2 periods weekly for one semester.

2 semester hours credit.

Business 307. General Business Training

This is an integrated course, including elements of several business subjects. It is valuable as an exploratory and vocational guidance agent. Business knowledge, ideals, and attitudes that will help everybody participate in the modern business world result from the study of such topics as money, banking, insurance, thrift, transportation, investments, and communication.

2 periods weekly for one semester.

2 semester hours credit.

Office Practice 201.

This course is designed 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. Some time is also spent on the methods and organization of such a course for the high school.

4 periods weekly for one semester.

3 semester hours credit.

Shorthand 202. Gregg Shorthand principles

This is a beginner's course in the principles of Gregg shorthand. Instruction is augmented by frequent reading and writing exercises.

4 periods weekly for one semester.

4 semester hours credit.

Shorthand 302. Principles, Dictation, and Transcription

This course includes advanced study with a view toward complete mastery of the principles of Gregg shorthand. Students achieve ability to take dictation at the rate of 80 words a minute and to transcribe notes rapidly and accurately.

3 periods weekly for two semesters.

6 semester hours credit.

Shorthand 401. Secretarial Technique

This course is designed to develop further the ability to take shorthand notes. A speed of 100-words a minute is required and transcription must be fast and accurate. Appropriate information is given for the performance of other secretarial duties.

4 periods weekly for one semester.

3 semester hours credit.

Typewriting 101. Foundation Course for Beginners

Correct typewriting techniques are emphasized as a foundation for accuracy and skill. Practice is given in arranging business letters, addressing envelopes, using carbon paper, copying from rough drafts, making simple tabulations, and in other exercises involving typewriting of practical business materials. Accuracy and speed tests are administered regularly.

4 periods weekly for two semesters.

4 semester hours credit.

Typewriting 201. Typewriting Projects

This course provides experience on all makes of typewriters, electric and manual, and a thorough understanding of their parts and operation. Advanced typewriting problems involving difficult tabulations, preparation of manuscripts, legal forms, the making of master copies, stencil cutting, and other exercises requiring the use of vocational typewriting skill are presented. Correlation with the shorthand class is made effective through special transcription units.

3 periods weekly for two semesters.

3 semester hours credit.

DEPARTMENT OF EARTH SCIENCE

James P. Jones, **Chairman**

Mildred Berman

Paul V. Salley

Geography 103. Fundamentals of Earth Science

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.

2 periods weekly for two semesters.

4 semester hours credit.

Geography 201. Principles of Geography

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.

3 periods weekly for two semesters.

6 semester hours credit.

Geography 306. Elements of Geography

A study of selected environmental conditions and their influence on man's activities is made in order to give a working knowledge of the interdependence of peoples.

3 periods weekly for one semester.

3 semester hours credit.

Geography 307

This course pertains to man's utilization of the major economic resources of the earth in relation to geographic regions and world patterns; development and relation of commercial areas to location and availability of resources, markets, and transportation routes. The relations of the productive occupations to the physical factors of environments are stressed throughout the course.

3 periods weekly for one semester.

3 semester hours credit.

Geography 309. Geography of North America

The outstanding geographic regions of North America are examined with the emphasis directed toward the types of occupation and land use, particularly in the United States, as shown in selected agricultural and urban areas.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

Geography 310. Geography of Europe

Studies are made of the physical and economic contrasts that dominate this land mass. Political divisions are examined, and emphasis is placed on relationships within the continent and with other world areas.

3 periods weekly for one semester.

3 semester hours credit.

Geography 311. Geography of Asia

Studies are made of the contrasts physically and economically dominating this great land mass. Political divisions are examined, and emphasis is placed on relationship within the continent and with other world areas.

2 periods weekly for one semester.

2 semester hours credit.

Geography 405. Geography of the Southern Continents

A study is made of the principal geographic regions of the southern continents with particular emphasis on Latin America and Africa.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

Geography 406. Economic Geography

Selected raw materials and foodstuffs are studied in their relation to production, manufacturing, and commerce. The development of modern means of transportation, as influenced by geographic factors and as related to world trade, is included in the course. Emphasis is given to the study of the United States.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

DEPARTMENT OF EDUCATION

George F. Moody, **Chairman**
James T. Amsler
Adele Driscoll
Leo F. Hennessey
Helen J. Keily
Viola I. Munyan
Leon H. Rockwell

Education 102. General Psychology

This course includes a study of individual behavior. The main objective is to explore the nature and the importance of the adjustment of the individual to his social environment. Means are sought by which human behavior may be changed to share and to contribute to the social environment. The worth of the individual is emphasized, but the happy and intelligent participation of the individual in social institutions is the real measure of his success and value as a citizen.

3 periods weekly for one semester.

3 semester hours credit.

Education 203. Child Psychology

This course aims to acquaint students with the growth of the child — physically, mentally, emotionally, and socially. The child is studied from infancy through adolescence.

2 periods weekly for one semester.

2 semester hours credit.

Education 204. General Teaching Methods

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; and lesson planning.

2 periods weekly for one semester.

2 semester hours credit.

Education 205. Principles of Minor Logic

A study is made 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 and intimate application of logic principles.

3 periods weekly for one semester.

3 semester hours credit.

Education 301. Educational Psychology

This course includes the study of the principles of learning, motivation, attention and interest, efficiency of learning, transfer of training, individual differences, mental health, behavior and personality problems. The objective

of the course is to stress the application of the principles of psychology to problems of teaching, individual adjustment and guidance in secondary school situations.

2 periods weekly for one semester.

2 semester hours credit.

Education 302. Supervised Student Teaching in the Training School

The Campus 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 the supervising teachers.

One-half semester.

6 semester hours credit.

Education 324. Guidance in Business Education

The 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.

2 periods weekly for one semester.

2 semester hours credit.

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.

2 periods weekly for one-half semester.

1 semester hour credit.

Language Arts.

This course deals with the areas in a language arts program: speaking; listening; basic skills in oral and written communication; and creativity in oral and written expression.

2 periods weekly for one semester.

2 semester hours credit.

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.

2 periods weekly for one semester.

2 semester hours credit.

Reading.

The objective of this course is to acquaint students with established procedures in the teaching of reading. The following topics are considered: reading readiness; basic attitudes; basic habits and skills; common causes of reading difficulties; the purposes of a remedial reading program; and an orientation to the recognized basic reading systems.

4 periods weekly for one-half semester.

2 semester hours credit.

Science Education.

The topics considered are: valid objectives for science; philosophy of science teaching; sources and organization of materials; correlation of science with other areas; principles of audio-visual aids; analysis of science readers; lesson planning in science.

2 periods weekly for one-half semester.

2 semester hours credit.

Social Studies.

The history and geography parts 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 and junior high school levels, and on the texts and materials necessary to the work.

4 periods weekly for one-half semester.

2 semester hours credit.

Total credits — 11 semester hours.

Education 335. Tests and Measurements in Business Education

This course presents the terminology used in Tests and Measurements essential for the classroom teacher in Business Education. A study is made of elementary statistics, function and forms of various tests, and the uses of test results.

2 periods weekly for one semester.

2 semester hours credit.

Education 401. History and Philosophy of Education

This course is a survey of the history and the philosophy of education emphasizing the contributions made by outstanding educators in Europe. The biographical material is used to give warmth and to avoid excessive abstraction.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 402A. Supervised Practice in the Public Schools

Elementary and Junior High

This period 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, teach-

ing techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty.

One-half semester.

6 semester hours credit.

Education 402B. Supervised Practice in the Public Schools

Business Education

Seniors in the business education department are assigned to selected public high schools for an eight-week period of observation and cadet teaching. They are supervised continuously by the regular high school teachers and their work is periodically appraised and evaluated by members of the business education department instructional staff.

One-half semester.

6 semester hours credit.

Education 425. Methods of Teaching Bookkeeping

The course deals with the techniques of instruction in elementary and advanced bookkeeping; background of the subject; aims of instruction; place and scope of bookkeeping in the high school curriculum; suggested sequences of subject-matter presentation; use of practice sets; standard bookkeeping tests.

2 periods weekly for one semester.

2 semester hours credit.

Education 426. Teaching Geography in the Senior High School.

A survey is made of geography courses taught in high schools. A comparison of high school texts, selection of maps, use of current material, and

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 and diagnostic tests which will help them analyze the results of their teaching.

2 periods weekly for one semester.

2 semester hours credit.

Education 429. Methods of Teaching Typewriting

The course deals with the fundamentals of skill-learning as applied to typewriting and techniques for directing the study of the subject; diagnosis of common errors; remedial teaching drills; testing; grading; selection of textbooks; and correlation of transcription in the typewriting class.

2 periods weekly for one semester.

2 semester hours credit.

Education 445. Audio-Visual Education

This course is planned to include the study of the important audio-visual aids employed in modern teaching, both as to the nature of materials for subject enrichment, selection and evaluation in terms of units of work, and techniques of classroom use. Some attention will be given to organization and administration of an audio-visual program. Students will be given opportunity to operate projectors and other audio-visual equipment, and to acquaint themselves with sources of information on filmstrips, films, and other teaching aids.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 446. Professional Ethics

The meaning and importance of ethics are studied, especially in their application to the professions. Codes of ethics for teachers are given particular consideration, including their application in case situations.

1 period weekly for one semester.

1 semester hour credit.

Education 450. Psychology

This course considers principles of learning, motivation, attention, and interests, efficiency of learning, transfer of training, individual differences, mental health, behavior and personality problems that might be met by the elementary and junior high teacher. The purpose of the course is to stress the application of the principles of psychology to various problems experienced in elementary and junior high school situations.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 454. Principles of Business Education

This is a general background course for the preparation of business teachers. It deals with the study of the origin, development, and present status of business education in various types of institutions; a general survey of high school business education; contribution of business education to general education; business education programs in large and small high schools; training for various business occupations; development of courses of study in business education.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 458. Home Economics

This is an introductory course in 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 worthy home membership, and to give information that will be useful to her as a future homemaker.

2 periods weekly for one semester.

1 semester hour credit.

Education 459. Tests and Measurements

This course considers the history of the development of tests and measurements, the necessity for tests, the scope of measurement, selection of tests, comparison of teacher-made tests with standardized tests, simple statistics, and the interpretation of test scores. The purpose of the course is to acquaint the student with the terminology and application of testing techniques in classroom situations.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 461. Secondary Education Principles and Trends

The course traces the development of secondary education in the United States. It is concerned with the present-day essential purposes of secondary education; methods related to the recent developments in the curriculum area; organization and types of programs; current trends, practices and methods of teaching in each of the three major teaching plans; diagnosis of learning difficulties; lesson plans and assignments of various types; discipline and classroom management; the evaluation of outcomes.

4 periods weekly for one-half semester.

2 semester hours credit.

Education 464. Education for Citizenship

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.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

DEPARTMENT OF ENGLISH

Gertrude Burnham, **Chairman**

Mary E. Casey

Serena G. Hall

Mary M. Jones

English 101. Literary Types

The purpose of this course is to develop a knowledge and appreciation of novels, dramas, and poetry through wide reading. Frequent reports and analyses are required.

3 periods weekly for two semesters.

6 semester hours credit.

English 104. College Composition

The major emphasis of this course is on the sound organization of ideas, well-planned sentences, and accurate phrasing and wording. The course also includes a study of grammatical fundamentals, stressing paragraph structure, spelling, and punctuation.

2 periods weekly for two semesters.

4 semester hours credit.

English 201. A Survey of English and American Literature

This course provides a study of the literature of England and America in sequences of literary periods. Detailed analysis is made of certain types whose thought, idealism, and human interest are certain to enrich cultural and professional background. The work comprises outside reading, oral and written reports, discussions, and lectures.

3 periods weekly for two semesters.

6 semester hours credit.

English 202. World Classics

Representative books written during the great periods of literary and intellectual development are read. Emphasis is on the contributions of the Western world to our heritage.

3 periods weekly for two semesters.

6 semester hours credit.

English 304. Contemporary Literature

Trends in the drama, fiction, poetry, and nonfiction of English and American authors since 1914 are analyzed. The course is designed to develop an understanding and critical judgment of contemporary literature.

3 periods weekly for one semester.

3 semester hours credit.

English 305. Creative Writing

The aim is to promote initiative in self-expression. Students are encouraged to develop original ideas, inclinations, and preferences in working out their writing problems. The reading of selected prose and poetry stimulates suggestions for the adoption of effective stylistic techniques and devices. Individual conferences and constructive criticism are essential elements of the working procedure of this course.

2 periods weekly for one semester.

2 semester hours credit.

English 402. Contemporary Literature

The major trends in drama, fiction, and poetry of English and American authors since 1914 are analyzed. The basic aim of the course is to develop an appreciation of contemporary literature.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

English 403. Junior High School Literature

The course aims to acquaint junior high school students 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.

4 periods weekly for one-half semester.

2 semester hours credit.

English 404. Children's Literature

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.

4 periods weekly for one-half semester.

2 semester hours credit.

DEPARTMENT OF FRENCH

Richard H. Rockett, **Chairman**

French 101. Grammar, Composition, and Translation

A study is made of French grammar in conjunction with oral and written composition; reading and discussion of plays and stories are a part of this course.

2 periods weekly for two semesters.

4 semester hours credit.

French 201. Composition, Reading and Conversation

Advanced composition is based on French texts; there is dictation, conversation, and reading of modern and classical authors. The course is designed to give the student practice in writing and speaking the language and to enable him to read easily and absorb the contents of the texts.

4 periods weekly for one and one-half semesters.

6 semester hours credit.

French 301. Written and Oral Expression.

A thorough review is made of French grammar with particular emphasis on the most difficult constructions; there is 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.

4 periods weekly for one and one-half semesters.

5 semester hours credit.

French 401. Contemporary French Theater and Novel

A study is made of prewar and postwar tendencies with particular emphasis on plays and novels; oral and written reports are made.

4 periods weekly for one and one-half semesters.

6 semester hours credit.

DEPARTMENT OF HANDWRITING

Daniel F. Harrigan, **Chairman**
Stephen Panosian

Handwriting 101. Fundamentals of Good Handwriting

This course is designed to improve and develop personal writing ability through self-analysis and directed practice. Standard letter forms, both cursive and manuscript, are studied, and the recognized essentials of good handwriting are stressed.

1 period weekly for two semesters.

1 semester hour credit.

Handwriting 305. Blackboard Writing and Handwriting Methods

This course seeks through supervised practice to develop the ability to write good blackboard copy. A study is made of the types of copy used in the various grades, and emphasis is placed on arranging work, remedial work, and correlation.

1 period weekly for two semesters.

1 semester hour credit.

Handwriting 427. Advanced Course in Lettering and Engraving

This is a course in effective pen lettering suitable for use in diploma filling, making of resolutions, and honor rolls. Practice is given in various styles of text lettering and engrosser's script.

1 period weekly for one semester.

1 semester hour credit.

DEPARTMENT OF MATHEMATICS

Mildred B. Stone, **Chairman**
J. Raymond Silva

Mathematics 102. College Algebra

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, etc., and to strengthen skills in problem solving. This phase of the work, though technical, will provide the necessary background for further work in the field of mathematics.

2 periods weekly for 2 semesters.

4 semester hours credit.

Mathematics 104. Introduction to Mathematics

An effort is made to develop mature concepts of our number system, genuine understanding of the principles underlying computation procedures, greater versatility in the use of the tools of mathematics, historical background necessary for the appreciation of the contributions of arithmetic, and a working knowledge of the consumer mathematics needed for economic competence.

3 periods weekly for one semester.

3 semester hours credit.

Mathematics 204. Trigonometry and Analytic Geometry

The content of the 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.

3 periods weekly for 2 semesters.

6 semester hours credit.

Mathematics 302. Calculus

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

5 periods per week for one semester.

5 semester hours credit.

Mathematics 403. Integral Calculus

This course deals with the basic concept of integration as the limit of a sum, geometrical applications of this concept, a systematic study of integration, solutions of problems from the physical sciences by use of these techniques, the power expansions of functions into infinite series, and some introductory work in differential equations.

4 periods weekly for one and one-half semester.

6 semester hours credit.

DEPARTMENT OF MUSIC

Timothy F. Clifford, **Chairman**

Stephen Panosian

Music 101. Nature and Significance of Music

Two approaches are used in this course — music in life and music for the classroom. Through lecture and recordings music is studied as one of the fine arts; form in music and instruments of the symphony orchestra are illustrated and discussed. Singing skills and elements of theory used in the grade school music program are reviewed.

3 periods weekly for one semester.

2 semester hours credit.

Music 201. Human Values in Music

In this course an examination into the aesthetics of music is made. The influence of music on the peoples of various lands and periods, and the correlation of music with the other arts are explored.

3 periods weekly for 2 semesters.

6 semester hours credit.

Music 330. Elementary School Music

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

4 periods weekly for one-half semester.

2 semester hours credit.

Music 331. Junior High School Music

This course presents the theory and practice of teaching music in grades seven through nine. Emphasis is placed on student competence in organizing the vocal work and the music appreciation used in the general music class. Practice in music teaching is offered in the training school.

4 periods weekly for one-half semester.

2 semester hours credit.

Music 401. Survey of Music

This course is a continuation of the music experiences begun in Music 101. It includes simple piano accompaniment, playing rhythm band instruments, listening activities, creative music, and program-making.

2 periods weekly for one and one-half semesters.

3 semester hours credit.

DEPARTMENT OF PHYSICAL EDUCATION

Physical Education for Women

Mira Wallace, **Chairman**

Helen T. Mackey

Physical Education for Men

Lawrence T. Lowrey, **Chairman**

Physical Education 101 (M) Activities.

General gymnasium work is provided, including corrective and remedial exercises, marching tactics, group contests, sports, and games.

Physical Education 101 (M) Physiology

The purpose of this course is to stimulate students to think for themselves in matters of human function and health behavior. The course aims to present the physiological background for proper health habits. First Aid is studied, and a Standard Red Cross certificate is awarded to those passing the course.

3 periods a week for two semesters.

1 semester hour credit.

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.

A study is made 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. First Aid is studied and a Standard Red Cross certificate is awarded to those passing the course.

3 periods weekly for two semesters.

1 semester hour credit.

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.

2 periods weekly for two semesters.

1 semester hour credit.

Physical Education 201 (W) Activities.

Increased skill and achievement are sought in the continuation of all activities. Opportunities are provided to coach, teach, and officiate games, and develop powers of leadership.

2 periods weekly for two semesters.

1 semester hour credit.

Physical Education 308 (W)

This course for women includes the study of coaching, officiating, and participating in individual and group activities and games.

2 periods weekly for two semesters.

1 semester hour credit.

Physical Education 308 (M)

This course for men presents methods of instruction and participation in a variety of activities and games. Corrective exercises are provided when necessary.

2 periods weekly for two semesters.

1 semester hour credit.

Physical Education 321. Health Education

This course includes thorough 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.

2 periods weekly for one-half semester.

1 semester hour credit.

Physical Education 329 (W) Theory of Physical Education Activities

A continuation of physical activities suitable for adults is provided. A study is made of the program of Physical Education in the elementary and junior high schools. Study is made of the theory of Physical Education as it applies to the teaching of activities appropriate for use in the elementary and junior high grades.

3 periods weekly for one semester.

1 semester hour credit.

Physical Education 329 (M) Theory of Physical Education Activities

Consideration of the physical education program in the first nine grades is provided. Advanced activities embody a proper stress on the theory of physical education.

3 periods weekly for one semester.

1 semester hour credit.

Physical Education 456 (W) Procedures in Physical Education Activities

Activities are designed to further the techniques in sports and individual and group activities. Opportunities are provided for coaching and supervising team contests.

2 periods weekly for one and one-half semesters.

1 semester hour credit.

Physical Education 456 (M) Procedures in Physical Education Activities

This course deals with coaching techniques, with particular emphasis on the major sports. An attempt is made to discover and develop individual aptitudes.

2 periods weekly for one and one-half semesters.

1 semester hour credit.

DEPARTMENT OF SCIENCE

James B. Sullivan, Chairman Biological Science

Earle S. Collins, Chairman Physical Science

J. Clifford Geer

Thomas I. Ryan

Science 101. Biological Science

The course presents a systematic, comparative, and integrated study of the major groups in the plant and animal kingdoms. Selected representatives from each phylum are considered in the light of their ecological and economic importance. Principles of anatomy, physiology, growth and development, heredity, evolution, ecology, health, and conservation are stressed.

At least two local field trips are arranged during the year. Simple laboratory techniques including the manipulation of various types of microscopes are taught.

In addition to achieving some of the aims and objectives of general education, the material presented provides adequate background for advanced work in biology and science teaching at all levels.

4 periods weekly for 2 semesters.

6 semester hours credit.

Science 102. Physical Science

This course 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 avccational values of science study. Instruction is enriched with demonstrations, audio-visual aids, and field trips.

2 periods weekly for 2 semesters.

4 semester hours credit.

Science 201. Physical Science

This course provides a study of the broad field of the physical sciences, touching those phases of chemistry, astronomy, and physics in which inhere definite cultural values. Lecture-demonstrations and audio-visual aids are

liberally employed. Students are expected to supplement study of the text with outside reading and to show an alertness for current illustrative material.

2 periods weekly for two semesters.

4 semester hours credit.

Science 202. Nature Study

This course provides information about and contact with trees, flowers, birds, insects, gardens, and other nature forms, thus enabling the student to appreciate better his environment. Correct habits are established for self-study in the field.

3 periods weekly for 2 semesters.

6 semester hours credit.

Science 305. Problems and Experiences in the Physical Sciences

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.

5 periods weekly for 1 semester.

5 semester hours credit.

Science 401. Economic Biology

In this course a survey is made of the plant and animal world with emphasis on those findings of biological science which bear vitally on human existence, such as those which deal with food problems, health, disease, etc. Opportunity is given for research on important aspects of biological science which are of practical value.

4 periods weekly for one and one-half semesters.

6 semester hours credit.

Science 403. Advanced Physical Science

This course is designed for students who wish to improve their background in science. Laboratory work, pertinent outside reading, and several field trips are part of the course.

4 periods weekly for one and one-half semesters.

6 semester hours credit.

DEPARTMENT OF SOCIAL SCIENCE

Edna M. McGlynn, **Chairman**

Margaret W. Dower

James P. Jones

Charles F. Kiefer

Marion S. Marshall

J. Raymond Silva

History 101. World History

In this course efforts are made 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.

- 3 periods weekly for 2 semesters.
- 6 semester hours credit.
- 2 periods weekly for 2 semesters.
- 4 semester hours credit (Commercial).

History 201. Advanced United States History

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 in the belief that an intelligent understanding of present-day United States will result.

- 3 periods weekly for one semester.
- 3 semester hours credit.
- 2 periods weekly for one semester.
- 2 semester hours credit (Commercial).

History 202. United States Constitutional Government

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 governmental agencies are also studied.

- 3 periods weekly for one semester.
- 3 semester hours credit.
- 2 periods weekly for one semester.
- 2 semester hours credit (Commercial).

History 302. Problems in American History

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

- 5 periods weekly for one semester.
- 5 semester hours credit.

History 401. International Affairs

A study is made 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 carefully analyzed. Research papers are required.

- 4 periods weekly for one and one-half semesters.
- 6 semester hours credit.

Economics 401. Principles and Problems of Economics

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; the distribution of income among the factors of production. Newspapers and current materials are used for illustrative purposes.

3 periods weekly for one and one-half semesters.

3 semester hours credit.

Economics 403. Principles of Economics

A survey is made first of the American economy as to how the modern economy evolved and the nature and development of the free enterprise system in the United States. Fundamental economic concepts are covered; national income, national products, market, money exchange, distribution. Present problems of the American economy are discussed in relation to the fundamental concepts. Short research papers are required.

2 periods weekly for one semester.

2 semester hours credit.

Sociology 301. Principles and Problems of Sociology

Sociology 301 is the same course as Sociology 401 except that 301 is offered to Business Education Juniors.

3 periods per week for one semester.

3 semester hours credit.

Sociology 401. Principles and Problems of Sociology

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. Short research papers are required.

2 periods weekly for one and one-half semester.

3 semester hours credit.

DEPARTMENT OF SPEECH

Lillian M. Hoff, **Chairman**

Mario S. Marshall

Richard H. Rockett

Speech 101. Fundamentals of Good Speech

In this course an effort is made to develop greater efficiency in oral expression by the elimination of common speech errors and undesirable mannerisms. Whenever necessary, special attention is given to individual cases to bring them up to the standard of the class.

1 period weekly for two semesters.

1 semester hour credit.

Speech 202. Parliamentary Law

The purpose of this course is to familiarize students with all motions commonly used in a deliberative assembly, to afford them an opportunity to exemplify these motions in the classroom, and to prepare them for active participation in meetings during college life and thereafter.

1 period weekly for two semesters.

1 semester hour credit.

Speech 302. Speech Construction and Delivery

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 present standard procedures in formal and informal panel discussions; to give facility in the organization and presentation of classroom material; to acquaint the student with the mechanics of correct phonetic production; to eliminate defects in the voice and posture; and to develop in the student the ability to speak and read easily, confidently, and forcefully.

1 period weekly for two semesters.

1 semester hour credit.

Speech 401. Dramatics, Debating, and Platform Oratory

This course is concerned with the oral interpretation of literature; the value of dramatics in school programs; methods of debate, discussion, leadership, platform work; and simple techniques of interviewing. The course strives to help student teachers in the speech education of children.

1 period weekly for one semester.

1 semester hour credit.

