



THE
CALIFORNIA
BULLETIN

S T A T E
TEACHERS
COLLEGE

CALIFORNIA
PENNSYLVANIA

193
SUMMER SESSION
JUNE 14 - JULY 2
POST SESSION
JULY 26 - AUG. 1

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1937 SUMMER SESSION—June 14 to July 24
REGISTRATION—June 14; CLASSES BEGIN—June 15

POST SESSION—July 26 to August 14
REGISTRATION—July 26; CLASSES BEGIN—July 26

The 1937 Summer Session will be six weeks in length. The Post Session will be three weeks in length. The semester-hour load is limited to six credits in the regular session and three in the post session.

The College will offer courses which are required for a degree in Elementary, Secondary, and Industrial Arts Education. Required courses for certification in Special Education will be given. Courses are offered to validate a College Provisional Certificate as a permanent license to teach.

1937 CALENDAR

Alumni Day.....Saturday, May 22
Baccalaureate Sermon.....Sunday, May 23
Commencement.....Monday, May 24

Freshmen Examinations..... July 16 and September 7
Regular College Registration..... September 8

STATE TEACHERS COLLEGE, CALIFORNIA, PENNSYLVANIA

Robert M. Steele, President

Harry L. Kriner, Dean of Instruction

Thomas M. Gilland, Director Student Teaching

Lillian J. Conlon, Bursar

Elizabeth C. Bartley, Registrar

Outstanding Characteristics Of California Summer Session

1. Classes do not meet on Saturday.
 2. The students may attend three, six, or nine weeks.
 3. Associations with students and faculty are enjoyable.
 4. Organization of work is unique.
 5. Work is practical and profitable.
 6. The social advantages are pleasant.
 7. The dormitories are cool and comfortable.
 8. Cold drinking water is provided in dormitories.
 9. Travel by automobile is convenient.
 10. Excellent railroad service is available.
 11. A large variety of courses is offered.
 12. The faculty is well prepared.
 13. The laboratories and class rooms are well equipped.
 14. A vacation in July or August is possible.
 15. All courses are modern and practical.
 16. The recreational activities are varied.
 17. The expenses are very low.
 18. Swimming, picnics, dances, and plays are excellent.
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THE STATE TEACHERS COLLEGE AT CALIFORNIA IS A MEMBER OF
THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES AND MEETS
ALL STANDARDS ESTABLISHED BY THIS ASSOCIATION.

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SOCIAL AND RECREATIONAL FEATURES

The major portion of the afternoons will be free for a complete recreational program. Activities include tennis, mush ball, golf, swimming, archery, speed ball, deck tennis, shuffle-board, croquet, basketball, kick football, dancing, and hiking. Arrangements will be made for these activities or additional recreational games, and information or suggestions for the teaching of games, will be given to groups upon request. Some of the events are:

- Swimming Parties: Twice Weekly
- Summer Session Picnic
- Summer Session Dance—July 9
- Dormitory Party or Picnic each week
- College Women's Dinner—July 13
- Stag Steak Dinner—July 13
- Annual Athletic Round-up—June 25
- Tennis, Horse shoe, and Ping Pong Tournaments
- Mush Ball League

Student representatives will work out the details for the above program. The Social program will be under the direction of the Dean of Women and the Dean of Men. The recreational activities will be directed by the physical education instructors.

PURPOSES OF THE SUMMER SESSION

1. To enable teachers in service to renew Partial Elementary and State Standard Limited certificates.
2. To permit teachers in service to secure the Temporary Standard certificate or State Standard Limited certificate.
3. To offer work toward the completion of a degree in Education.
4. To aid students of the regular college year to make up deficiencies.
5. To complete the required work in less than the regulation time.
6. To offer the opportunity for self-improvement.
7. **It is not the purpose to admit recent high school graduates.** Students who have not previously attended a college are admitted only in September or January.

Admission to the summer session does not guarantee a place in the college enrollment for the regular semester.

STANDARD CERTIFICATE

Teachers who hold a Partial Elementary Certificate and who desire information as to the remaining courses required for the Temporary Standard certificate should write to the Teacher Division, Department of Public Instruction. **TO AVOID DISAPPOINTMENT, NO OTHER ADVICE SHOULD BE TAKEN.**

Those who do not hold a Partial Elementary certificate but are working for a Standard certificate can receive only a State Standard Limited. This certificate is valid for three years. It is secured by completing the first two years of work in an approved Elementary curriculum including at least six credits of student teaching. Many courses valid, for renewing State Standard Limited certificates are offered in the summer session.

Students who enter college after January 1, 1937 are required to complete the first three years of work in an approved elementary curriculum in order to secure a State Standard Limited certificate.

GRADUATION

During the past year the demand for elementary teachers holding a college degree has greatly increased. Many school districts now require a college degree as the minimum academic preparation for all teachers. Thus it is to the advantage of all elementary teachers to complete the necessary work for a degree as soon as possible.

Students who desire to work toward the completion of a curriculum should consult the Dean of Instruction regarding the work to be completed. Evaluations cannot be made during the five-day period immediately before or following registration day.

Students who complete the four-year curriculum during the summer session will be required to return in May, 1938, for graduation exercises. Students expecting to complete a curriculum should check with the Registrar to make certain that all requirements have been met.

Students who are working toward the completion of a degree are requested to secure the regular catalogue for all details and requirements.

STUDENT TEACHING

Student teaching facilities will be available for both elementary and secondary students. This work is planned for teachers who have had satisfactory experience and who have previously attended this college. Arrangements for this work **MUST BE MADE IN PERSON BEFORE JUNE 1** with the Director of Student Teaching and the Dean of Instruction.

NEW CURRICULA

The regular catalogue outlines the course requirements for each curriculum and gives requirements for both admission and graduation. A copy of the catalogue will be mailed upon request. Each curriculum has been revised during the past year.

MAKING COLLEGE CERTIFICATE PERMANENT

Students who receive a college degree after completing a four-year curriculum must secure a College Provisional Certificate, which is issued by the department of Public Instruction, before they may teach in the public schools of Pennsylvania. This certificate is a license to teach for only three years and is different from the sheepskin or diploma issued at graduation. It indicates the subjects or the fields in which the holder is permitted to teach. **ONE REQUIREMENT TO MAKE THE COLLEGE PROVISIONAL CERTIFICATE A LIFE LICENSE TO TEACH IS THE COMPLETION OF SIX ADDITIONAL CREDITS, three in education and three in the field for which the certificate is valid.**

Courses described in this bulletin may be taken to validate a College Provisional Certificate for a life license to teach **PROVIDED** they were not taken to satisfy the degree requirements, and **PROVIDED** they apply to the proper field. Students who wish to pursue courses for this purpose should consult the Dean of Instruction.

ROOMS

A room should be reserved in advance by sending a registration deposit of \$10.00 with your first, second, and third choice of room. A room will not be reserved without a deposit. **IF A CLASS SCHEDULE ACCOMPANIES THIS DEPOSIT, COURSE RESERVATION WILL ALSO BE MADE.** The room reservation will be held until 3 o'clock on the regular Registration Day. At that time, the reservation will be withdrawn unless students notify the College by wire or phone of their intention to arrive at the college later. The deposit will not be returned unless application for return is received at least three weeks before the opening of the session.

LIVING OUTSIDE DORMITORIES

Women will not be permitted to room or board outside of the dormitories except in the home of parents, grandparents, brother or sister, uncle or aunt, unless special permission has been granted by the President. **ARRANGEMENTS MUST BE MADE WITH THE PRESIDENT BEFORE THE ROOMS ARE ENGAGED.** No student will be permitted to room in houses not approved by the Housing Committee. Any change of address must be approved by the Dean of Women prior to the change.

EXPENSES EFFECTIVE FOR SUMMER SESSION OF 1937

Advance Registration Deposit	\$10.00
Contingent fee per credit (Minimum \$15).....	5.00
Student Activity fee.....	2.00
Out-of-state student (additional)	35.00
*Board, room and laundry	42.00
**Industrial Arts fee (additional)	6.00
Degree fee (graduates of four-year curriculum only)	5.00

A detailed statement concerning Fees, Deposits, and Repayments may be found in the regular catalogue.

*The cost for the post session will be \$21.00

**Additional industrial arts fee will be \$3 for the post session.

SCHEDULES SHOULD BE MADE IN ADVANCE

Students may save considerable time on registration day by paying a \$10.00 registration fee in advance and requesting a schedule to be made. **SCHEDULES WILL NOT BE MADE IN ADVANCE UNLESS THIS FEE IS PAID.** Only one reservation fee is necessary where rooms are reserved. Classes will be closed when the maximum number for good work is reached. A schedule made out in advance will guarantee a place in the class.

A student should decide as early as possible which courses he desires for the summer session.

Make checks payable to State Teachers College and send proposed schedule, registration fee, and request for room reservation to Registrar State Teachers College, California, Pennsylvania.

FACTS TO OBSERVE IN MAKING A CHOICE OF COURSES

In the selection of courses students should keep in mind their particular needs as to type of certificate, course requirements, means of travel and the desire to attend the regular session, the post session, or both. In case of conflicts, students should consult the Dean of Instruction. Classes will be closed when the maximum enrollment for good work is reached. Courses in which there are fewer than ten students enrolled will not be given. The assignment of instructors to the various courses will be changed only when absolutely necessary.

The required courses for each curriculum are published in the regular catalogue. Students who wish to learn the subjects they need to complete a curriculum should consult the regular catalogue which may be secured at the General Office. In case of any question relative to the proper course needed, the Dean of Instruction should be consulted.

SPECIAL EDUCATION

Those interested in the education of orthogenic backward children may, upon request, secure two folders from the State Teachers College, California, Pennsylvania. One is "Special Classes for the Orthogenic Backward" and the other "Special Education Catechism." These folders give a digest of the legal provisions for such classes and explain the requirements for certification. California has been designated as the Teachers College in Western Pennsylvania to prepare teachers in Special Education.

For certification in Special Education the following courses are offered in the Summer Session of 1937: Special Methods, Art Crafts, Speech Correction, Psychology of the Atypical Child, Industrial Arts, Demonstration and Practice Teaching, and Mental Hygiene. The work has been so arranged that students may enter on June 14 or July 26.

Teachers who have had at least five years of successful teaching experience, who are prepared for elementary teaching, and who have a natural aptitude for the practical arts will find opportunity in the field of Special Education. The demand for teachers of the so-called special or opportunity classes exceeds the supply.

POST SESSION CLASSES

July 26 to August 14

A number of courses are offered in a three-week Post Session. This permits intensive work in a three-credit course; the class meeting is from eight to eleven-thirty, five times per week. Students who wish to attend the Post Session should have a schedule made out on or before June 14. Information given under "Facts to Observe in Making a Choice of Course" should be followed in asking for post session classes. Some courses are being offered in both the regular and post sessions. Take the course at the time that it best fits into your other plans.

In the following pages each course to be offered in the Post Session is clearly marked. All courses not marked are being offered in the regular six-week session only.

DESCRIPTION OF COURSES

ART

1. **Art (1)** Hazen
2 credits Daily 9:00—10:30 Room S201
Elementary study and practice in the technique of drawing, design, and color are presented in this course. It aims to give the student the fundamental knowledges and techniques in public school art.
2. **Art (2)** Hazen
1½ credits M. T. Th. F. 9:00—10:30 Room S201
The elementary industrial arts are presented with practice in the making of individual and unit projects with emphasis on skills. Paper and cardboard construction, bookbinding, modeling, soap sculpture, and block printing are stressed.
3. **Art (3)** Hazen
2 credits M. W. Th. F. 10:30—12:00 Room S201
A course in methods and subject matter used to develop an adequate program in elementary art education. Objectives are emphasized. Prerequisites: Art (1) and Art (2).
4. **Art (4)** Hazen
2 credits Daily 7:30—9:00 Room S201
This course aims to develop sound aesthetic judgment; appreciation of good design in clothes and in home decorations. Emphasis is placed on the elements and principles of art as an aid to the student in recognizing and enjoying works of art.
5. **Art Crafts (1)** Leacock
2 credits Daily 10:30—12:00 Room S203 Regular Session
2 credits Daily 8:00—11:30 Room S203 Post Session
A course for teachers of special classes and elementary school clubs stressing the design, manipulation, and furnishing of various materials suited to hand-work. It includes projects in wood, copper, tin, and leather. If possible students should bring wooden orange crate ends and felt from old hats as part of their materials.
6. **Art Crafts (2)** Leacock
2 credits Daily 1:00—2:30 Room S203 Regular Session
2 credits Daily 8:00—11:30 Room S203 Post Session
A comprehensive course in weaving for special class teachers which will include cardboard covering, hand loom weaving, rake and spool knitting, novel frame weaving, chair covering and canning, two and four harness weaving. If possible students should bring light colored felt scraps, scrap yarns, bodkin or bag needle, large eyed needle.

EDUCATION

1. **Diagnosis and Remedial Treatment in Elementary School Subjects** Bontrager
3 credits Daily 7:30—9:00 Room H101
This course deals with the diagnosis and remedial treatment of difficulties in reading, arithmetic, spelling, and writing. More time will be spent on reading than on other difficulties, with lectures and demonstrations by the instructor as well as reading and case studies by the students. The course is designed primarily for school principals, supervisors and teachers in service and will be made practical.
2. **Educational Measurements** Neagley
2 credits M. T. Th. F. 7:30—9:00 Room 205 Regular Session
2 credits Daily 8:00—10:30 Room 205 Post Session
A consideration of the simpler statistical measures with particular emphasis on their application to classroom work. The principles underlying the construction of valid, reliable objective tests are examined, and practice is given in the making of classroom tests in the various fields of subject matter. A study is made of representative standardized tests. Some attention is given to the vocabulary of measurement. The work will be so organized that the needs of the elementary, secondary, and industrial arts teacher will be met.

Bontrager

3. **Guidance** Room D201
2 credits M. T. Th. F. 9:00—10:30
This course will deal with the many problems of consulting and guidance work in the junior and senior high schools. Educational, social, and vocational guidance will be emphasized. Some attention will be paid to the meaning, scope, and methods involved in the guidance movement.
4. **History and Philosophy of Education** Neagley
4 credits Daily 1:00—2:45 Room 205
The foundations of modern education and our present conception are shown by historical treatment. Emphasis is placed on the social, economic, political, and religious factors that have influenced elementary and secondary education. Current practices are considered in the light of present theories, and principles as advocated by our foremost educators.
5. **Introduction to Teaching** Neagley
3 credits Daily 9:00—10:30 Room 205
This is the first course in Education. It furnishes the basic technical vocabulary and concepts for the understanding and preparation of our educational system.
6. **Kindergarten-Primary Theory** Kiesling
2 credits M. T. Th. F. 7:30—9:00 Room D201
The beginning school child is considered and the principles for forming correct habits are emphasized. An analysis of activities for special occasions will be made, and sample programs set up. The principles, purposes, and materials of the school program for the first three grades will be discussed.
7. **Mental Hygiene** Wilson
3 credits Daily 8:00—11:30 Room H103 Post Session Only
The psychological foundations of personality development, the various types of mental adjustments, the techniques employed in guiding mental adjustments, and mental adjustments in the classroom are stressed. There is some laboratory work in which each student studies individual adjustment problems. Prerequisite: Psychology (1) and (2).
8. **New Methods in the Elementary School** Stuart
3 credits Daily 7:30—11:30 Room D204 (June 14 to July 2 Only)
This course considers teaching the primary and intermediate grades and is intended for those in supervisory or teaching positions who are interested in the needs of the child growth through activities. Its purposes are: (1) to lead to an understanding of the meaning and significance of a unit of experience in the activity school and its relationship to interests and tendencies of children; (2) to study arrangements of classroom programs where units of experience are being developed; (3) to develop criteria for the choice of units; (4) to determine upon what units seem most suitable for each grade; (5) to develop the ability to plan a unit of experience which may be used for teaching purposes. Emphasis will be given to critical discussion in evaluating what has been seen during the observations. Opportunity will be given for continuous observation and participation during the development of an entire unit of experience. For the teacher who desires active vital learning as an ideal for her classroom, it aims to help at every step of the way—making a beginning, organizing the schoolroom and the children's day, enlisting cooperation and aid of parents, selecting problems and projects, developing about them an integrated body of activities and experiences involving practically every school subject, and applying and evaluating learning which results. The aim is to make the work applicable to public schools, including the rural schools of this community. This course is excellent for teachers who hold either a normal school or a standard certificate, and who expect to complete the work for a degree in elementary education. The credit may be used toward the remainder of the student teaching requirement.
9. **Problem Cases in Elementary Schools; Secondary Schools** Wilson
3 credits Daily 9:00—10:30 Room H103
Actual experiences will be given in the technique for individual testing, technique in case studies, and the application of the processes involved in mental hygiene. The course will be adapted to the specific needs of the class, especially to the fields in which the students are working.

10. **Problems of Secondary Education**
3 credits Daily 10:30—12:00 Room H16 Middleswarth
This course deals with the development, organization and problems of secondary education. It emphasizes the special functions of the Junior High School. Much time is given to admission requirements, ability grouping, program of studies, departmentalization, plans of promotion.
11. **Psychology (1)**
3 credits Daily 9:00—10:30 Room S102 Kerstetter
This is a general course in Psychology which studies the human body as a responding mechanism subject to the laws of cause and effect. The various means of directing stimuli to produce a better individual are stressed.
12. **Psychology (2)**
3 credits Daily 10:30—12:00 Room 205 Bontrager
This is the second course in Psychology and it deals with the learning process. Many specific applications will be made to the teaching problems which arise in the classroom.
13. **Psychology of the Atypical Child**
2 or 3 credits Daily 10:30—12:00 Room H103 Wilson
A course for those who desire certification for teaching special classes. It deals with characteristics and classifications of mentally handicapped children. Methods used in the study of abilities and characteristics of such children will be demonstrated, and observation and laboratory work will be used as much as possible.
14. **Special Class Methods**
2 credits Daily 7:30—9:00 Room H103 Wilson
Methods of handling orthogenic backward children, class room organization, articulation with the regular school program, and purposes of special classes will be discussed. At least one period of class room observation per day, followed by conferences will be required. Opportunity for observation will be possible during either the second or third period.
15. **Teaching of Primary Subjects**
3 credits Daily 10:30—12:00 Room D201 Kiesling
The subjects considered are spelling, language, geography, and social studies. The course is designed to help students to evaluate objectives, activities, and materials in the teaching of these subjects in light of modern educational theory and present psychological knowledge. Attention will be given to the place of these school subjects and the problems of applying them to the program.
16. **Teaching of Reading**
3 credits Daily 1:00—2:30 Room D201 Kiesling
To acquaint students with reading objectives, activities, and material for the elementary grades, and to lead them to realize the place and function of reading in a school program designed to meet present social conditions are the main purposes of this course. It will afford an opportunity to meet the individual needs of each student.
17. **Technique of Teaching**
2 credits Daily 1:00—2:10 Room 16 Middleswarth
This work deals with lesson planning, assignments, unit planning, directed study, diagnostic and remedial teaching, drill, and questioning. It will be adapted to the individual needs of the student.
18. **Visual Education**
1, 2, or 3 credits Daily 1:00— Room S102 Kerstetter
This is a complete course which considers the psychological principles underlying "Visual or Other Sensory Aids" and also studies the collecting and assembling of suitable teaching material. Arrangements must be made in advance concerning the number of credits desired; assignment will be made accordingly.

ENGLISH

1. **Creative Dramatics**
2 credits M. T. Th. F. 9:00—10:30 Room 301 Blank
Procedures in children's creative dramatics for the elementary school and the junior high school. The development of subject matter translated into dramatic materials, the stimulation of creative hand work through the making of settings and, when possible, costumes. Elementary teachers will find this an aid in project teaching.

2. **English (1), (2)**
3 credits Daily 9:00—10:30 Room H104 Pardoe
The fundamentals underlying both spoken and written English and their application in paragraph writing are stressed in English (1). English (2) further emphasizes fundamentals and their application in theme development. Attention will be given to the individual needs of the student in Freshman English.
3. **English (3)**
3 credits Daily 1:00—2:30 Room H104 Pardoe
This course emphasizes advanced composition, including short story writing. Writing of material demanded of a teacher as a leader in a community will receive attention. Individual needs and interests of the students will be considered.
4. **English Activities**
3 credits Daily 7:30—9:00 Room 301 Blank
This course in basic principles of speech treats the specific needs of the individual, assisting the student in improving his own speech and voice. It develops an understanding and appreciation of the various phases of speech so that the teacher can help others to present their ideas in a more pleasing and acceptable manner.
5. **Handwriting**
1 credit M. T. Th. F. 10:30—12:00 Room H104 Pardoe
Designed to give the student both the technical and pedagogical equipment essential to the teacher of handwriting. Pen work, blackboard work, references in psychology, and demonstration lessons are emphasized.
6. **Interpretative Reading**
2 credits Daily 10:30—12:00 Room 303 Mase
For those planning to teach oral reading, literature, or who plan to assist with declamation and forensic work. Students will study and interpret various types of literature, learn to cut selections for contest or recital work, and will become thoroughly familiar with the coaching of forensic contestants.
7. **Literature (1)**
3 credits Daily 10:30—12:00 Room 206 Hughey
A survey of English literature to give the student the background necessary for the enrichment of his ability to appreciate literature.
8. **Literature (2)**
3 credits Daily 9:00—10:30 Room 206 Regular Session Hughey
3 credits Daily 8:00—11:30 Room 206 Post Session
A college survey of American Literature comparing the present day artistic standards and lines of thought with those of the past. The aim is to give a fundamental knowledge and develop appreciation in this field.
9. **Modern Novel**
3 credits Daily 1:00—2:30 Room 206 Hughey
How the reading of modern novels may combine entertainment and a serious study of present-day living will be the main consideration of this course, exemplified by the reading of significant contemporary novels. Consideration will also be given to the current novel as a developing art form.
10. **Philology**
3 credits Daily 7:30—9:00 Room 116 Keller
This course is designed to give a knowledge of and create an interest in current word usage through a careful study of past and present trends in language development. One unit is designed to help the student solve some of his most difficult grammar problems and teach this subject more effectively.
11. **Phonetics**
2 credits Daily 1:00—2:10 Room 303 Mase
A scientific study of sounds provides a basis for correct sound formations. This course should improve speech habits of students and give them the basic material for further courses in Speech Correction or Dramatics.
12. **Play Production**
2 credits Daily 1:00—2:30 Room 301 Blank
Survey of recognized principles of play production including make-up, lighting, scenery, direction of plays. When possible the student is asked to direct a one-act play or act in a one-act play for practical demonstration. Casting, the tryout, and choice of plays suitable for school use, and some for community use, are discussed.

13. **Shakespeare** Keller
3 credits Daily 9:00—10:30 Room 116
This course seeks to give students an appreciative knowledge of Shakespeare through the intensive study of some of his greatest plays and the outside reading of others. The number of plays included will be determined by the class and the time.
14. **Speech Clinic Procedures** Mase
2 credits Daily 8:00—11:30 Room 303 Post Session Only
The student has an opportunity to diagnose, study, and follow through a procedure of correction with different types of speech disorders, all under the close supervision of the clinician. The student will become familiar with the use and application of scientific equipment, such as the recording machine, kymograph, and audiometer.
15. **Speech Problems** Mase
2 credits Daily 9:00—10:30 Room 303
This course will include a survey of the field of speech correction acquainting the student with different types of disorders through class discussion and a survey of present day literature in this field particularly stressing the matter of how to treat minor speech disorders.
16. **Stage Craft and Scenic Design** Blank
2 credits Daily 8:00—11:30 Room 301 Post Session Only
The natural outgrowth of the play production survey including the theory and, when possible, the practice of designing the set, modelling sets to scale, construction and painting of scenery, making of properties, when necessary, and lighting.
17. **Teaching High School English** Keller
3 credits Daily 10:30—12:00 Room 116
Developing an appreciation of good reading and good writing will be considered. The place of older writings, of more recent writings, of grammar, of composition, of the syllabus, and similar problems will be discussed. Relative merits of teaching literature by using "wholes" or "selected parts" will be studied.

FOREIGN LANGUAGES

Students interested in Latin or French courses should make inquiry concerning how their individual needs may be met.

1. **French** Carroll
3 credits Daily 9:00—10:30 Room H101
A review of French grammar, reading, composition, and dictation. Emphasis is placed on French conversation in the class room. Prerequisite: two years of high-school French or the equivalent.
2. **Latin** Carroll
3 credits Daily 10:30—12:00 Room H101
Intended for students who have had three years of high-school Latin. Attention will be given to sight reading, translation, and the principles of Latin syntax.
3. **Teaching of Languages** Carroll
3 credits Daily 1:00—2:30 Room H101
The ways of teaching various languages by the direct method will be emphasized. Techniques, materials, and useful suggestions for the high-school teacher will be presented and demonstrated. Acceptable as part of the requirement for certification in any language.

GEOGRAPHY

1. **Conservation of Natural Resources** Harding
3 credits Daily 10:30—12:00 Room S204
This course is intended to give the student a broader concept of our natural resources; major governmental projects, our minerals, water resources, and soil will be given special attention. Teachers of Geography, Economics, and History should find the contents of this course well suited to their needs.
2. **Geography of Europe** Harding
3 credits Daily 8:00—12:00 Room S202 Post Session Only
Modern problems in connection with the geography of European nations are stressed in this course.

3. **Economic Geography** Staats
3 credits Field Trip Room S204 Post Session Only
This field trip, at a very low cost to each student, will cover approximately 2500 miles through the Middle Atlantic and New England States as well as Southern Canada. The group will travel by special bus, leaving California, Wednesday, July 28 and returning Tuesday, August 10. The two days prior and the days following the trip will be spent in class work at the college. The economic considerations and the geographic regions are as follows:
1. Mining and manufacturing in Western Pennsylvania.
2. Farming of Pennsylvania and New Jersey.
3. Transportation, commerce, finance in New York City.
4. Fruit and agriculture of the Hudson valley.
5. Contrast New England valleys with the uplands.
6. Fishing, resorts, and manufacturing in Massachusetts and Maine.
7. Agricultural and resort areas of Vermont and New Hampshire, as well as the Champlain lowland.
8. Transportation, manufacturing, and farming of the Mohawk Valley.
9. Dairying in New York State.
10. Fruit areas of Finger Lakes and Lake Erie region.
11. Hydro-electric power of Hudson-Niagara region.
The group will be limited to thirty students. Reservations must be made on or before June 16. Full details concerning the course may be had by writing to the Dean of Instruction or by personal interview with the director of the course, Dr. J. Riley Staats.
4. **Geography of Latin America** Staats
3 credits Daily 9:00—10:30 Room S202
A detailed study of the various Latin American countries including South America, Central American countries, and Mexico.
5. **Geography of The Pacific Realm** Staats
3 credits Daily 7:30—9:00 Room S202
The physical and political relationship of the Asiatic and Eastern Pacific territories are studied.
6. **Geography of the United States and Canada** Harding
3 credits Daily 1:00—2:30 Room S202
This course is a regional study of these countries. The course is especially helpful to those who teach geography and history. Special emphasis is given to the physical and economic conditions. Current issues are discussed.
7. **Principles of Geography** Staats
3 credits Daily 10:30—12:00 Room S202
Organized to give teachers an opportunity to acquire knowledge of the objectives of geographic education, the subject matter, and the best methods of presentation. The content of the course is especially useful to teachers of geography and related fields.
8. **World Problems in Geography** Harding
3 credits Daily 7:30—9:00 Room S204
A comprehensive study of the continents of the world. The content and scope of the course is such that it can be used to meet certain requirements in geography for those who are irregular in their curriculum. It is particularly important to teachers of geography and history, in that it furnishes usable material in the teaching of geography and stimulates a deeper interest in world affairs.

HEALTH AND PHYSICAL EDUCATION

1. **Personal Hygiene** Schreiner
3 credits Daily 10:30—12:00 Room H102 Regular Session
3 credits Daily 8:00—11:30 Room H16 Post Session
The purpose of this course is to arouse a sane and personal philosophy of health, bearing out the slogan, "Health in Education and Education in Health." It covers such items as growth and development, unity of mind and body, science and superstitions, sexology and reproduction, bones and muscles, blood and the circulation, food and nutrition, physical defects and deformities.
2. **Physical Education (1), (2)** Schreiner
1 credit M. T. W. F. 7:30—9:00 Room H. H.
Work in Eurhythmic, games, relays, and similar activities will be presented with specialization in several activities chosen by the class.

3. **Physical Education** (3), (4) Grove
1 credit M. W. Th. F. 9:00—10:30 Room H. H.

The activities needed by the teacher for physical education in the first six grades of the public schools will be stressed. Practical application of the work will be possible through the cooperation of the Demonstration School.

4. **School Hygiene** Grove
3 credits Daily 7:30—9:00 Room H102 Regular Session
3 credits Daily 8:00—11:30 Room H101 Post Session

A course devoted to the health of the school child, emphasizing his growth development and training in wholesome health ideals, attitudes, and habits. Methods of presenting the material given in the new State Course of Study will be stressed.

INDUSTRIAL ARTS

ANYONE INTERESTED IN THE COURSE DESCRIPTIONS SHOULD
WRITE FOR THE SPECIAL INDUSTRIAL ARTS BULLETIN

1. **Industrial Arts for Special Education Classes** Hoover
2 credits Daily 9:00—10:30 Room IA
The selection, care, and use of tools which a teacher of Special or Orthogenic classes needs for instruction in wood and metal work will be stressed in this course.
2. **Drawing and Design** (1) Keck
2 credits Daily 7:30—9:00 Industrial Arts Building
3. **Drawing and Design** (2) Hoover
2 credits Daily 7:30—9:00 Industrial Arts Building
4. **Drawing and Design** (3) Stavaski
2 credits Daily 7:30—9:00 Room S300
5. **Drawing and Design** (4) Coover
2 credits Daily 7:30—9:00 Industrial Arts Building
6. **Drawing and Design** (5) Keck
2 credits Daily 7:30—9:00 Industrial Arts Building
7. **Drawing and Design** (6) Leacock
2 credits Daily 7:30—9:00 S203
8. **Drawing and Design** (7) Coover
2 credits Daily 7:30—9:00 Industrial Arts Building
9. **Shop** (1) **Wood** Keck
4 credits Daily 1:00—4:00 Industrial Arts Building
10. **Shop** (2) **Sheet Metal** Hoover
4 credits Daily 10:30—2:30 Industrial Arts Building
11. **Shop** (3), (7) **Print** (1 or 2) Stavaski
4 credits Daily 9:00—12:00 S300
12. **Shop** (4), (8) **Machine** (1 or 2) Coover
4 credits Daily 9:00—12:00 Industrial Arts Building
13. **Shop** (5), (9) **Electricity** (1 or 2) Keck
4 credits Daily 9:00—12:00 Industrial Arts Building
14. **Shop** (6), **Wood** (2) Hoover
4 credits Daily 1:00—4:00 Industrial Arts Building
15. **Shop** (10) **Art Metal** Coover
4 credits Daily 1:00—4:00 Industrial Arts Building

Post session courses will be offered according to the demand. A definite announcement will be made concerning this at the college during the week of July 19th.

MATHEMATICS

1. **Analytic Geometry** Bernstorf
3 credits Daily 10:30—12:00 Room 111
A course based on coordinate graphing and loci solutions. It has for its content the conic sections and their applications in the arts and industry. This should be preceded by a course in trigonometry.
2. **Arithmetic** (1) Salisbury
3 credits Daily 10:30—12:00 Room 105 Regular Session
3 credits Daily 8:00—11:30 Room 116 Post Session
To acquaint the teacher with the history, philosophy, sociology and psychology underlying the pedagogy of number learning. Methods of teaching, number understanding, and processes are developed in harmony with the most dependable experimentation in this field.
3. **Arithmetic** (2) Salisbury
3 credits Daily 1:00—2:30 Room 105 Regular Session
3 credits Daily 8:00—11:30 Room 116 Post Session
The diagnosis and remedial teaching of arithmetic in the intermediate grades is considered in this course.
4. **Calculus** (1), (2) Cunningham
3 credits Daily 10:30—12:00 Room 111
An introductory calculus course in the functions of a variable, derivatives of algebraic functions, elementary applications of algebraic functions, elementary applications of derivatives, and simple integration. Arrangements can be made for the advanced course.
5. **College Algebra** Bernstorf
3 credits Daily 7:30—9:00 Room 111
The first course in College Algebra; in it are emphasized the quadratic equation, mathematical induction and its use in the binomial theorem, series, and Horner's method of finding the approximate root of an equation.
6. **College Trigonometry** Salisbury
3 credits Daily 7:30—9:00 Room 105
This course should be preceded by mathematical analysis or four years of high school mathematics. Angular functions and their uses in solutions, triangulation, and the elementary principles of engineering are considered.
7. **Math Analysis** Bernstorf
3 credits Daily 9:00—10:30 Room 111
General mathematics intended to serve as an introduction to the more specialized courses in trigonometry, analytics, college algebra, and elementary calculus. The material is sufficiently individual to be adapted to the needs of students with widely different mathematical background.
8. **Teaching of Junior High School Mathematics** Salisbury
3 credits Daily 1:00—2:30 Room 105
Methods of teaching, choice of material, arrangement of material and subject matter, diagnostic procedures, and remedial work are studied in this course.
9. **Mathematics** Cunningham
3 credits Daily 8:00—11:30 Room 105 Post Session Only
Students who are interested in a mathematics course, for the post sessions should write to, or see in person the Dean of Instruction. Work will be directed on a unit basis and the course offered will be determined by the demand.

MUSIC

1. **Music** (1) Halstead
2 credits Daily 7:30—9:00 Room 209
Planned to prepare the regular grade teacher to teach her own music in the first three grades under supervision. Definite and specific study in ear training, in the singing of the scale, and the reading of music is begun. The best practical methods known are discussed and used in presenting the material.

2. **Music (2)** Halstead
1½ credits M. T. Th. F. 9:00—10:30 Room 209

A continuation of Music (1), progressing into the more difficult and interesting material. A singing of two and three-part music is one of the accomplishments of this course. It is especially designed to prepare and assist the regular grade teacher to teach her own music in grades 4, 5, and 6.

3. **Music (3)** Halstead
2 credits M. T. W. F. 10:30—12:00 Room 209

An opportunity is given to listen to the best music in its different forms. Attention is given to the development of music through the ages along with the interesting information concerning the greatest composers and artists. Ways and means of developing appreciation are studied.

SCIENCE

1. **Application of Physics to Modern Life** Cunningham
3 credits Daily 1:00—2:30 Room S1-2

The course is designed to show the significance and applications of the recent discoveries in physical science. This course treats such topics as: the atom, how one element is changed into another, radium, the radio, the photo-electric cell, X-rays, cosmic rays, and other topics now under wide discussion.

2. **Astronomy** Hurst
3 credits Daily 9:00—10:30 Room S101

Descriptive astronomy with the mathematical phases of the subject being generally omitted. The various elements of the solar system, their physical characteristics and motions, the interesting phenomena of our galactic system, and those of the extra galactic space, together with study of constellations are the main considerations. A large number of slides help materially in the work; a five-inch refractor is available.

3. **Bacteriology** Hurst
3 credits Daily 10:30—12:00 Room S101-4

A course designed for teachers in which the representative forms are studied. The importance of bacteria in general from the standpoint of health and disease, economic processes, and importance are stressed. Extra time for laboratory work will be required.

4. **Botany (1), (2)** Hurst
3 credits Daily 1:00—2:30 Room S101-4

A study of plant biology based upon structure and functioning of the various plant body parts: root, stem, bud, leaf, and flower, together with interesting and important variations of these. The evolution and economic importance of plants in general is presented in these courses which are based on lecture and laboratory work. Extra time for laboratory work will be scheduled.

5. **Chemistry (1), (2), (3)** Sutherland
3 credits Daily 7:30—9:00 Room S2-3

This work in Chemistry will be offered on an individual instruction-sheet basis. Those interested should communicate with the Dean of Instruction concerning the content. Extra time for laboratory work will be required.

6. **Genetics** Walker
3 credits Daily 7:30—9:00 Room S103

This course is designed to familiarize the student with the mechanism and principles governing heredity. Emphasis will be placed upon the inheritance of human, mental, and physical traits.

7. **Physics (1), (2)** Cunningham
3 credits Daily 7:30—9:00 Room S1-2

Students who are interested in a college Physics course which includes Mechanics, Sound and Heat, or in which is included Magnetism, Electricity, and Light should consult the Dean of Instruction. Extra time for laboratory will be required.

8. **Science (1) Biological** Sutherland
3 credits Daily 9:00—10:30 Room S103 Regular Session
3 credits Daily 8:00—11:30 Room S102 Post Session

The fundamental principles and theories of biology which are applicable to the work of a teacher are presented giving a valuable background for students of Psychology. This deals with the functions of the cell, biological background for education, the nervous system, endocrine secretions, heredity, etc.

9. **Science (2) Physical**
3 credits Daily 10:30—12:00 Room S103 Regular Session Sutherland
3 credits Daily 8:00—11:30 Rooms S101 Post Session Hurst

A survey presented from the standpoint of appreciation rather than the mastery of a group of facts which may be used in the work of the teacher. The course is a complement of Science I and its materials are drawn from the fields of Astronomy, Physics, Chemistry, Geology, and Meteorology. The lecture-demonstration method is generally used in presenting the subjects under consideration.

10. **Science (3) Nature Study** Walker
3 credits Daily 1:00—2:30 Room S103 Regular Session on Campus

During the regular session the work will be offered for those who do not enjoy camp life or who cannot attend the post session. The work will include the collecting, preparing, mounting, and identifying of specimens of this locality. Practicalness of the work to be used in the elementary grades will be stressed, keeping in mind the new state course of study.

Post Session Room S103 and Camp

For the post session the groups will spend ten to twelve days at Cook's Forest, or a similar location. Before going to camp several days will be spent on the campus in preparation. After the work in camp has been completed several days will be spent at the college in summarizing the material. Those who are interested should write for details or make application in person to the Dean of Instruction as soon as possible since the number is limited.

11. **Zoology (1), (2)** Walker
3 credits Daily 9:00—10:30 Room S104

The principles of morphology, physiology and reproduction development together with the generalizations of the science are studied by lecture and laboratory work. In Zoology (2) the ecology and evolution of these forms, together with their places in the economy of man are also included. Extra time for laboratory work will be required.

SOCIAL STUDIES

1. **American Government** Sacco
3 credits Daily 7:30—9:00 H20

This course presents the basic principles of American government, the machinery through which it works and some of its major problems. A careful study of the federal, state, and local governments is made, dealing particularly with current problems.

2. **Civic Education** Middleswarth
3 credits Daily 7:30—9:00 Room H16

This course is designed to give the student a constructive background for citizenship training in the elementary school and aims to show how the school may be made real active life, not merely preparation for living. It deals with those things which society expects and finally accepts as part of its democratic ideals.

3. **Economics** Steers
3 credits Daily 10:30—12:00 Room H20 Regular Session
3 credits Daily 8:00—11:30 Room H102 Post Session

The fundamental principles of economics including production, distribution, consumption, and exchange are studied. Present day problems of public finance, business organization, monetary situations, insurance, banking, and labor difficulties are considered.

4. **European History (1)** Gilmore
 3 credits Daily 7:30—9:00 Room 202
 This course deals with the political and social development of Europe to 1815. An attempt is made to emphasize those features which have a definite bearing on world affairs of today.
5. **European History (2)** Gilmore
 3 credits Daily 1:00—2:30 Room 202
 A study of the political and social development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today.
6. **History of Civilization** Kerstetter
 3 credits Daily 10:30—12:00 Room 202 Regular Session
 3 credits Daily 8:00—11:30 Room 209 Post Session
 The political, economic, ethical, domestic, and religious types of culture are evaluated through an historical treatment with emphasis on the development of institutions which have been of a liberalizing nature and considered valuable by present civilization.
7. **History of Latin America** Steers
 3 credits Daily 7:30—9:00 Room 206
 A survey of Latin American history stressing the relationships with the United States.
8. **Political Science** Sacco
 3 credits Daily 8:00—11:30 Room H20 Post Session Only
 This course stresses the principles and practical problems of government; studies the origin, development, form, and function of the state; and analyzes the relationship between the main unit of the government and its component parts.
9. **Origin of Social Institutions** Sacco
 3 credits Daily 9:00—10:30 Room H20
 The Sociological background in the origin and development of the various social institutions such as the family, church, etc. will be studied.
10. **Sociology** Sacco
 3 credits Daily 1:00—2:30 Room H20
 This is a first course in Sociology and can be coordinated with Educational Sociology. It is a study of the various fundamental concepts, of the origin, development, form, and function of human relationships.
11. **Social and Industrial United States History** Steers
 3 credits Daily 1:00—2:30 Room 209
 A study of the numerous social and economic forces which have been influential in developing our American institutions. This background develops the ability of students to evaluate present-day problems; consideration is also given to some of the more recent agencies set up to solve our social and economic difficulties.
12. **U. S. History (1)** Gilmore
 3 credits Daily 9:00—10:30 Room 202
 This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed.
13. **United States History (2)** Gilmore
 3 credits Daily 8:00—11:30 Room 202 Post Session Only
 A survey of the political history of the United States from 1865 to the present day.

THE AMERICAN TEACHERS COLLEGE

From a Distinguished Alumnus, Class 1894
 AMBROSE L. SUHRIE

now
 Professor of Teachers College Education; New York University

The paramount problem in public education in this republic of ours is to secure for every classroom—for every group of children—a competent teacher, a leader, a companion, a foreman who can create worthy ideals, right attitudes, and permanent life interests, who can help them to find worth while work to do, who knows how to promote co-operation and to develop the team spirit, who, as an expert workman himself, is able to direct the efforts of others to successful achievement.

To find young men and women of good health, of fine intellectual capacity, of high moral purpose, and to educate and train them for this leadership, the teachers colleges of America, by whatever names they may be known, have been called into being.

No other type of professional school has had committed to it so great a responsibility for the future security of our beloved country and for the welfare and happiness of our people. May her friends be multiplied and may her enemies be converted—or confounded.

May her resources be abundant and her courage unflinching to the end that we may in the next generation speak as proudly of our million-dollar public school teachers as we have in this generation spoken of our million-dollar public school buildings.

And to the end also that in that better day the number of such teachers may be fully equal to the increased and ever increasing demands that are certain to be made upon our American public schools.

WHAT IS EDUCATION?

DR. LESTER K. ADE

Superintendent of Public Instruction, Pennsylvania

IF I were asked to name the one supreme office of education, I would answer, to paraphrase Emerson, the office of education is to help a man to stand upon his own feet, to think with his own mind, to see with his own eyes, and to hear with his own ears. Education is not knowing, for knowing is having. Education is in being and doing rather than in possessing and knowing. Education is the possession of the power to weigh, to judge, to appraise, to reason, and to choose. Education is the art of preparing another to make the choices of life, great and small, upon the basis of reason and judgment.

TEACHING

DR. JOHN WARD STUDEBAKER

United States Commissioner of Education

WHEN my child is sick, I call a doctor. Even though his prescription be painful to my child, I follow his advice. Why? Because I have confidence that the doctor is the man who knows.

When I want to find out what size and type of steel beam will be needed to support a proposed bridge, I call in an engineer. Even though he may advise a heavier beam than I had supposed would be necessary, I am likely to follow his advice because I have confidence that the engineer is the man who knows.

But neither medicine nor engineering is more important to mankind than teaching.

Neither one rests more surely upon a body of essential information and skill than does teaching. The real teacher like the doctor and the engineer is the man who knows.

To train and to keep trained a million real teachers is a heavy responsibility. Individual happiness and national welfare both hinge quite directly upon success in meeting that responsibility. Teacher-training institutions furnish the indispensable lamp with which to light civilization's pathway to the better days ahead. That lamp must not be allowed to grow dim.