

1965

Gorham State Teachers College Catalogue 1965-1967

Gorham State Teachers College

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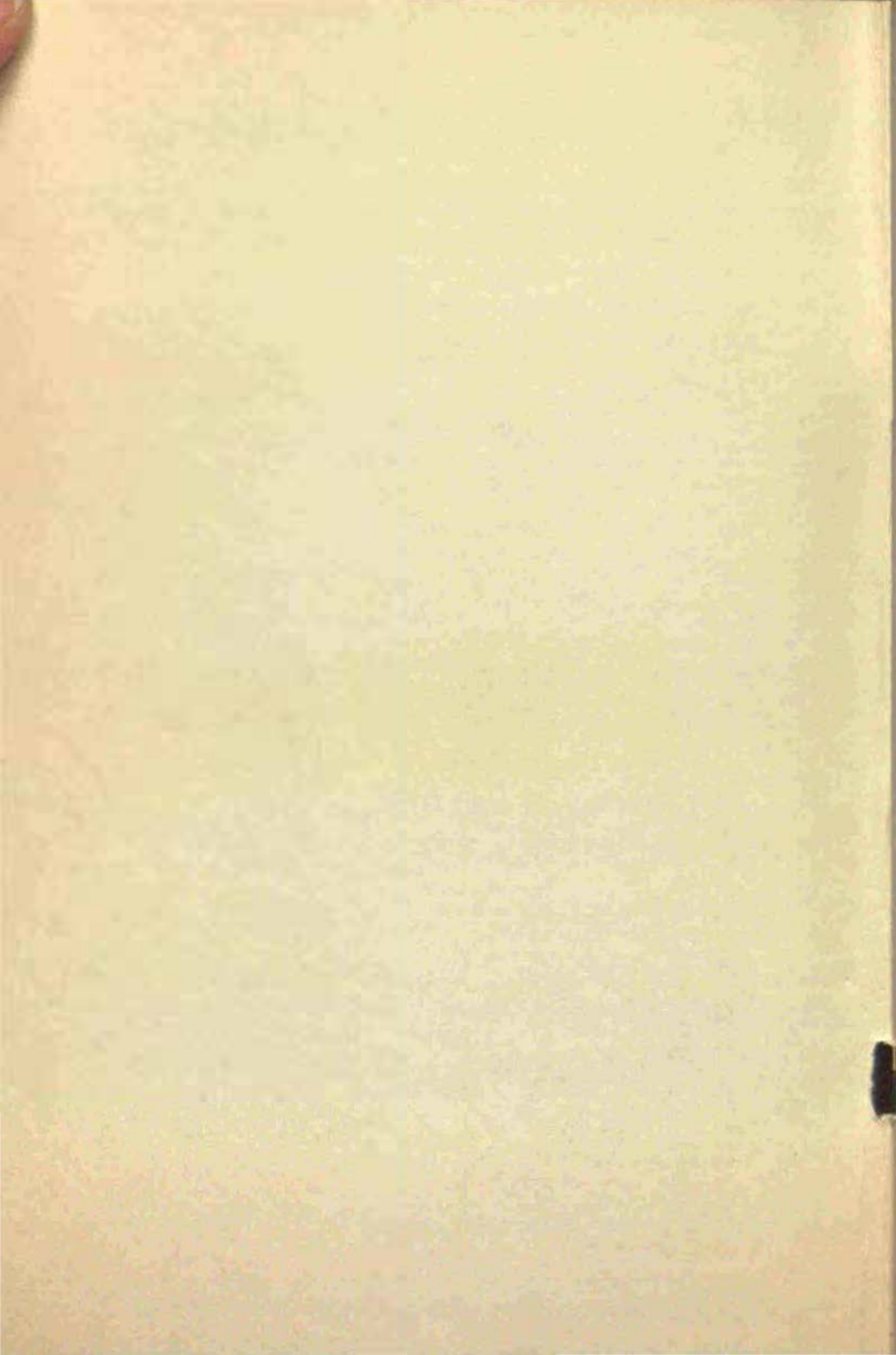
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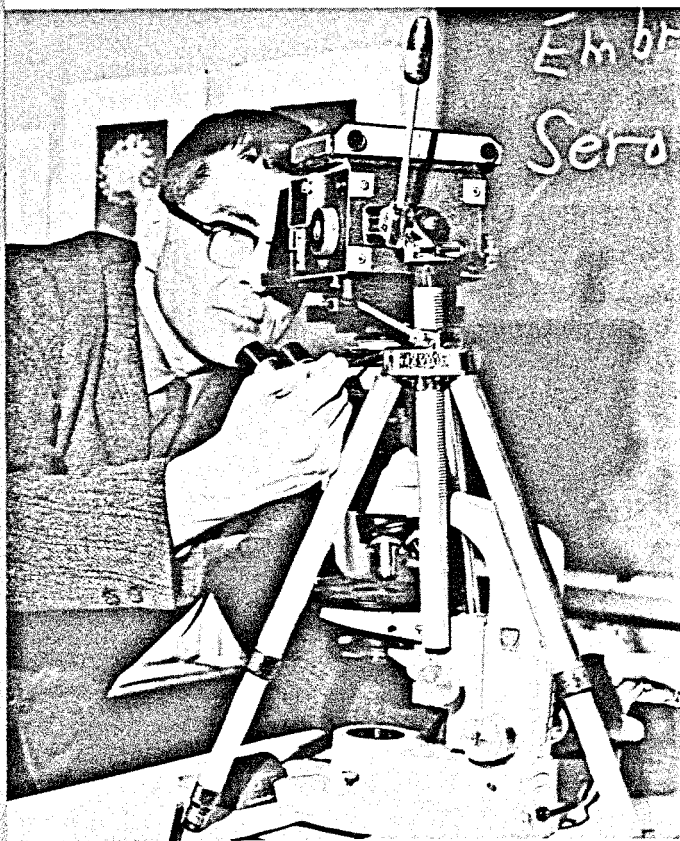
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Miss Barry



**GORHAM STATE
TEACHERS COLLEGE
1965-1967**





**Gorham State
Teachers College
CATALOGUE**

1965-1967

Gorham, Maine





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ACCREDITATION and MEMBERSHIP

The College is accredited by the New England Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education:

A membership is held in the Association of State Colleges and Universities, the American Council on Education, the American Association of Colleges for Teacher Education, and the American Association of University Women.



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of Education**

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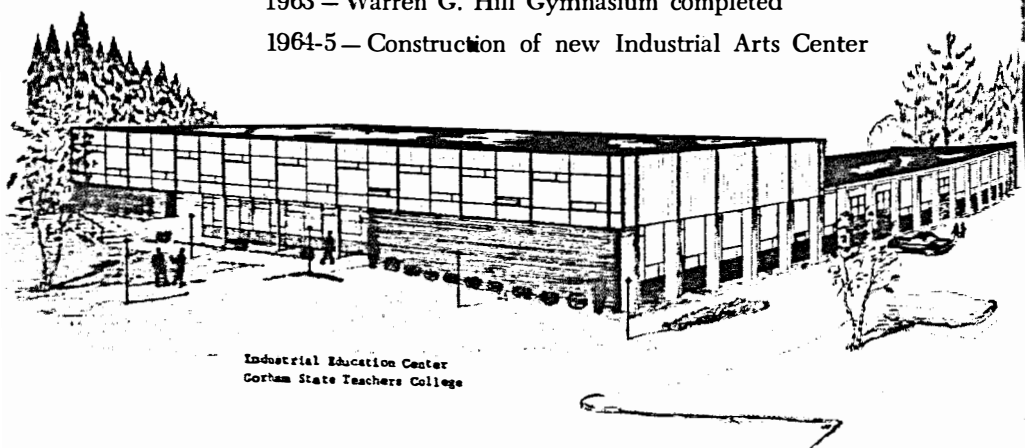
Gorham State Teachers College had its official beginning in 1878, when the legislature approved the establishment of a normal school on the site of the Gorham Female Seminary. Opening on January 29, 1879, with six faculty members and eighty-five students, the college has developed over the years to its present size of over 800 students and 100 faculty and staff members.

History of Gorham State Teachers College

The rapid physical growth of the college from only one building to a modern campus of approximately 85 beautifully landscaped acres and seventeen buildings is paralleled by a rapidly expanding curriculum. The highlights of this development follow:

- 1806 — Gorham Academy incorporated
- 1836 — Gorham Seminary completed
- 1878 — Gorham Seminary presented to the State of Maine for use as dormitory; William Corthell appointed as first principal of Western Maine Normal School; Recitation Hall built (later renamed Corthell Hall)
- 1880 — First class graduated (nicknamed the "Strawberry" Class)
- 1894 — Seminary building destroyed by fire
- 1895 — Academy building given to the State of Maine (oldest building on campus)
- 1897 — Robie Hall (residence hall for women) constructed
- 1905 — Dr. Walter E. Russell appointed as second principal; Corthell Hall enlarged
- 1906 — Construction of President's home
- 1911 — Industrial Arts program started

- 1913 — Brick Shop opened
- 1916 — East Hall built (renamed Andrews Hall in May, 1956)
- 1926 — Charlotte Millett School constructed
- 1927 — First class graduated from Kindergarten-Primary program
- 1931 — Russell Hall completed
- 1938 — First graduates of four-year program awarded degrees
- 1940 — Dr. Francis L. Bailey appointed president
- 1945 — Name changed from Normal School to Gorham State Teachers College
- 1955 — Program for preparation of music teachers and supervisors added to the curriculum
- 1955 — Woodward Hall completed (residence hall for men)
- 1958 — Program for preparation of art teachers and supervisors added
- 1958 — Science wing of Bailey Hall constructed
- 1960 — Upton Hall completed (residence hall for women)
- 1960 — Dr. Kenneth T. H. Brooks appointed president
- 1961 — Library wing of Bailey Hall completed
- 1961 — Gorham Town Hall donated to the State of Maine by the Robie family (to be used by college for students' chapel)
- 1963 — New Residence Hall for men completed
- 1963 — Warren G. Hill Gymnasium completed
- 1964-5 — Construction of new Industrial Arts Center



Professor Greer's artist's rendering of the new I.A. Building.

The town of Gorham is in the heart of southern Maine's most attractive cultural and recreational area. Portland, largest city in the state and only ten miles from the College, offers many opportunities for the enrichment of student life. Similarly, Boston — two hours away — provides a cosmopolitan experience and unparalleled research facilities for students and instructors alike. The Sebago Lake region, a nationally famous resort mecca, is only twelve miles from the College, the White Mountains an hour's drive, and the Maine seacoast an easy half-hour. Thus, students at the College find the advantages of both city and country living within easy reach—winter and summer sports, movies, plays, symphonies, art shows, libraries, and a wide variety of social diversions.

Location

Surrounded by towering pines and hardwoods, the landscaped 85-acre campus overlooks Gorham village immediately to the south and the Sebago-White Mountains area to the northwest. Not surprisingly, therefore, "the College on the Hill" develops teams known throughout the region as the "Hilltoppers." The quiet serenity of a residential town has assured an ideal college setting. Through church, educational, and civic activities both the students and faculty take a vital interest in the community and, in turn, many residents of Gorham warmly support college events.

Campus

The architecture of the Gorham campus is a blend of traditional and modern designs. The Academy, Corthell, Robie, Andrews and Russell Halls as well as the President's home all express the college's deep traditions. But buildings in the contemporary mode now predominate. First to go up was Woodward Hall, a residence hall for men; then came Bailey Hall, a complex of library, science and classroom buildings named in honor of President Francis L. Bailey, who retired in 1960; Upton Hall, a women's residence hall, followed in 1960; a second men's dormitory in February, 1964. The Warren G. Hill Gymnasium, a spacious health and physical education building, was dedicated in June, 1964. Newest addition to the Gorham hilltop is the rising Industrial Arts Center, scheduled for occupancy in September, 1965, representing exciting advances in design and technical equipment.

Buildings

The Library, opened in 1961, features an advanced modular construction. By restricting permanent partitions to the east side of Bailey Hall, the designers have provided an attractive and highly adaptable complex of stacks and reading areas.

The open stacks in the center, for example, are accessible to all reading and study areas, as well as to conference rooms, a study-smoker, and a classroom. Flexibility in meeting needs

The Bailey Hall Library



of students is achieved through the strategic arrangement of facilities. Individual tables and carrels are located in many areas for the use of students who desire privacy. A study-smoking room and lounge chairs encourage reading in relaxing surroundings. Conference rooms, group study rooms, and seminar rooms enable students to collaborate in group projects.

The circulation desk, display cases, and bulletin board are located near the main entrance. The card catalog is conveniently placed near the circulation desk and the technical processing room. On the south end of the main floor are periodical indexes, vertical files, atlas stand, map case, microfilm file, microfilm readers, and periodicals.

Bookstacks, carrels, and reading areas on the second floor follow a similar pattern of arrangement to those on the first floor. Here also are located a music listening area, group study and conference rooms, seminar room, and a staff room.

The Evening College

Since 1960, the College has conducted an evening division program which offers basic courses to freshmen and sophomores as well as adult education courses of interest to the general community. In meeting the needs of a diversified student body, the Evening College consists largely of the following groups:

- (1) Recent high school graduates who are unable to attend college because of limited enrollment quotas or personal finances.
- (2) Adults who wish to earn college credits but cannot attend during working hours.
- (3) Teachers who seek credits toward the undergraduate degree.
- (4) Housewives whose family responsibilities prevent full-time attendance.
- (5) Adults who desire academic enrichment without qualifying for a degree.

Students registered with the Evening College are not eligible for dormitory rooms, meal tickets, or participation in student organizations and activities.

Enrollment in the Evening College is not in itself the equivalent of matriculation for a degree. Neither is academic distinction in the Evening College an assurance of admission to day-college courses. Qualified Evening College students do, however, have priority in admission; if space can be found, they will be accommodated. To date, all qualified Evening College students who have applied have been accepted in the regular day-sessions, some after one semester in the Evening College, others not until the end of their fourth semester.

Course content, instructional levels, and grading standards in the Evening College are intended to be identical with those in the degree-program. Accordingly, credits earned in the Evening College may be submitted, upon the student's matriculation, toward a degree at this college or at another institution of his choice. Courses offered, each of which carries three semester-hours of credit, are listed herewith:

Eng. 100e — 101e	Sci. 200e — 201e
Math 100e — 101e	SS 200e — 201e
Sci. 100e — 101e	SS 202e
SS 100e — 101e	FA 100e — FA 101e
Eng. 200e — 201e	IA 302e — IA 350e
Psy. 200e — 300e	See catalogue for detailed course descriptions.

The six-week Undergraduate Summer Session is conducted on the Gorham campus. A balanced program of academic and professional courses is offered to teachers who wish to complete degree requirements or earn credits for the renewal of certificates. Undergraduates from other colleges who wish to accelerate their programs or remove deficiencies, as well as high school graduates interested in academic enrichment, may also attend. Enrollment in the Summer Session does not necessarily constitute matriculation at the college; all students wishing to apply credits toward a degree must be officially admitted. Credits earned at the Summer Session, however, are usually transferable to other colleges.

Undergraduate Summer Sessions



**Objectives
of Gorham
State Teachers
College**

The major purpose of Gorham State Teachers College is to provide a continuing supply of graduates to serve public education in the areas of Kindergarten-Primary, General Elementary, Junior High School education, and the special fields of Art, Industrial Arts, and Music education.

The College seeks to produce graduates of professional competence and personal character whose careers will reflect their dedication to an effective program of teacher education. Specifically, Gorham endeavors to prepare students who, upon graduation, will meet these requirements:

1. Academically competent teacher-candidates who are products of a responsible process of selection and retention.
2. Those who have experienced a program of academic excellence providing both breadth through general education and depth in their special areas.
3. Those with a sound understanding of self, of human growth and development, of the teaching-learning process, and of the cultural foundations of education.
4. Those who have acquired sufficient student-teaching experience to enter professional life with a minimum of delay or difficulty.
5. Those whose professional orientation enables them to understand, as well as assume, their roles in a democratic society, its schools and communities.

**Admission
and
Academic
Regulations**

I. Academic Standards

1. The college recommends the following subjects as minimum academic preparation for students seeking admission to Gorham State Teachers College.

a. College Preparatory English	4 units
b. College Preparatory Math	2 units beyond 9th grade Mathematics
c. Science	2 units beyond 9th grade Science
d. Social Science	2 units
e. Foreign Language	2 units
2. All applicants are required to submit scores from the Scholastic Aptitude Test of the College Board Examinations. Test scores from comparable examinations such as the American Testing Program will also be accepted.

II. Other Standards for Admission

1. Good physical and mental health — as evidenced by a medical examiner's report. (This report will be requested by the Director of Admissions after other credentials have received tentative approval.)
2. Aptitude and character — as evidenced by the recom-

mentation of the high school principal or guidance counselor and by a transcript of the applicant's high school record.

III. Interview

College officials may require a personal interview with the applicant. In the areas of Industrial Arts and Music Education, the interview is required.

IV. Additional Requirements for Admission to Areas of Specialization

1. Art

Each applicant for admission to the Art Education Program must present a portfolio of his art work to staff members of the Art Department at the time of the personal interview.

2. Industrial Arts

Applicants for the Industrial Arts Education Program are required to take special aptitude tests at the college, and should have had a minimum of one unit in either Industrial Arts or Mechanical Drawing in high school.

3. Music

All candidates for the Music Education Program will be asked to appear before the faculty of the Music Department for an instrumental or vocal audition. Written music aptitude and achievement tests will also be administered.

V. Admission to Advanced Standing

Students who have had a full year or more of study in any of the teachers colleges in Maine may be admitted to advanced standing at Gorham State Teachers College with full credit for work satisfactorily completed. Credit for work in accredited junior colleges, liberal arts colleges, technical schools, universities and summer sessions is granted when the work is of C grade or better and in courses corresponding to those offered at Gorham State Teachers College. Applicants for admission to advanced standing must request that official transcripts be sent to the Director of Admissions from the college attended. Student copies are not acceptable.

The student who is interested in applying for admission to the college should follow the steps outlined below.

Admission Procedures

1. Obtain a copy of the college catalogue and the necessary application forms from the Director of Admissions of the college or from the high school principal or guidance counselor.
2. Discuss the advisability of attending Gorham State Teachers College with parents, the principal or guidance counselor. Be sure to make a realistic comparison of present

achievements and aptitudes with those required for success at Gorham. Carefully evaluate the decision to enter the teaching profession; each of the programs at Gorham is designed to prepare teachers.

3. Select the teacher education program which promises fulfillment of personal ideals, interests and abilities. Be ready to take specific entrance examinations upon request by the college.
4. Follow the directions on the application form.
5. Mail the \$5.00 registration fee to the Director of Admissions.
6. Submit the most recent scores from the Scholastic Aptitude Test of the College Board Examinations or scores from comparable examinations. Consult the high school principal or guidance counselor for further details.

Personality, character, vision, speech, hearing, physical and mental health are basic considerations in admitting an applicant to the college. The Committee on Admissions reserves the right to refuse admission to any candidate who is not fully qualified to meet college standards of personal fitness, scholarship, and moral conduct.

After the Admissions Committee has examined and evaluated the student's records and recommendations, the Director of Admissions will notify the applicant of the Committee's decision. If an interview is required, the candidate will be so notified.

Upon acceptance, the student will be required to indicate a housing choice. A deposit of \$30.00, which will be credited to his account, is required of each residence hall applicant.

Admission is not final until the student has satisfactorily completed all high school requirements and has made an initial tuition payment of \$25.00.

Schedule of Payments

Residence Hall students must make a combined tuition and room deposit of \$55.00 on or before May 1. This deposit is to be applied to the first semester payment.

Commuting students must make a tuition deposit of \$25.00 on or before May 1. This deposit is applied to the first semester payment.

The balance due on tuition, board and room for the first half-year, plus all other fees for the full year, must be paid by August 15. The payment for the second half-year must be made at a designated time before registration for the second semester.

Checks should be made payable to Gorham State Teachers College and directed to Mrs. Electa M. Brown, College Bursar.

Exceptions to the above schedule can be made only upon written request to the Bursar and upon approval by the Administrative Assistant of the College.

Annual Expenses

TUITION:

Maine Resident	\$100.00
Non-Maine Resident	200.00

ROOM:

Dormitory Resident	\$209.00
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BOARD:

For all meals served in dormitories	\$391.00
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STUDENT ACTIVITY FEE:	\$ 25.00
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REGISTRATION FEE: (must accompany application)	\$ 5.00
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INSURANCE:	\$ 18.00
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INFIRMARY FEE:	\$ 5.00
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BOOKS: (estimated)	\$ 85.00
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COURSE FEES:

Art Education Majors

Freshmen, Sophomores, Juniors	\$ 25.00
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Seniors	\$ 10.00
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Industrial Arts Education Majors

Freshmen	\$ 20.00
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Sophomores	\$ 28.00
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Juniors	\$ 42.00
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Seniors	\$ 16.00
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Music Education Majors (Includes cost of private lessons)	\$195.00
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All other students	\$ 10.00
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**Refund
Policy**

No refunds of advance payments will be made unless these are requested prior to August 1. Refunds of other charges are made only when the student notifies the Bursar, in writing, of his official withdrawal from the college.

Non-refundable fees: Application or registration fee of \$5.00.

Non-refundable after registration: Student Fees, Course Fees and Room Rent.

Insurance: Prorated upon application.

Tuition and board: No refund after six weeks.

Two weeks or less of attendance	80%
Two to three weeks	60%
Three to four weeks	40%
Four to six weeks	20%

Housing

The college provides living accommodations for men and women students. Woodward Hall houses ninety-six men; the new residence hall for men, one hundred and five; Robie and Andrews Halls, about two hundred women; and Upton Hall, one hundred and fifty women. There is a cafeteria dining room at Upton Hall for all resident students.

College regulations require that all women students and freshman men live in the residence halls unless they live at home or in the homes of close adult relatives. To the extent that space is available, all men students in the upper classes are also expected to reside on campus. Those who cannot be so accommodated will be assisted by the Dean of Men in finding rooms in approved homes in Gorham. They may either contract for all their meals at the college dining room or make their own arrangements off campus. The standard college rate will apply to those who choose to eat at the college.

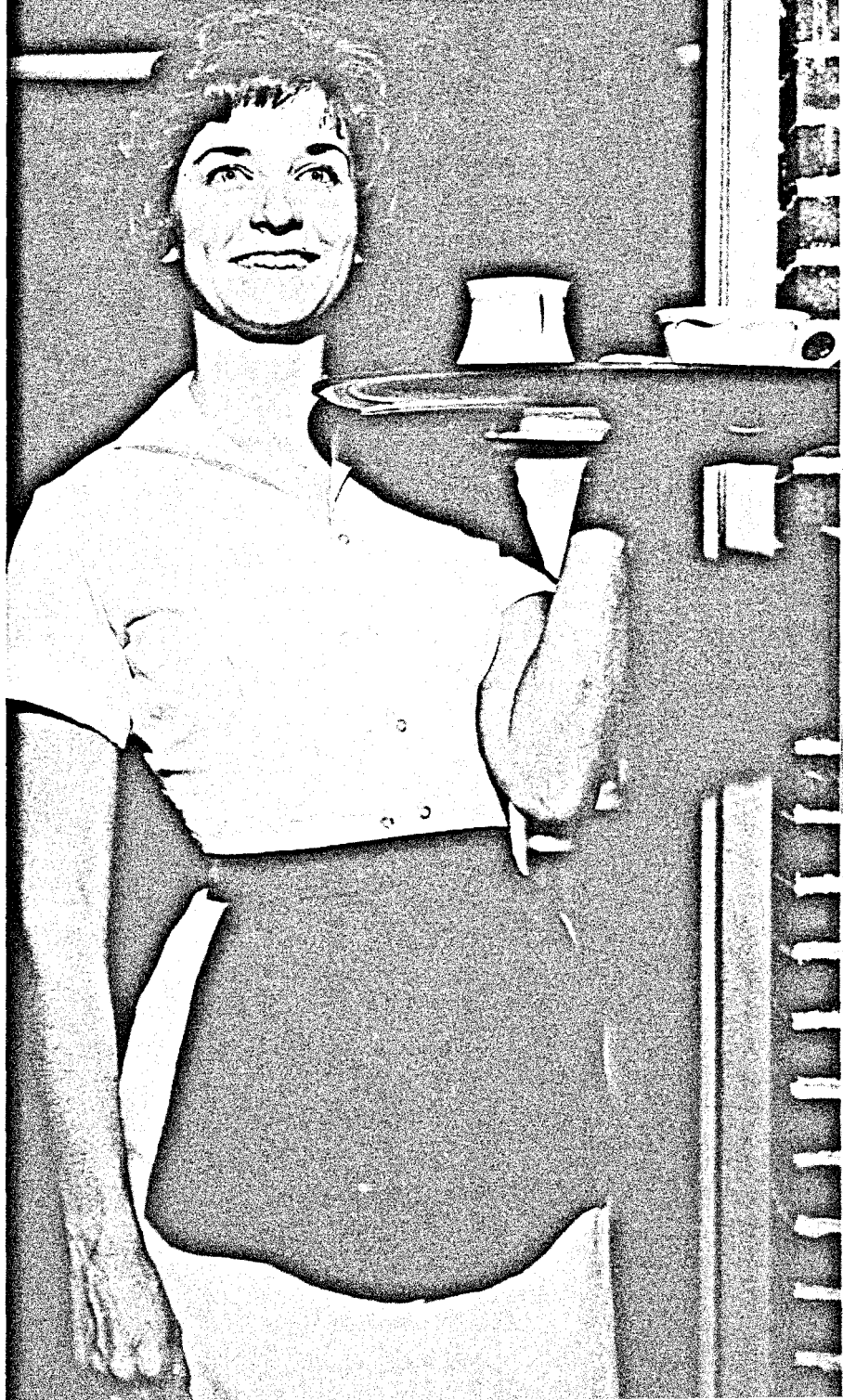
**Parking and
Traffic
Rules**

All students operating or parking cars on the campus are expected to follow the rules delineated in the Motor Vehicle Handbook prepared by the college Traffic and Parking Committee and made available at registration time.

The following are authorized to park motor vehicles on campus:

1. Commuters attending the day-college, the evening college, and the graduate school.
2. Sophomore, junior and senior resident men.

STUDENT AID



Federal Loan Program

The College participates in the program of federal loans provided by the National Defense Education Act of 1958. This legislation enables students who demonstrate need to secure loans under the following favorable terms: repayment and interest begin after graduation; a ten-year period is allowed for repayment; special reductions of the principal based on periods of actual service are made for teachers. Applications for loans under this program are made directly to the college. To qualify for this aid, students must maintain acceptable academic standards.

Maine State Scholarship

The State of Maine annually provides funds for scholarship aid to Maine residents who are prospective teachers in the state. Application for such aid is made directly to the College. The Committee on Student Aid determines distribution of the funds on the basis of need, scholarship, good citizenship, expressed intention of teaching in Maine, and personal initiative. Scholarships are credited only to tuition, board, and room. All awards are announced in May.

New England Loan Program

Loans up to \$500.00 a year at low interest rates are available through the New England Higher Education Assistance Foundation to students who have satisfactorily completed their first year in college. The entire amount due is repaid in regular monthly payments within 42 months after graduation. Applications for these funds are made directly to the bank of the student's choice in the State of Maine.

George P. Davenport Student Loan Fund

A fund established for the purpose of making small loans to deserving residents of the State temporarily unable to meet the expenses of a college education. Preference is given to graduates of Morse High School in Bath, Maine.

Other Scholarships

Several honorary scholarship awards are made annually by alumni groups and friends. These are in recognition of academic achievement, leadership qualities, and exemplary citizenship. Recipients are selected at the judgment of the faculty committee.

Bailey-Jenkins Scholarship

In honor of Dr. Francis L. Bailey, this \$50.00 stipend is given in memory of Mr. and Mrs. Lawrence Jenkins, parents of the donor, Richard D. Jenkins, Class of 1955.

Frank F. Brown Scholarship

A \$100.00 scholarship, awarded annually to a student majoring in music, is given by Mrs. Frank F. Brown in memory of her husband, long a director of the Gorham Community Orchestra.

Louis B. Woodward Award

Presented to an outstanding senior majoring in the sciences, this award is given by the Alumni Association in honor of a dedicated faculty member who served with distinction in the College science department for forty-five years.

Nancy C. Chandler Scholarship

A \$50.00 stipend given by the class of 1963 in memory of their classmate Nancy Chandler, a class leader and outstanding student, who lost her life in an automobile accident the day before her graduation.

Hervey A. Hanscom Scholarship Fund

Presented annually by Mr. Hanscom, a current resident of Massachusetts and a graduate of the class of 1890, to a deserving student from the town of Lebanon, Maine, his birthplace.

Frances Howarth Scholarship Fund

The income from the Frances Howarth Fund is awarded to a woman student who contemplates teaching. Frances Howarth "always aspired to a teaching career but was unable to accomplish it because of financial limitations." Given by her sister in her name to assist a person with similar ambitions.

Dudley Harrington Scholarship Fund

Established in 1964 by the friends of Dudley Harrington, '63, who died at the start of a dedicated career. Holder of a graduate degree, Harrington declined more lucrative offers in order to teach in a six-pupil rural school in Caratunk, Maine.

Charles F. Martin Scholarship Fund

In memory of Charles F. Martin, a teacher at Gorham State Teachers College from 1946 to 1958. Awarded to a financially deserving student who exemplifies the traits of character for which Charles Martin was revered.

Walter E. Russell Alumni Scholarship

Sponsored by the alumni of Gorham Normal School and State Teachers College, the Walter E. Russell scholarship, which is awarded annually to an outstanding student, honors the second president of the college (1905-1940).

Barbara Silver Scholarship

Made possible by the class of 1955, this \$50.00 stipend is given in memory of a classmate, Barbara Silver, who excelled in college athletics and drowned at sea in the hurricane of 1954.

Gertrude L. Stone Scholarship Fund

A \$100.00 scholarship awarded annually to an outstanding student at Gorham State Teachers College. It memorializes Gertrude Stone, a beloved and dedicated member of the faculty for forty-four years (1896 to 1940).

Phi Sigma Pi Fraternity Scholarship

The Omega Chapter of Phi Sigma Pi fraternity awards a \$50.00 scholarship each year in memory of Donald R. Semmes, class of 1961, to a male member of the Junior Class who best exemplifies the fraternity's ideals of scholarship, service, and friendship.

Portland Branch Alumni Association

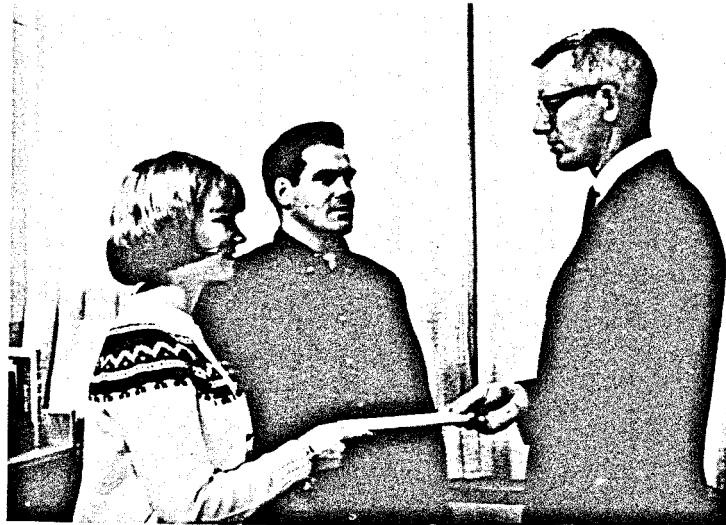
Portland members of the Gorham Normal School and State Teachers College Alumni Association provide a \$100.00 scholarship annually for the student in the Portland area who best measures up to the criteria established for the award — need, character, and participation in campus life.

Southern Branch Alumni Association

To encourage and assist worthy students, the Southern Branch of the Gorham Normal School and State Teachers College Alumni Association awards a scholarship annually.

Student Employment

Increased opportunities to defray college expenses, in whole or in part, have attracted students in recent years to a number of on-campus jobs. Such student employment includes laboratory assistantships, typing and secretarial work for either the faculty or the administration, janitorial and cleaning services, work in the dining hall or kitchen, library services, and occasional construction or maintenance assignments. Wages are contingent upon the nature of the job, its length and frequency. Application for all forms of student employment on campus should be made directly to the offices of the Deans of Men or Women.



It is assumed that the satisfactory performance of academic duties requires regular and punctual class attendance. A student in good academic standing is permitted, each semester, one absence per credit-hour. Unless he officially withdraws by securing a permit at the Registrar's Office, he is expected to complete the course in question. Mere non-attendance does not constitute official withdrawal.

Attendance Regulations

A letter system of reporting final grades is used. *A, B, C, D, F, Inc.* and *W* represent the levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course. The grade *A* symbolizes work of superior quality achieved only by the ablest students. *B* rank indicates work of a quality substantially better than the minimum requirements. *C* represents work of a satisfactory but average quality. *D* implies a less than satisfactory quality but is acceptable for credit except in transfer. *F* is a failing grade and indicates work of such an unsatisfactory quality that no credit is given. *Inc.* indicates that the student has failed to complete specific course requirements. *W* represents withdrawal from a course.

Grading System

Course Credits

Since a minimum of 128 credit hours is required for graduation, thirty-two should be earned each year. To progress satisfactorily through college, therefore, a student is expected to carry sixteen credit hours each semester. Permission must be obtained from the advisor if a student wishes to carry less or more than the required sixteen hours.

A course rated *F* does not carry credit and must, unless it is a free elective, be repeated and passed; if it is a free elective course, another elective may be approved in its place by the faculty advisor.

An *Inc.* mark must be satisfactorily removed within two weeks

of the close of the term in which the grade was given. It is the student's responsibility to remove the *Inc.* rank by consulting his instructor; otherwise the *Inc.* will be changed to an *F* by the Registrar.

A scholastic warning is prepared by the instructor for students whose academic performance is below average at mid-semester. The Dean of Instruction will notify each student, his parents, and his advisor of the instructor's warning. The report is designed to help the student analyze his deficiencies by conferring with his instructor and his advisor.

Class Status

Class status is determined by the number of acceptable credit hours the student has earned toward the degree. For freshmen status students will have earned up to 25 credit hours; for sophomores, 26 to 58; for juniors, 59 to 90; and for seniors, 91 to 128 credit hours.

The single exception to the above scale exists when a student transfers from another institution, or from another curriculum within our own college, with an accumulation of credit hours acceptable as elective credits.

Teaching Certificate

No teaching certificate will be issued to graduating seniors except upon the recommendation of the college faculty.

Grade-Point Averages

The academic standing of each student is computed by the Registrar at the end of every semester. The following table represents the rating scale:

- A — 4 quality-points
- B — 3 quality-points
- C — 2 quality-points
- D — 1 quality-point
- F — 0 quality-point

In order to be eligible for the degree of Bachelor of Science, a student must have earned a minimum cumulative quality-point average of 2.00. Semester cumulative minima are as follows:

	Cumulative Minimum for good standing	Cumulative Minimum for probationary standing
Freshmen, end of first semester	1.25	1.00
Freshmen, end of second semester	1.50	1.25
Sophomores, end of first semester	1.75	1.50
Sophomores, end of second semester	2.00	1.75
Juniors and Seniors, end of each semester	2.00	1.75

A student who fails to obtain the minimum for probationary standing for his class is dismissed from the college. Students whose cumulative grade-point averages fall below the minimum required for continuation in good standing and above the dismissal point are placed on academic probation the following semester. Failure to improve academically and inability to meet the minimum for good standing result in automatic dismissal from the college.



Orientation

To make the adjustment to college life a meaningful experience for freshmen, a four-day orientation program is conducted at the beginning of the academic year. Tests are given to determine the proper class placement of all students, and a series of social activities, discussion groups, and tours is conducted by a group of faculty members and upper-class student advisors. At this time new friends are made, and the newcomer learns much about the college. The four-day program gives the new student an opportunity to meet the entire faculty, to learn about the college offerings, and to register for classes.

Every student is assigned to a faculty advisor upon his registration at the college; the faculty advisor for the first two years of college work is arbitrarily established. The advisor is available for scholastic or personal consultations at his own or at the student's request. The informality of the college, however, is such that all students are free to discuss their problems with

The Advisory Program

any faculty member. The Deans of Men and Women are also available for additional counseling.

Upon the completion of his first two years of college and his admission to the professional program, each student is reassigned to an advisor from the faculty of the department in which he is majoring. Thereafter, the faculty advisor is primarily an academic advisor.

Student Health Services

To provide for adequate student health services, the college maintains an infirmary with two full-time registered nurses who are available for consultation, first aid, and temporary emergency care. Two local physicians are available for calls, and immunization clinics are conducted to safeguard against communicable diseases.

Health and accident insurance, which is required of all students at a nominal fee, covers a portion of hospitalization, surgery, medication, and care by a physician.

Formal instruction in areas of health and physical education is also a part of the health program.



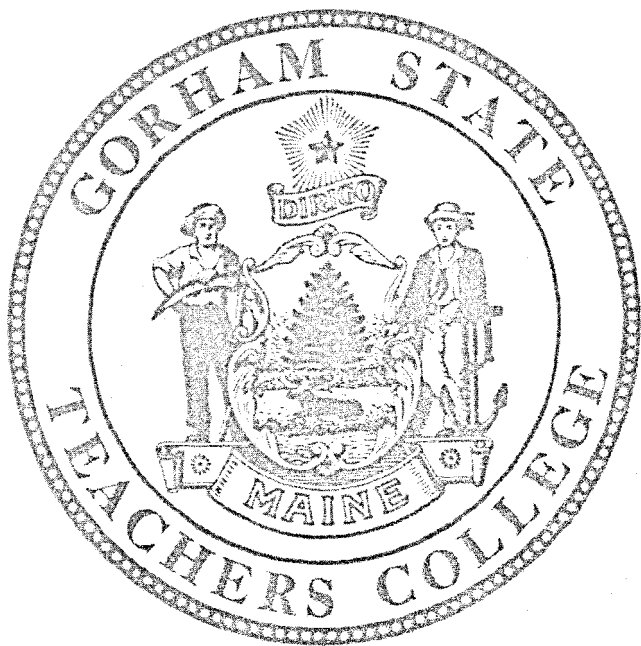
Placement

The responsibility of Gorham State Teachers College for assisting its graduates in securing positions is recognized and accepted by its placement office. The aim of this service is twofold: to help each graduate secure the position for which he is best qualified by training, experience, and personality; and to assist school officials in finding qualified teachers who will meet the needs of their systems. The Director of Placement keeps complete files of candidates showing their scholastic record, qualifications for teaching, and personal characteristics; informs students concerning location of positions, grade levels, and salaries; arranges personal interviews between school officials and candidates for positions; plans visitations for seniors, before con-

tracts are signed, to the schools in which they show professional interest; and finally, guides prospective teachers in preparing credentials, participating in placement interviews, and evaluating the desirability of various teaching situations. An analysis of first-year graduate positions by teaching level, salary, and geographic distribution is published every fall and is available at the placement office.

The Alumni of Gorham State Teachers College, numbering over 6,000, are conspicuously active in the development of the College. The Association convenes for its annual meeting and banquet on campus during commencement week. Among its many functions is the publication of a directory as well as a newsletter. Various branches of the Alumni Association encourage promising young men and women to become teachers by awarding annual scholarships. Thus the Association performs a vital service for the teaching profession at the same time that it gives the College its loyal support in the continuing improvement of services and facilities.

Alumni Association



STUDENT ACTIVITIES



Campus organizations cover a broad range of activities — social, athletic, musical, artistic, intellectual, and religious. Whatever the student's particular bent and interests, he will find numerous extra-curricular opportunities on campus vital to his development as a person, citizen, and prospective teacher.

A Cappella Choir

A select vocal ensemble specializing in chamber music of all periods, from Renaissance to Contemporary. The A Cappella Choir performs at convocations, concerts, and other school functions under the direction of Mr. Ronald Cole.

Amicitia Club

A woman's service organization which draws on members of the sophomore, junior, and senior classes, Amicitia provides a friendly and constructive program of community aid. In recent years it has organized and produced the Miss Gorham State Teachers College pageant, sponsored several drives for fund organizations, financed food baskets during the Christmas holidays and visited nursing homes. At year's end all members join in the Amicitia Outing and the Annual Banquet.

Art Club

This club provides for its members an outlet and an opportunity for creating art objects in various media. Open to all students.

Brass Ensemble

A select group of advanced players, chosen from the college band, who specialize in the performance of brass chamber music. The group appears publicly several times a year at college concerts and community functions.

Chess Club

One of the newest organizations on the Hill, the Chess Club was organized by chess enthusiasts to provide ready competition for the confined players in the community, to help teach novices, and to insure campus-wide improvement in one of the world's most fascinating yet relaxing pastimes. The club participates in the Winter Carnival and the Green and White Way, and sponsors a campus chess tournament each year. It aspires eventually to participate in intercollegiate competition with clubs throughout New England.

Concert Band

Composed of students from all departments of the college who desire to develop their musical talents and skills by partici-

pating in a wind band. The major purpose of the band is to present a number of public concerts each year. Regular performances include convocations, basketball games, Recognition Day, and the Annual Christmas and Spring Concerts.

Drama Club

Affiliated with ANTA (American National Theatre and Academy), the Drama Club is the producing organization for GSTC Theatre. Membership, which is open to all students on the basis of interest alone, provides opportunities for training and experience in every phase of theatrical work from performing to management, stagecraft, lighting, makeup, and design. The Drama Club engages in informal readings and studio productions in connection with its regular weekly meetings held at the Drama Clubroom in the basement of Russell Hall. Recent major all-college productions include "Blithe Spirit," "Antigone," "The Importance of Being Earnest," and "The Adding Machine."

Gorham Chorale

The Men's and Women's Glee Clubs, made up of over one hundred carefully screened members, perform at times together as the Gorham Chorale, at times separately. Now in its fourth year, the Chorale has won high praise for performances at Atlantic City, Emerson College in Boston, and the Rossini Club in Portland.

Gorham College-Community Orchestra

An opportunity for day and evening college students to develop their musical talents and skills by participating in a Little Symphony orchestra. The group meets one evening each week for a two-hour rehearsal.

Hillcrest

Edited by members of the junior class, **Hillcrest** — the annual college yearbook — is presented in the spring to the Senior Class, traditionally on Recognition Day. The staff, an elected body, is distinguished by editorial and administrative skill, originality, and initiative. It handles a variety of assignments: editing, news gathering, layout, advertising, business management, art, and photography. The scope and design of the yearbook is constantly under review in an effort to make it an accurate, sensitive, and readable reflection of campus tradition and growth.

Industrial Arts Development Council

The Council consists of two representatives from each class and two faculty members. In addition to discussing and acting

upon problems and policies within the department, it seeks to foster a better understanding and closer relationship between the industrial arts and other departments of the College.

Industrial Arts Professional Organization

Open to all industrial arts students and faculty, the IAPO brings community professional programs to the College, encourages the exchange of ideas and the discussion of problems, and promotes further professional development through either membership or participation in state, regional, and national industrial arts associations.



Intercollegiate Athletics

Intercollegiate athletics, an integral part of the physical education program, provide special opportunities for development of physical skills and encourage leadership and sportsmanship among outstanding athletes. As one of 18 members of the New England State College Athletic Conference, the College competes successfully in varsity cross-country, soccer, basketball, baseball, tennis, and golf. As a member of the National Association of Intercollegiate Athletics (District 32), the College participates in district play-offs in soccer and basketball. The new Warren Hill Gymnasium is one of the best designed and equipped sports facilities in the area.

Men's Fraternities

Men students who maintain a "C" average or better are eligible for selection to membership in one of the three fraternities: Alpha Lambda Beta, Kappa Delta Phi, or Phi Sigma Pi.

Alpha Lambda Beta, oldest fraternity on campus, was established in 1928. Prominent in sports, Alpha also sponsors programs and entertainment to enhance the College social life: The "Alpha Weekend," the College Queen campaign, the Winter Carnival, and an Annual Smoker for non-fraternity men on Campus.

Kappa Delta Phi, a national educational, professional, and social fraternity was founded in 1900. The Iota Chapter, launched at the College in 1938, has consistently won high awards in the national fraternity. Among several functions sponsored by Kappa are the "Hootenannies," lectures, movies, smokers, the college skating rink, and the Annual Kappa Kabaret. Members are active in intramural sports and student government.

Phi Sigma Pi is a professional-education fraternity founded nationally in 1916, locally in 1949. Dedicated to the twin objectives of ethics and fellowship among teachers, members are active in campus life but primarily concerned with the implications of their chosen careers. They sponsor various community and student services, including a campus tutorial program.

Men's Glee Club

Inviting the participation of all those interested in group singing. The Men's Glee Club performs works, both traditional and modern, which are especially suited to male voices. Occasionally it joins the Women's Glee Club in campus concerts, television shows, and guest appearances.

Men's Intramural Athletics

The Physical Education Department conducts an intramural program for men students emphasizing voluntary participation in a variety of team and individual sports during free time. Activities include tennis, golf, touch football, volleyball, basketball, softball, and table tennis.

Men's Residence — Hall Government

The governing body of each residence hall is the House Committee, consisting of eight men students — a chairman, a secretary, and two elected members from each dormitory floor. Responsible for the enactment and administration of all house rules, the Committee also coordinates functions sponsored by resident students and holds regular meetings to discuss matters of direct interest to residents. Finally, acting jointly with the student counselors, the combined House Committees from each dormitory judge all student cases involving disciplinary action.

Modern Dance Club

Open to a limited number of students who seek training in the technique of modern dance, the Modern Dance Club provides an opportunity for work in choreography and experience in program planning. Beginners are invited to join the Dance Workshop, which prepares students for participation in the club's Christmas Recital and Spring Festival.

Music Educators National Conference

The Music Educator's National Conference, a professional organization open to all students on Campus, aims to present practical programs dealing with music education.

In the past the organization has supported the Band and Chorale by helping to raise money for trips and equipment. In the spring it presents a concert of young musicians from public school music organizations in the Portland area. Whatever the project, the M.E.N.C. strives to strengthen the motto of the national organization: "Music for every child — every child for music."

Newman Club

The Newman Club, a national collegiate religious organization, enables the student to share more intelligently and spiritually in Christian worship and to increase his knowledge of the role of Catholicism in today's world.

Here at G.S.T.C. the Club participates in religious, intellectual, and social activities. The Annual Christmas Party at the St. Louis Home for Boys and Girls is a high-water mark in service work. Other activities sponsored by the Club include communion breakfasts, dances, and joint meetings with other religious groups from the surrounding community.

North American Travel Association

Students interested in personal and professional improvement through travel join in fund-raising activities to finance their annual trip to points of interest in the Eastern and Central states as well as Canada.

The Observer

The college newspaper is staffed and published by students interested in all aspects of journalism. It keeps students informed of campus events and serves as an outlet for journalistic talents through a variety of news resources: editing, reporting, book and drama reviewing, feature articles, art work and photography.

Outing Club

All men and women interested in recreational activities are eligible for membership. The club provides a well-rounded program including square dances, splash and bowling parties, clam bakes, and outing trips, as well as the Annual Winter Carnival.

Public Affairs Club

The Public Affairs Club sponsors a range of activities for students interested in contemporary social and political issues. It has enriched its programs by drawing upon the resources of such groups as the New Hampshire Council for World Affairs, the Association for the United Nations, the American Field Service, the American Friends Service Committee, the International Relations Council, the Young Republicans, and the Young Democrats.

The club sponsors assembly programs, visiting international scholars, teacher workshops, and student participation in conferences at other colleges. Speakers are usually consuls and diplomats with an intimate knowledge of critical global areas.

Resident Women's Student Government

The three House Committees, representing Upton, Andrews, and Robie Halls, consist of elected members who serve for one year and concern themselves with the general welfare of fellow-students. Each member participates in the operation of her hall by assuming various responsibilities. Each committee promotes social life within its hall by sponsoring teas and initiating get-togethers. In coordinating the work of the committees, the Inter-Dormitory Council studies the governmental aspects of resident-student life and operates, whenever necessary, in a judiciary capacity.

Student Christian Association

The Student Christian Association, an interdenominational organization on campus, aims to provide spiritual guidance and fellowship. The group meets each week, and a variety of programs are presented — films, speakers, discussions, debates, and projects.

Among the activities which S.C.A. sponsors are the Open Lounge, the Freshmen Reception, and the Green and White Way. Students have represented S.C.A. at a civil-rights conference in Massachusetts and an Ecumenical conference in Ohio.

Student Education Association

An affiliated group concerned with the changing problems and responsibilities of American education. As a member of the Maine Teachers Association and the National Education Associa-

tion, the S.E.A. supports their codes of ethics, their policies and programs. Delegates attend the spring and fall assemblies of the S.E.A. in Augusta, the Swampscot Convention near Boston, and the Peterborough Convention in New Hampshire. The local chapter participates in the annual Freshman Orientation, gives informal coffees for student teachers, and sponsors speakers on foreign education.

Student Senate

The Student Senate of Gorham State Teachers College regulates and governs the functioning of all student activities on the Hill. Membership consists of students elected by each class and officers elected by the Senate itself. This organization serves as a correspondence link connecting the President, the Faculty, and the student body. Primarily administrative in function, the Senate allocates and distributes student fees to various campus organizations. At the preliminary meeting of all organizations desiring allocations, the purpose and need of funds are clarified. The determinant in the issuance of funds is the number of students included in, and affected by, each organization.

The social calendar, also organized by the Senate, effectively regulates all student activities.

Varsity "G" Club

A service organization made up of men earning letters in varsity sports competition, the Varsity "G" Club assumes responsibility for homecoming programs, publishes a newsletter to keep former members posted on current teams, sponsors special athletic events such as exhibitions by gymnastic teams, and assists in the intramural program.

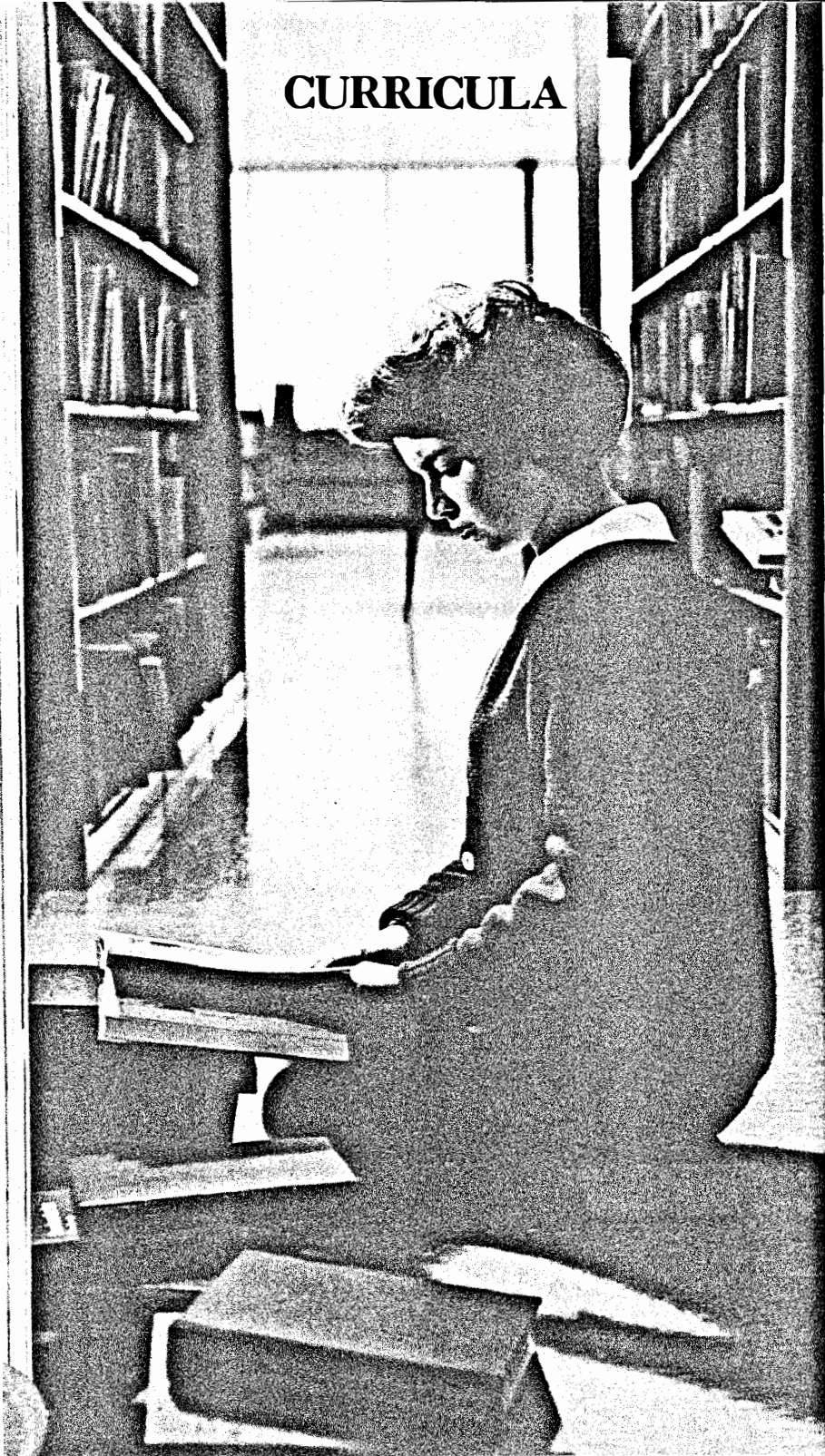
Women's Athletic Association

Stressing student leadership and college-wide participation in sports, the WAA has made available, with the guidance of the Inter-Dormitory Council, such sports as softball, basketball, volleyball, tennis, trampoline, archery, and fencing to growing numbers of women students.

Women's Glee Club

Membership is open to all interested women. The group performs representative works for women's voices and combines with the Men's Glee Club to present choral works of greater scope. Several public concerts are given during the year.

CURRICULA



All students enrolled at Gorham State Teachers College are preparing for a career in teaching. All curricula and programs require four years to complete. Upon graduation, the student receives the Bachelor of Science degree and the proper teaching certificate. The College prepares teachers in the following course programs:

Kindergarten-Primary

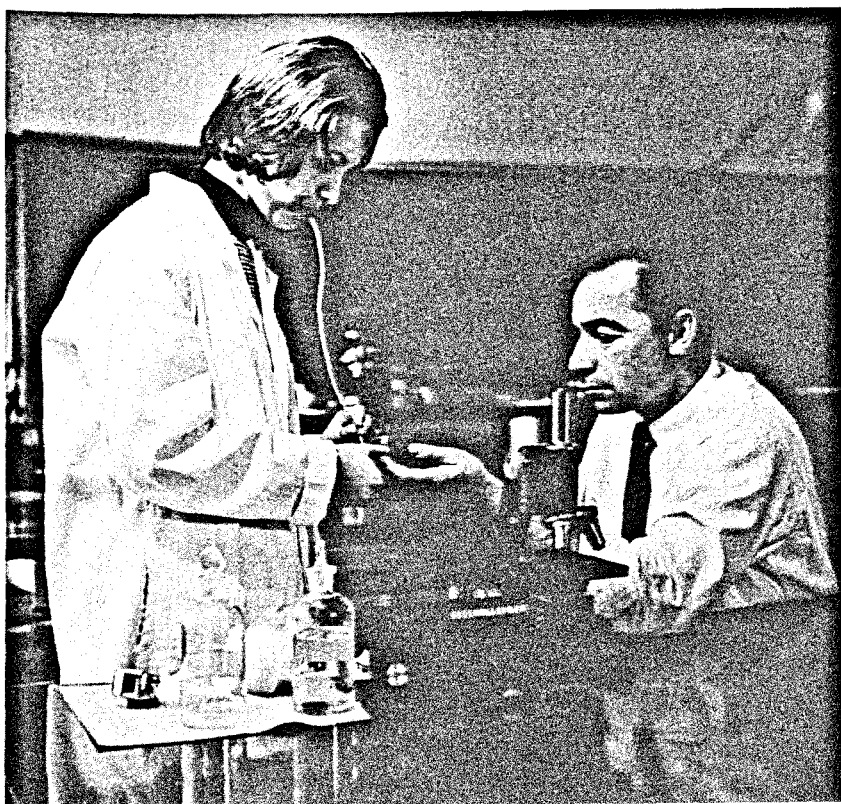
The Kindergarten-Primary curriculum qualifies students to teach in the kindergarten through grade six, with emphasis on kindergarten through grade three.

General Elementary

The General Elementary curriculum qualifies graduates to teach grades one through eight, with emphasis on grades four through six.

Junior High

The Junior High curriculum qualifies students for teaching in a self-contained classroom in the upper elementary grades, or for departmental work in Junior High School. Special preparation is offered for positions in the fields of English, Mathematics, Science, and Social Sciences.



Secondary Education:

It is anticipated that in the immediate future programs will be established for the preparation of teachers from grade seven to grade twelve in several of the major secondary subjects. Students accepted for admission to the Junior High program will automatically be eligible for admission to the Secondary program, once it is established.

Art

The Art curriculum is the only state-approved program in teachers colleges in Maine for the preparation of art teachers and supervisors. Graduates of this program qualify to teach or supervise art in all grades of the public schools.

Industrial Arts

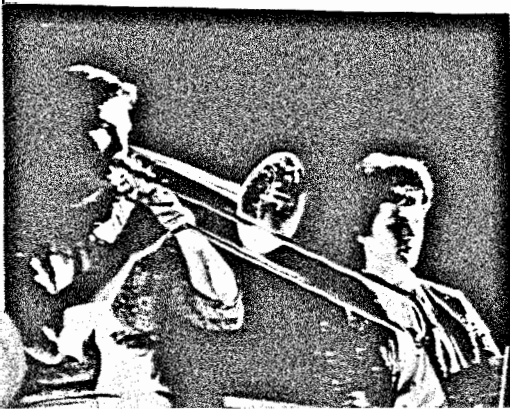
The Industrial Arts curriculum prepares teachers for the teaching of industrial arts in elementary and secondary schools. It is the only college program in the State of Maine in this specialized field.

Music

The Music curriculum qualifies graduates to teach or supervise vocal and instrumental music in all grades. It, too, is the only program of its kind in the state's teachers colleges.

In addition to the regular curriculum all music majors will meet the following requirements:

1. Participation in at least two recitals a year, and presentation of solo recital in junior and senior year.
2. Fulfillment of minimum requirements in both voice and piano, regardless of major instrument.
3. Participation in at least two musical organizations without credit.



Core Requirements

General Education

Every student at the College is required to complete a minimum of 42 credit hours in general education, as follows:

	Credit Hours	Credit Hours
College Health		2
English		9
English Composition	(6)	
American Literature	(3)	
History and Appreciation of Art		3
History and Appreciation of Music		3
Mathematics (assigned)		3
Elements of Mathematics	(3)	
or		
Mathematical Analysis	(4)	
Physical Education	(Two years)	2
Psychology		3
Science		6
Biological Science	(3)	
Physical Science	(3)	
(taken either semester)		
Social Science		9
U. S. History (either half)	(3)	
Modern Civilization	(3)	
Principles of Geography	(3)	
Sociology or Economics	(3)	
(Choice of any three)		
Speech		2
		—
		42

Core Requirements

Professional Education

Every student at the College is required to complete a minimum of 26 credit hours in professional education as follows:

	Credit Hours
American School	2
Human Growth and Development	3
Philosophy of Education	3
Curriculum Methods and Materials	6
Student Teaching	12
	—
	26

In both general and professional education there are additional requirements which will be indicated in each curriculum as it is set forth.



Curriculum For Kindergarten-Primary Education Majors

General Education

All kindergarten-primary education majors are required to complete the basic forty-two credit hours in general education. The additional general education requirements are:

	Credit Hours
Social Science	6
Mathematics	3
Science	6
Biological Science	3 hours
Physical Science	3 hours
Fundamentals of Art	2
Fundamentals of Music	2
Children's Literature	2
	—
	21

Professional Education

All kindergarten-primary education majors complete the basic twenty-six credit hours plus nine additional credit hours. The complete professional program is as follows:

	Credit Hours
Ed 100 The American School	2
Psy 300 Human Growth and Development	3
Ed 300 Primary Curriculum Methods and Materials	3
Ed 303 Primary Reading	3
Ed 305 Primary Arithmetic	3
Ed 308 Science and Health for the Primary School Teacher	2
Ed 311 Measurement and Evaluation	2
Ed 401 Philosophy of Education	3
Ed 402 Student Teaching	12
Ed 403 Seminar in Primary Education	2
	—
	35

Curriculum For Elementary Education Majors

General Education

All elementary education majors are required to complete the basic forty-two credit hours in general education. Their additional requirements, the same as those for the kindergarten-primary curriculum, are twenty-one credit hours.

Professional Education

All elementary education majors complete the basic twenty-six credit hours plus an additional nine credit hours. The full professional program follows:

	Credit Hours
Ed 100 The American School	2
Psy 300 Human Growth and Development	3
Ed 302 Elementary Curriculum Methods and Materials	3
Ed 304 Elementary Reading	3
Ed 306 Elementary Arithmetic	3
Ed 310 Science and Health for the Elementary Teacher	2
Ed 311 Measurement and Evaluation	2
Ed 401 Philosophy of Education	3
Ed 402 Student Teaching	12
Ed 404 Seminar in Elementary Education	2
	—
	35

The basic curriculum course (Ed 302) provides the overall framework within which the specific courses offer instruction as to plans and unit work. Ed 302, 304, 306 and 310 are carefully planned to prevent undesirable duplication.

All students in the kindergarten-primary or elementary curricula are considered as education majors. In addition to the general and professional requirements they are required to complete two academic minors of eighteen credit hours each, or a major of thirty credit hours. General education requirements may be counted toward the major or the the two minors.

Curriculum For Junior High Majors

General Education

Junior High Curriculum majors must complete the basic general education requirements. Additional credits must be earned as follows:

	Credit Hours
Social Science	6
Mathematics	3
Science	6
	—
	15

Professional Education

Depending upon the major and minor programs, Junior High Curriculum majors complete 33 to 35 hours in professional education. The complete program follows:

	Credit Hours
Ed 100 The American School	2
Psy 300 Human Growth and Development	3
Ed 311 Measurement and Evaluation	2
Ed 401 Philosophy of Education	3
Ed 402 Student Teaching	12
Ed 405 Seminar in Junior High Education	2
Ed 309 Junior High School Organization and Materials	3
Ed 307 Teaching Reading in Junior High School	2
Methods Course in Major	2 or 3
Methods Course in Minor	2 or 3
	—
	33 to 35

All students of the Junior High Curriculum are expected to complete a major of thirty credit hours and a minor of eighteen credit hours or an area major of forty credit hours. Methods courses do not count toward the specific hour requirements of majors and minors. At present it is possible to major or minor in four general areas. They are English, Mathematics, Science, and Social Science. The specific requirements are indicated in the following pages.

Program For English Majors And Minors

	Credit Hours		Credit Hours
<i>Freshman Year</i>		<i>Minor (Junior High)</i>	
<i>English Major</i>		Required, in addition to	
Eng 100-101 Eng. Composition	6	11 hours of general	
<i>Sophomore Year</i>		education:	
Eng 200 English Literature	3	Eng 200 English Literature	3
Eng 201 American Literature	3	Eng 353 Survey, English Lit.	3
<i>Junior and Senior Years</i>		Preferably 2 additional courses:	
Eng 352 Shakespeare	3	one Advanced Composition, if	
Eng 353 Survey of English Lit.	3	possible.	
(Prerequisite: Eng 200)		Required for minor, but not counting toward the 18 credit hours: Eng Ed 354, Teaching English in Junior High School (Must be taken <i>Junior Year</i> .)	
Either		<i>Minor (Kindergarten-Primary-Elementary)</i>	
Eng 351 Advanced Composition		Eighteen hours of required and elective	
or		courses.	
Eng 456 Creative Writing	2		
Eng 400 Speech	2		

The rest of the 30 credit hours required to complete a major in English may be obtained by taking 3-4 (preferably 4) of the following electives:

Eng	355	The Rise of the English Novel	2
Eng	356	The Modern Novel	3
Eng	360	World Literature I	3
Eng	361	World Literature II	3
Eng	450	The Nature of Poetry	2
Eng	451	The Short Story	2
Eng	452	Dramatic Production	3
Eng	453	American Drama	3
Eng	454	Contemporary Literature	3
Eng	457	Modern Continental Drama	3

* Offered in alternate years

Also required, but not counting toward the 30 hours: Eng Ed 354 Teaching English in Junior High School, 2 credit hours. (Must be taken *Junior Year*.)

Program For Mathematics Majors And Minors

Mathematics Major

Freshman Year

Math 150-151	Math. Analysis I and II	Credit Hours
		8

Sophomore Year

Math 250	Calculus I (prereq. Math 151)	4
Math 251	Calculus II (prereq. Math 250)	4
Math 273	Sets and Logic	2

Junior Year

Math 350	Geometric Structures I	3
Math 361	Probability and Statistics	3
Math 351	Geometric Structures II	3
Math 370	Abstract Algebra	3

Senior Year

Math 471	Foundations of Math.	3
Math Ed. 312	Jr. High Sch. Math	3
Jr. High Math Majors: Math 150, 151, 250, 251, 350, 361, 370 plus mathematic electives to make at least 30 hours, plus Math Ed. 312.		

Mathematics Minor (Junior High)

Freshman Year

Math 150-151	Math. Analysis I and II	Credit Hours
		8

Sophomore Year

Math 250	Calculus I (prereq. Math 151)	4
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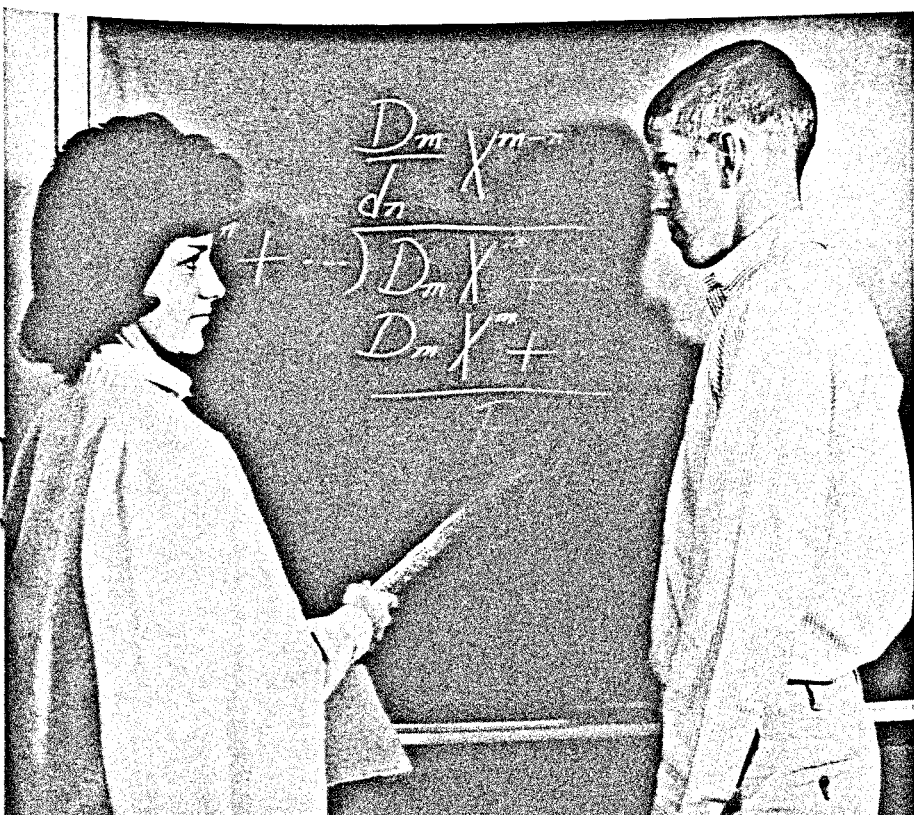
Junior-Senior Years

Electives numbered in 50's or above representing two different areas of mathematics to total at least six hours, plus Math Ed. 312.

Mathematics Minor (Kindergarten-Primary-Elementary)

Any 18 hours of mathematics, which may include:

Math 100	Elements of Math. I	3
Math 101	Elements of Math. II	3
Math 110	Basic Concepts of Algebra	3
Math 111	Informal Geometry	3



Program For Science Majors And Minors

MAJOR: at least 30 credit hours in a major field, plus a three-credit hour course in the Teaching of Science in the Junior High School.

Choices of major fields:

Biological Science

Physical Science

AREA MAJOR: a choice of courses totalling forty hours to provide a broad background in the sciences. In addition, a three-credit hour methods course, Sci Ed 360 Teaching of Science, is required.

MAJORS:

Biological Science 30 credit hours

Required

		Credit Hours
Sci 100, 101, or 100a	Biological Science	6
Sci 200, 201, or 200a its equivalent **	Physical Science or	6-8
Sci 364 or 365	Chemistry	4

Selection of courses totalling at least 12 credit hours from the list below:

Sci 350	Vascular Botany	4
Sci 351	Non-vascular Botany	4
Sci 352	Invertebrate Zoology	4
Sci 353	Vertebrate Zoology	4
Sci 355	Natural Science	3
Sci 357	Historical Geology	3
Sci 358	Ecology	3
Sci 359	Conservation of Natural Resources	3
Sci 366	History and Philosophy of Science	3
Sci 367	Physiology and Anatomy	3
Sci 450	Genetics	3
Sci 451	Evolution	3

Physical Science 30 credit hours

Required

Sci 100, 101, or 100a	Biological Sciences	6
Sci 200, 201, or 200a	Physical Sciences	6-8

Electives

Selection of at least a total of 16 credit hours from the courses listed below:

Sci 354	Photography	3
Sci 356	Physical Geology	3
Sci 357	Historical Geology	3
Sci 361	Physics I	4

Sci 362	Physics II	4
Sci 364	Chemistry I	4
Sci 365	Chemistry II	4
Sci 366	History and Philosophy of Science	3

Earth Science 30 credit hours

Required

Credit
Hours

Sci 100, 101, or 100a	Biological Science	6
Sci 200, 201, or 200a	Physical Science	6
Sci 364 or 365	Chemistry	4
Sci 361 or 362	Physics	4
Sci Ed 360	Science Methods	3
SS 202	Principles of Geography	3

Selection of courses totaling at least 9 credits from the list below:

Sci 356	Physical Geology	3
Sci 357	Historical Geology	3
Sci 363	Astronomy	3
Sci 368	Meteorology	3

Selection of one 3 credit course from the following courses:

Sci 358	Ecology	3
Sci 359	Conservation	3

AREA MAJOR:

Required

Credit
Hours

Sci 100, 101, or 100a	Biological Sciences	6
Sci 200, 201, or 200a	Physical Sciences or equivalent**	6-8

Selection of at least 26 credit hours from courses listed below. Select from each group as designated:

At least 8 credit hours

Sci 361	Physics I	4
Sci 362	Physics II	4
Sci 364	Chemistry I	4
Sci 365	Chemistry II	4

At least 8 credit hours

Sci 350	Vascular Botany	4
Sci 351	Non-vascular Botany	4
Sci 352	Invertebrate Zoology	4
Sci 353	Vertebrate Zoology	4
Sci 358	Ecology	3
Sci 367	Physiology and Anatomy	3
Sci 450	Genetics	3
Sci 451	Evolution	3

At least 3 credit hours

Sci 354	Photography	3
Sci 356	Physical Geology	3
Sci 357	Historical Geology	3
Sci 363	Astronomy	3
Sci 368	Meteorology	3

At least 3 credit hours

Sci 355	Natural History	3
Sci 359	Conservation of Natural Resources	3
Sci 366	History and Philosophy of Science	3

Science Minor (Junior High)

Physical Science Minor

Biological Science Minor

Required:

		Credit Hours
Sci 100 and 101	Biological Science	6
Sci 200 and 201	Physical Science or equivalent **	6-8

Selection of at least 6 credit hours from elective courses. *All* of these are to be taken in the field of Biology *or* the Physical Sciences.

It is recommended that Junior High School minors have, in addition, a methods course in the teaching of science.

Science Minor (Kindergarten-Primary — Elementary)

Required:

Sci 100 and 101	Biological Sciences	6
Sci 200 and 201	Physical Sciences or equivalent **	6-8

Selection of at least two courses from the following electives:

Sci 354	Photography	3
Sci 355	Natural History	3
Sci 356	Physical Geology	3
Sci 357	Historical Geology	3
Sci 358	Ecology	3
Sci 359	Conservation of Natural Resources	3
Sci 363	Astronomy	3
Sci 366	History and Philosophy of Science	3
Sci 367	Physiology and Anatomy	3
Sci 368	Meteorology	3

** Students who successfully pass qualifying examinations in areas of chemistry and physics, given during the second semester of the freshman year, may take elective courses in the physical sciences.

Program For Social Science Majors And Minors

Social Science Area Major — 40 credit hours

Required

		Credit Hours
SS 100	Ancient Civilization	3
SS 101	Modern Civilization	3
SS 200	U. S. History to 1865	3
SS 201	U. S. History since 1865	3
SS 202	Principles of Geography	3
SS 203	Sociology	3
SS 300	Economics	3
SS 302	American Government	3
SS 350	World Geography	3
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Also required but not included in total credits for major:

SS Ed 361	Teaching Social Studies in the Junior High School	2
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Electives: 13 credit hours from all other departmental offerings. It is possible to arrange the electives with an orientation toward history, geography, or sociology-anthropology.

History Major — 30 credit hours

Required

SS 100	Ancient Civilization	3
SS 101	Modern Civilization	3
SS 200	U. S. History to 1865	3
SS 201	U. S. History since 1865	3

Electives:

SS 301	Maine History	2
SS 354	Diplomatic History of the U. S.	3
SS 355	Canadian-American Relations	3
SS 356	History of Russia	3
SS 357	History of the West	3
SS 363	American Civilization in 20th Century	3
SS 364	Civil War and Reconstruction	3
SS 365	Social and Cultural History of U. S. to 1865	3
SS 366	Social and Cultural History of U. S. since 1865	3
SS 367	Colonial History of the U. S.	3

Also required but not included in total credits for major:

SS Ed 361	Teaching Social Studies in the Junior High School	2
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Geography Minor — 18 credit hours of geography and geology courses

SS	202	Principles of Geography	3
SS	350	World Geography	3
SS	351	Geography of Asia	3
SS	352	Geography of Latin America	3
SS	353	Geography of North America	3
SS	362	Geography of Europe	3
SS	455	Political Geography	3
SS	456	Economic Geography	3
Sci	356	Physical Geology	3
Sci	358	Ecology	3
Sci	359	Conservation of Natural Resources	3

Social Science Minor (Junior High) — 18 credit hours of required and elective courses

History Minor (Junior High) — 18 credit hours of required and elective courses

Minors for Kindergarten-Primary and Elementary — 18 credit hours of required and elective courses



Curriculum For Art Education Majors

General Education

Art Education students are required to take the same basic general education courses outlined for all college students. In addition, 13 credit hours are elected from general education courses, thus bringing the total to 55 credit hours.

Professional Education

Art Education majors are required to complete the same minimum number of professional education courses as all other students.

Area Specialization

The sequence of courses in Art is as follows:

	Credit Hours
Art 100, 101, 200, 201 Foundations of Art	12
FA 103 Art Appreciation & History	3
Art 202, 302 Arts & Crafts	6
Art 203, 303 Drawing Techniques	6
Art 300, 400 Painting Techniques	6
Art 301 Graphics	3
Art 304 Three Dimensional Art	2
Art 305 Contemporary Art	3
Art 401 Aesthetics	3
Art 402 Advanced Problem in Art	3
Art Ed 400 Problems of Teaching & Supervision	2
	<hr/> 49

The Art Education Curriculum requires a total of 130 credit hours.

Art Education Curriculum

FRESHMAN YEAR

	Credit Hours
Eng 100-101 English Composition	6
Sci 100 Biological Science	3
Sci 200 Physical Science	3
SS — Social Science Elective	3
Math 100 Elements of Mathematics I	1
PE 100-101 Physical Education	3
FA 102 Art Appreciation & History I	3
FA 103 Art Appreciation & History II	

Ed	100	The American School	2
Art	100-101	Foundations of Art	6
			<hr/>
			33

SOPHOMORE YEAR

Eng	201	American Literature	3
SS	—	Social Science Electives	6
Psy	200	General Psychology	3
Eng	400	Speech	2
PE	102	College Health	2
PE	200-201	Physical Education	1
Art	200-201	Foundations of Art	6
Art	202	Arts & Crafts I	3
Art	203	Drawing Techniques I	3
Elective			3
			<hr/>
			32

JUNIOR YEAR

FA	101	Music Appreciation & History	3
Psy	300	Human Growth & Development	3
Art Ed	300	Elementary Art Education	2
Art Ed	301	Secondary Art Education	2
Art	303	Drawing Techniques II	3
Art	300	Painting Techniques I	3
Art	301	Graphics	3
Art	302	Arts & Crafts II	3
Art	304	Three Dimensional Art	2
Art	305	Contemporary Art	3
Electives			6
			<hr/>
			33

SENIOR YEAR

Ed	401	Philosophy of Education	3
Ed	402	Student Teaching	12
Art Ed	400	Problems of Teaching & Supervision	4
Art	400	Painting Techniques II	3
Art	401	Aesthetics	3
Art	402	Advanced Problem in Art	3
Electives			4
			<hr/>
			32

Curriculum For Industrial Arts Education Majors

General Education

Industrial Arts students are required to take the same basic core of general education courses outlined for all college majors. In addition, they must complete the following:

	Credit Hours
Math 101 Elements of Mathematics II	3
SS 360 Modern Industry	3
Electives	6

The total number of credit hours in the general education sequence is 54.

Professional Education

The minimum number of professional education courses required of industrial arts majors is the same as that for other majors. The Curriculum Methods and Materials course, for 6 credits, consists of the following:

	Credit Hours
IA Ed 305 Methods and Materials of Instruction	3
IA Ed 403 Analysis and Course Development	3
Two other courses are required in the professional sequence:	
Ed 311 Measurement and Evaluation	2
IA Ed 404 Problems of Teaching	1

The total number of credit hours in professional education is 28.

Technical Education

In order to fulfill its primary function, the department must, according to state law, prepare teachers who are qualified to teach a minimum of four technical areas, as required in the comprehensive general laboratories of the state. All majors must complete the following:

	Credit Hours
Metals Technology and Fabrication	10
Electricity-Electronics	10
Power and Transportation	10
Wood Technology and Industries	9
Comprehensive General Laboratory	3

In addition, they must include in their programs the following courses which are essential for a minimal background:

Technical Drawing and Graphics	4
Graphic Arts	3

Two of the following count as electives:

Industrial Arts Design	2
Graphic Arts Production	2
General Crafts	2

Industrial Arts Education Curriculum

FRESHMAN YEAR

			Credit Hours
Ed	100	The American School	2
Eng	100-101	English Composition	6
Math	100-101	Elements of Mathematics I and II	6
PE	100-101	Physical Education	1
PE	102	College Health	2
FA	100	Art Appreciation & History	3
IA	101	Metals Technology	5
IA	102	Electricity	5
Sci	101	Biological Science	3
			<hr/>
			33

SOPHOMORE YEAR

Sci	200	Physical Science	3
Psy	200	General Psychology	3
*SS	—	Social Science Elective	6
PE	200-201	Physical Education	1
Eng	201	American Literature	3
Eng	400	Speech	2
IA	200	Technical Drawing	2
IA	201	Woods Technology	5
IA	202	Machine and Architectural Drawing	2
IA	203	Power and Transportation I	5
			<hr/>
			32

JUNIOR YEAR

Ed	311	Measurement and Evaluation	2
SS	360	Modern Industry	3
*SS	—	Social Science Elective	3
Psy	301	Human Growth and Development	3
IA	300	General Shop Organization	3
IA	301	Electronics	5
IA	302	Graphic Arts I	3
IA	303	Metals Fabrication	5
IA	304	Power and Transportation II	5
IA Ed	305	Methods and Materials of Instruction	3
		Elective (General Education)	2
			<hr/>
			37

SENIOR YEAR

Ed	401	Philosophy of Education	3
Ed	402	Student Teaching	12
IA Ed	403	Analysis and Course Development	3
IA Ed	404	Problems of Teaching	1
FA	101	Music Appreciation and History	3
IA	405	Wood Industries	4
		Elective (General Education)	3
IA	—	•• Electives	4
			<hr/>
			33
•SS	—	U. S. History	
SS	101	Modern Civilization	
SS	202	Principles of Geography	
SS	203	Sociology	
••Electives			
IA	400	Industrial Arts Design	2
IA	406	Graphic Arts II	2
IA	407	Arts and Crafts	2

Curriculum For Music Education Majors

General Education

Music Education students are required to complete the same basic General Education requirements as all other students.

Professional Education

In addition to the basic 26 credit hours in professional education required of all students, Music majors must complete the following:

		Credit Hours
Mus Ed	200 Brass Class	2
Mus Ed	201 Woodwind Class	2
Mus Ed	302 String Class	2
Mus Ed	303 String Class	2
Mus Ed	400 Administration & Supervision	4
		<hr/> 12

Area Specialization

The Music content program consists of the following:

Mus	102, 103, 202, 203	Theory	12
Mus	104, 105, 206, 207, 306, 307	Applied Music	24
Mus	106, 107, 208, 209, 308, 309, 403	Vocal Ensemble	3½
Mus	108, 109, 210, 211, 310, 311, 404	Recital Class	3½
Mus	101, 200, 201	History of Music	9
Mus	302, 303	Instrumental and Vocal Conducting	4
Mus	400	Instrumentation	3
			<hr/> 59

The Music Education Curriculum requires a total of 139 hours.

Music Education Curriculum

			Credit Hours
FRESHMAN YEAR			
Eng	100-101	English Composition	6
Ed	100	The American School	2
Math	100	Elements of Math I	3
Mus	100-101	History of Music I and II	6
Mus	102-103	Theory I and II	6
Mus	104-105	Applied Music	8
Mus	106-107	Vocal Ensemble	1

Mus	108-109	Recital Class	1
PE	100-101	Physical Education	1
			<hr/> 34

SOPHOMORE YEAR

FA	100	Art Appreciation and History	3
Mus	200-201	History of Music III and IV	6
Mus	202-203	Music Theory III and IV	6
Mus Ed	200	Woodwind Class	2
Mus Ed	201	Brass Class	2
Mus	206-207	Applied Music	8
Mus	208-209	Vocal Ensemble	1
Mus	210-211	Recital Class	1
PE	200-201	Physical Education	1
Psy	200	General Psychology	3
Psy	300	Human Growth and Development	3
			<hr/> 36

JUNIOR YEAR

Mus Ed	300-301	Music Education Methods	6
Mus Ed	302-303	String Class	4
Mus	302	Instrumental Conducting	2
Mus	303	Vocal Conducting	2
Mus	306-307	Applied Music	8
Mus	308-309	Vocal Ensemble	1
Mus	310-311	Recital Class	1
Sci	100	General Biology I	3
Sci	200	Physical Science I	3
SS	—	Social Science Elective	3
PE	102	College Health	2
			<hr/> 35

SENIOR YEAR

Ed	401	Philosophy of Education	3
Ed	402	Student Teaching	12
Eng	201	American Literature	3
Eng	400	Speech	2
Mus Ed	400	Music Administration and Supervision	4
Mus	400	Instrumentation	3
Mus	403	Vocal Ensemble	$\frac{1}{2}$
Mus	404	Recital Class	$\frac{1}{2}$
SS	—	Social Science Electives	6
			<hr/> 34

Vocational Industrial Education

The Vocational-Industrial curriculum prepares instructors for the teaching of vocational-industrial and/or technical subjects in the high schools and post-secondary schools of Maine. Candidates for the degree in this curriculum must be eligible for vocational teaching certification. Please consult the department chairman for further information.

THE GRADUATE SCHOOL

The 101st Legislature of the State of Maine authorized the establishment of graduate studies at accredited teachers colleges. A committee of eight, composed of three representatives each from Farmington and Gorham, and one representative each from the Maine Teachers Association and the Maine Superintendent's Association, met during the summer and fall of 1963 to prepare a master plan for approval by the State Board of Education. The Summer Session of 1964 marked the inauguration of the Gorham State Teachers College graduate program.

Purpose

The graduate school at Gorham State Teachers College is designed to meet the following objectives:

1. A fresh intellectual challenge.
2. An extended depth in scholarship.
3. A familiarity with current research methods and findings.
4. An enhanced professional competence.

Programs

The following general categories of graduate interest are recognized:

1. Candidates for the degree of Master of Science in Education at Gorham State Teachers College.
2. Those who wish to pursue thirty hours of approved study beyond the bachelor's degree.
3. Those who seek renewal of certificates.
4. Those who seek credit for transfer to other institutions.

The graduate degree to be awarded is the Master of Science in Education. It may be attained, through either a thesis or non-thesis program, by completion of 33 credits, as follows:

Thesis Program

18 credit hours in general education courses (liberal arts —

English, Mathematics, Psychology, Science and Social Science)

- 9 credit hours in professional education courses
- 3 credit hours for the completion of an approved thesis
- 3 credit-hour course in thesis preparation

Non-thesis Program

- 18 credit hours in general education courses (liberal arts — English, Mathematics, Psychology, Science and Social Science)
 - 6 credit hours in professional education courses
 - 3 credit hours in a research seminar in professional education sometime during last 12 hours of work
 - 6 credit hours in courses to be selected by the student
- Comprehensive examinations

Admission

Admission is selective in nature. The applicant will be judged on the basis of previous academic record and potentiality for graduate work.

1. Admission to Graduate Study

Application for admission to the Graduate Division should be made to the Dean of Graduate Study. Candidates must submit transcripts of all undergraduate and graduate study, scores on the Miller Analogies Test, or the Graduate Record Examination, and three references. Upon admission to graduate study candidates will be assigned a major advisor. Within six months the candidate and his major advisor will submit a planned sequence of courses to the Dean of Graduate Studies.

2. Admission to Graduate Status

After completion of six hours of graduate study, and with the approval of the major advisor, the candidate may apply to the Dean of Graduate Studies for admission to graduate status.

3. Admission to Degree Candidacy

After successful completion of fifteen hours of graduate study, the candidate may apply for admission to degree candidacy.

Residence

All students enrolled either full or part time are required to attend a minimum of two summer sessions at Gorham State Teachers College.

Course Load Limitations

No student may carry more than six semester credit hours of part-time study in a regular academic semester or in any six-week summer session.

Time Limitations

Students must fulfill all requirements for the graduate degree within eight years of the date of completion of their first graduate course, including transfer work.

Teaching Experience

Candidates with less than a 2.5 cumulative undergraduate record must complete one year of successful teaching before being considered for admission. They may be required to complete six additional hours of undergraduate work with "B" grades or better.

Transfer Credits

Until 1967 graduate students may transfer a maximum of 12 semester credit hours into the Gorham graduate program. After this date, students may transfer a maximum of 6 semester credit hours.

Minimum Grade Requirements

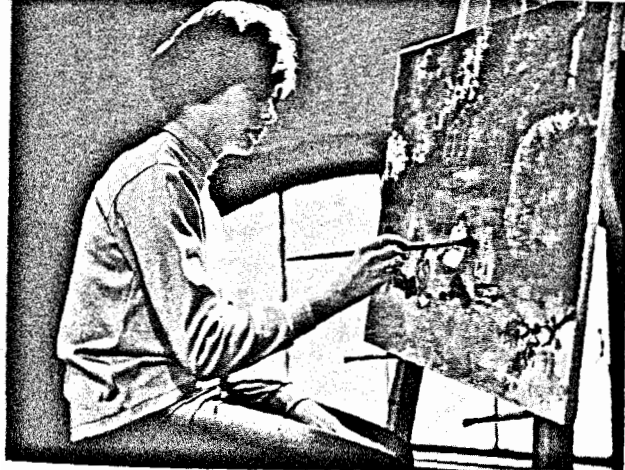
For successful completion of the degree program, a student shall be required to obtain a "B" average for all courses. No grade below "C" in any course is acceptable.

Comprehensive Examinations

Comprehensive Examinations required of the non-thesis candidates shall be prescribed and administered by the Graduate Study Council.

COURSE DESCRIPTIONS





ART

FA 100 Art Appreciation and History

Key periods of artistic creativity illustrated by slides and reproductions. Lectures, text, and readings point up the richness and diversity of aesthetics as a basis for mature understanding. Special attention to the visual arts of the Egyptian, Greek, Medieval, Renaissance, and Baroque periods. The relationship between visual images and such cultural factors as politics, religion, literature, and psychology. Materials for study include architecture, sculpture, painting, and selected examples of ceramics, graphic and decorative arts.

Three credit hours

FA 102-103 Art Appreciation and History

A survey of art history for students in the Art Education program. Each epoch is considered in greater depth than in FA 100, special attention being directed to the teaching of art. Divergent viewpoints of the art historian, art critic, and art teacher: experiments, by means of writing assignments, with each of these approaches. An overview of the visual arts, showing the interrelationship of cultural values, art techniques, and major art works.

Six credit hours

FA 200 Art Fundamentals

An introduction to the elements and principles of design and color, and their application to projects suitable for art work in the elementary grades.

Two credit hours

Art 100-101, 200-201 Foundations of Art

The grammar and vocabulary of visual expression, communicated through a series of problems which encourages the development of personal expression and technical competence.

Art 100-101: The control of pictorial space and form; expression in dark and light, its materials and techniques; color theory and experimentation.

Art 200-201: The areas of design; artistic mastery; expression in three dimensions.

Twelve credit hours
(Three credits each semester)

Art 202 Arts and Crafts I

An introduction to the handicrafts: the use of simple tools and materials found in the typical elementary classroom.

Three credit hours

Art 203 Drawing Techniques I

An introduction to the language of drawing as it has been, and is, used in problems of communication, design, and expression. Introduction to the principles of graphic expression in all black-and-white media.

Three credit hours

Art 300 Painting Techniques I

An introduction to painting, specifically the technical and formal problems of controlling a medium. The traditional functions of painting are explored both as an imaginative and technical stimulus for the student. Expressionistic, didactic, primitive, and experimental modes of past masters are contrasted with the subjective and objective categories of contemporary artists.

Three credit hours

Art 301 Graphics

Problems in the print media: woodcut, serigraph, lithography, and etching; layout, illustration, and letter design. The usefulness of these communication media for poster, yearbook, and other school needs is emphasized.

Three credit hours

Art 302 Arts and Crafts II

Advanced projects in the handicrafts, involving art metalwork, ceramics, leathercraft, the textile arts, etc.

Three credit hours

Art 303 Drawing Techniques II

Advanced study of the language of drawing; special emphasis on technical experimentation and the use of a variety of media. Application of concepts of visual form to figure, object, and landscape problems. Prerequisite: Art 203.

Three credit hours

Art 304 Three-Dimensional Art

An examination of the problems of motion, balance, rhythm, and expression in the art of sculpture and architecture. A series of problems designed to clarify the relationships between three-dimensional and two-dimensional organization. The principles of the additive and subtractive approaches to sculpture. Three-dimensional techniques for use in the schools: imagination and craftsmanship as means of stimulating creative expression in mass and space.

Two credit hours

Art 305 Contemporary Art

European and American painting, sculpture, and architecture from 1850 to the present. A study of the changes in artistic form which characterize the modern movement. The course also surveys the emergence of American art from its European background.

Three credit hours

Art 400 Painting Techniques II

Advanced problems and instruction: a course centered on original student work and aimed at deepening the student's understanding of the artistic production of others as well as developing his own expressive competence to a professional degree. Prerequisite: Art 300.

Three credit hours

Art 401 Aesthetics

An investigation into theories of art and beauty in the writings of philosophers, painters, writers, and critics that form the basis of our understanding of the fine arts. Readings and discussion of writers from ancient to modern times.

Three credit hours

Art 402 Advanced Problem in Art

An opportunity for the student to do advanced independent study in the field of his particular interest. Completion of a unit or series of related projects in art education is required.

Three credit hours

Art Ed 300 Elementary Art Education

A study of growth and development in the creative abilities of children; how to utilize art projects to foster initiative, imagination, cooperation, and appreciation in the elementary classroom.

Two credit hours

Art Ed 301 Secondary Art Education

A study of classroom experiences in art on the secondary level; introduction to units of teaching designed to enrich the general secondary curriculum.

Two credit hours

Art Ed 400 Problems of Teaching and Supervision

Intended primarily for student-teachers of art, this course takes the form of discussion and problem-solving. Students endeavor to arrive at a basic philosophy of art education and a tentative instructional technique.

Two credit hours

Education and Psychology**Ed 100 The American School**

An introduction to public education — its history, organization, functions and issues. Elementary and secondary curricula, including special areas are considered, as well as the social, economic, and professional aspects of teaching. School visitations provide opportunities for self-evaluation and direction.

Two credit hours

Ed 300 Primary Curriculum: Methods and Materials

A core course which analyzes curriculum, methods, and materials from kindergarten through third grade, with special attention to language arts and social studies. Topics include programming, types of curricula, evaluation, development of units, lesson planning, grouping, sociometric procedures, reporting to parents, analysis of textbooks, and audio-visual techniques. Observation, participation, and supplementary guest speakers.

Three credit hours

Ed 302 Elementary Curriculum: Methods and Materials

A basic course which emphasizes language arts and social studies in the intermediate grades. Includes programming, types of curricula, evaluation, development of units, lesson planning, grouping, sociometric procedures, reporting to parents, analysis of textbooks, and audio-visual techniques. Observations and resource speakers.

Three credit hours

Ed 303 Primary Reading

Approved methods in the teaching of reading at all levels, with special emphasis on the beginning reading program. Comparisons of the various reading procedures used currently, including the developmental program, independent reading, grouping, phonetic approach, reading readiness, study skills, ungraded reading, and remedial problems. Introduction to the tachistoscope, accelerator, and reading laboratory. Analysis of recent textbooks in the Curriculum Laboratory. Observation and participation.

Three credit hours

Ed 304 Elementary Reading

Approved methods in the teaching of reading, with particular stress on word-analysis and the development of reading study skills. Comparison of current reading procedures, including the developmental program, independent reading, grouping, phonetics, and remedial reading. Use of the tachistoscope, accelerator, and reading laboratories; analysis of recent intermediate-grade textbooks in the Curriculum Laboratory. Observation and participation.

Three credit hours

Ed 305 Primary Arithmetic

The new approach in teaching arithmetic in primary grades, overview of all levels, and applied work in primary grade area. Preparation of materials; study of current textbooks and experimental programs; analysis of content needed to provide orientation in structure, properties, sets, number systems, and other basic themes of modern mathematics.

Three credit hours

Ed 306 Elementary Arithmetic

This course closely parallels Ed 305 except that it is concerned with teaching arithmetic in the *elementary* grades.

Three credit hours

Ed 307 Junior High Reading

Currently approved methods in the teaching of reading. A comparison, with emphasis on continuity, of various reading procedures. Word analysis and reading study skills as they apply to each subject-matter area of the junior high school.

Two credit hours

Ed 308 Science and Health for the Primary Teacher

An inductive, scientific approach to science and health, from kindergarten through third grade; materials, experiments, and themes appropriate to this level; use of a teaching team to interrelate health and physical education.

Two credit hours

Ed 309 Junior High Organization and Materials

The philosophy, purpose, and organization of the junior high school. Approved practices of planning and differentiated instruction; unique functions of this type of school. Overview of the self-contained classroom as found in the upper grades.

Three credit hours

Ed 310 Science and Health for the Elementary Teacher

Problems and methods of teaching science and health. Current practices and teaching materials are emphasized and evaluated.

Two credit hours

Ed 401 Philosophy of Education

An inquiry into the major traditional and contemporary concepts of education — its nature, aims, and practices. The relationship of educational philosophy to personal and professional growth.

Three credit hours

Ed 402 Student Teaching

For one semester of the senior year all students are assigned to full-time student teaching under careful supervision. The semester is divided into two terms to provide opportunities to teach in two different situations; for this purpose the Millett Laboratory School, the Village Elementary School, and other cooperating schools are utilized. Student teaching embraces the following categories: Kindergarten-Primary, General Elementary, Junior High School, Music, Art and Industrial Arts.

Twelve credit hours

Ed 403 Seminar in Primary Education

Consideration of such critical problems in primary education as school law in relation to the primary teacher; grouping and individual differences; basic organization of student teaching; the primary teacher in relation to community, school, and state. Faculty members from special areas as well as visiting lecturers participate.

Two credit hours

Ed 404 Seminar in Elementary Education

A study of basic issues in elementary education: school law; professional and ethical procedures; organization of student teaching; and teacher relationships with school, community, and state.

Two credit hours

Ed 405 Seminar in Junior High School Education

The major professional concerns of the junior high school teacher: school law; professional and ethical procedures; organization of student teaching; and teacher relationships with school, community, and state.

Two credit hours

Ed 411 Measurement and Evaluation

Construction, selection, and use of educational achievement tests, including diagnostic and survey instruments. Skill in writing essay and objective types is developed. An inquiry into the validity and reliability of typical standardized tests. Elements and uses of statistics, tabulation of data, measures of central tendency, variability, and correlation.

Two credit hours

Ed 452 Remedial Reading

An empirical approach, relating class discussions to clinical observation. Methods by which the teacher copes with individual difficulties are explored. Testing and diagnostic work are studied and applied to subject-groups. Prerequisite: a grade of A or B in Ed 303, 304, or 307.

Three credit hours

Ed 453 Preparation of Classroom Instructional Materials

A lecture-laboratory series which involves students in the creation of instructional materials. Techniques include the dry mounting of flat pictorial materials, cloth backing of pictorial materials (2 processes), professional-quality lettering, rudimentary photography and processing (including use of the darkroom), and the production, by several techniques, of transparent projectuals. Classes limited to 14; no prerequisite.

Three credit hours

Ed 454 Advanced Production of Audio-Visual Materials

Further sophistication of insight and refinement of skills in the local production of instructional materials. Prerequisite: Successful completion of Ed 453. Limited to twelve students.

Three credit hours

Psy 200 General Psychology

An introductory course emphasizing psychology as a science, the development of a precise psychological vocabulary, and the application of basic principles to everyday living. Major topics include motivation, emotions, intelligence, effective learning and thinking.

Three credit hours

Psy 300 Human Growth and Development

A study of significant elements in the physical, mental, emotional, and social make-up of children as they develop from infancy to adolescence. Selected case studies and projects in the application of basic principles of growth and development to problems of adjustment to school, home, and community. Special attention is given to the developmental tasks of school-age children.

Three credit hours

Psy 401 Psychology of Personality

A study of the dynamic organization and operation of personality. Traditional and contemporary theories of personality; normal and abnormal personality characteristics. Adjustment mechanisms and the identification of personality disturbances. Prerequisite: Psy 200 or equivalent.

Three credit hours

English

Eng 100-101 English Composition

The basic freshman course, uniting the principles of written composition, the growth and structure of language, and the critical evaluation of literary genres. Practice in writing, with special attention to mechanics and style followed in the second semester by the study of poetry, drama, and the short story. Preparation for advanced courses in English through the refinement of reading habits and tastes.

Six credit hours

Eng 200 English Literature

A survey course in English literature from its beginnings through the 18th Century. Intensive readings in Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Johnson, and Boswell. Required of English majors and minors.

Three credit hours

Eng 201 American Literature

A general introduction to American literature from the Colonial Period to the end of the 19th Century. Includes the development of the national literary genres, historical background, intellectual trends, and the contribution of major writers, particularly Hawthorne, Melville, Poe, and Whitman.

Three credit hours

Eng 350 Children's Literature

Designed to acquaint students with varied types of literature for children in the lower and middle grades. Emphasizes extensive reading, but also includes the selection, critical evaluation, and use of materials.

Two credit hours

Eng 351 Advanced Composition

For students desiring to gain increased proficiency in writing. Study of all forms of discourse, but with concentration on exposition. Analysis of selected readings. Criticism of writing.

Two credit hours

Eng 352 Shakespeare

A study of the major chronicle plays, and of select comedies and tragedies. Minor emphasis on Shakespeare's development, the Elizabethan stage, textual problems, and historical criticism.

Three credit hours

Eng 353 Survey of English Literature

An extension of the basic course in English literature (Eng 200), this survey covers the representative British writers of the Romantic, Victorian and modern periods. Focuses on Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot. Prerequisite: Eng 200.

Three credit hours

Eng 355 The Rise of the English Novel

From the roots of English fiction in epic, saga, allegory, and romance to its flowering in the sophisticated complexities of the late nineteenth-century novel. The novelists will be treated in this order: Cervantes, Defoe, Fielding, Richardson, Sterne, Smollett, Austen, Scott, Bronte, Dickens, Thackeray, Trollope, Eliot, and Hardy. Class reports and a term paper.

Two credit hours

Eng 356 The Modern Novel

A study of the "modern mind" as reflected in fictional works distinguished by their involvement, direct or indirect, in religious, scientific, social, economic, and intellectual issues. Style and structure as vehicles for artistic meaning. The influence of myth, ritual, existentialism, naturalism, and the Judeo-Christian tradition on leading modern novelists. Writers to be assigned include Conrad, Dostoevski, Turgenev, Lawrence, Remarque, Fitzgerald, Faulkner, Forster, Steinbeck, Koestler, Camus, and Hemingway. Class reports and a term paper.

Three credit hours

Eng 360 World Literature I

A close analysis of literary works of the classical, medieval, and Renaissance periods. Readings in the *Old and New Testaments*, the *Iliad* and the *Odyssey*, Greek tragedy, the *Aeneid*, the *Divine Comedy*, the *Song of Roland*, the *Nibelungenlied*, the *Decameron*, *Gargantua and Pantagruel*, *Don Quixote*, and such works of English literature as time will allow. Collateral readings in background and criticism; class reports and a term paper.

Three credit hours

Eng 361 World Literature II

Readings in fiction, drama, and poetry representative of neoclassicism, romanticism, realism, naturalism, symbolism, and the modern school. Chief continental writers: Moliere, Voltaire, Rousseau, Goethe, Balzac, Dostoevski, Flaubert, Tolstoy, Chekhov, and Ibsen. Selected contemporary poets and short story writers. Collateral readings in background and criticism; class reports and a term paper. Prerequisite: Eng 360, or consent of instructor.

Three credit hours

Eng 400 Speech

The basic principles of organization and the techniques of delivery employed in expository speaking. Students prepare and deliver four speeches, receiving detailed analysis and criticism of both the written plan and the delivered speech.

Two credit hours

Eng 450 The Nature of Poetry

An intensive study of the elements of poetry, involving close reading of poems of varied types. Designed to give insight into the poetic process and to develop appreciation and discrimination in reading poetry.

Two credit hours

Eng 451 The Short Story

A study of the modern short story as a literary form. The techniques and artistic effects of the outstanding works of many American, British, and Continental writers are evaluated through critical reading and discussion. Prerequisites: Eng 200 and 201.

Two credit hours

Eng 452 Dramatic Production

A basic course in dramatic production and in direction techniques and procedures. Covers such areas as setting, lighting, costuming, makeup, direction, and theater management. Each class will do production work on a play.

Three credit hours

Eng 453 American Drama

An introduction to the history of American drama from the Colonial era to the present. Reading of a selected list of plays, followed by analysis and criticism. Some biographical study of dramatists in this country to supplement a knowledge of their works. Techniques of the theater in its development are also considered.

Three credit hours

Eng 454 Contemporary Literature

Presents significant modern writers, largely English and American, as seen against the background of intellectual and social change in the Twentieth Century. Emphasizes wide and discriminating reading. Text is supplemented by the reading of four modern novels.

Three credit hours

Eng 456 Creative Writing

An advanced course. Readings in narration, the short story, and the informal essay; study of tone, style, and point of view; writing with stress on narration. Prerequisite: consent of instructor.

Two credit hours

Eng 457 Modern Continental Drama

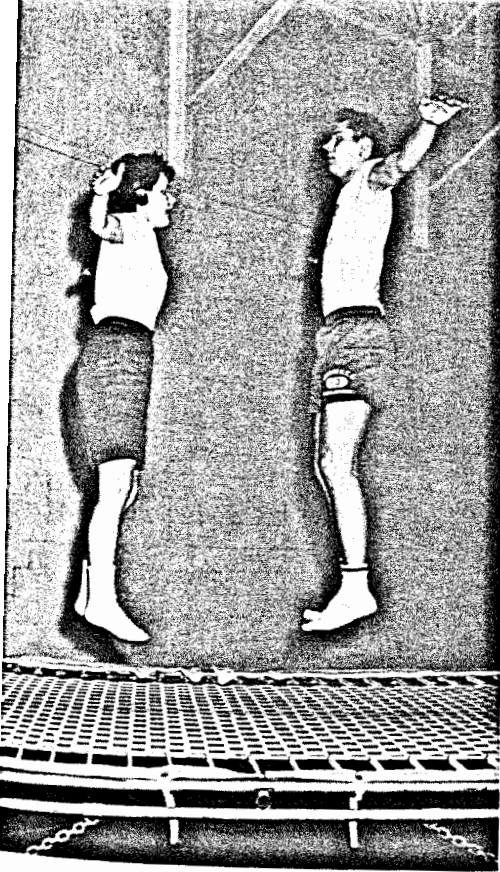
Trends in drama from the late nineteenth century to the present day. The meaning of such terms as realism, naturalism, symbolism, and expressionism as they apply to the evolution of drama in this era. Representative plays read and discussed include works by Ibsen, Strindberg, Hauptmann, Chekhov, Gorky, Rostand, Pirandello, Toller, and others.

Three credit hours

Eng Ed 345 Teaching English in the Junior High School

A methods course for upperclassmen. Review of basic fundamentals of English grammar and writing skills. Creative approach to the teaching of both grammar and literature at the junior-high level.

Two credit hours



HEALTH AND PHYSICAL EDUCATION

PE 100-101 W

A service program emphasizing fundamental skills in sports, body mechanics and rhythm. Includes instruction in tennis, archery, trampoline, tumbling, volleyball, folk and ballroom dance, and fundamentals of rhythm.

One-half credit hour

PE 100-101 M

The development of physical fitness, skills, and leadership through conditioning exercises, touch football, soccer, volleyball, basketball, tumbling, softball, and a variety of games.

One-half credit hour

PE 102 College Health

Health science instruction is a basic and required part of general education. The aim of this course is to help students grow in scientific health knowledge, develop desirable health attitudes, improve health practices, and solve individual and group health problems.

Two credit hours

PE 200-201 W

Major objective is the building of organic fitness. Fundamental skills, poise, relaxation, and leisure-time activities.

One-half credit hour

PE 200-201 M

Aims to continue to develop physical fitness, skills, and leadership through conditioning, exercise, speedball, wrestling, square dancing, apparatus, track, tennis, golf, and various games, contests, and relays.

One-half credit hour

PE 350 Teaching Physical Education in the Elementary and Junior High School

Professional-preparation for students interested in teaching physical education. Covers growth patterns of junior high school children, program planning and problems in physical education at the junior high level. Also presents an opportunity to teach games, contests, and relays to students in the local public schools.

Three credit hours

PE 351 Safety and First Aid

Basic principles of first aid and procedures to follow in case of accidents. Safety education to gain knowledge, skills, and attitudes that make for safety.

Three credit hours

PE 352 Personal and Community Health

Includes the health concerns of people as a group, and the promotion of health by governmental and social activities which control the environment. The nature of communicable diseases, the health needs of mothers and children, the control of food, water, waste, ventilation, heating and lighting, the development of special programs for school health maintenance, receive emphasis.

Three credit hours

PE 353 Coaching Philosophy and Fundamentals

The purpose of this course is to prepare the coach for his opportunity as an educator, and to analyze and understand the fundamentals of individual and team play in four major team sports: football, basketball, baseball, and soccer.

Three credit hours

PE 354 Program Planning in Physical Education

Trends in the planning of programs. Criteria for selecting the activities. Programs for special occasions. Activity preferences of various age levels. Opportunity given to work out programs with Laboratory School students.

Three credit hours

PE 450 History and Philosophy of Physical Education

A detailed consideration of the role of physical education in various periods of civilized society. The present status of physical education, the theories and methods of the leaders, the heritages from early movements, as well as the relationship which physical education has borne to general education, receive attention.

Three credit hours

PE 451 Organization and Administration of Physical Education

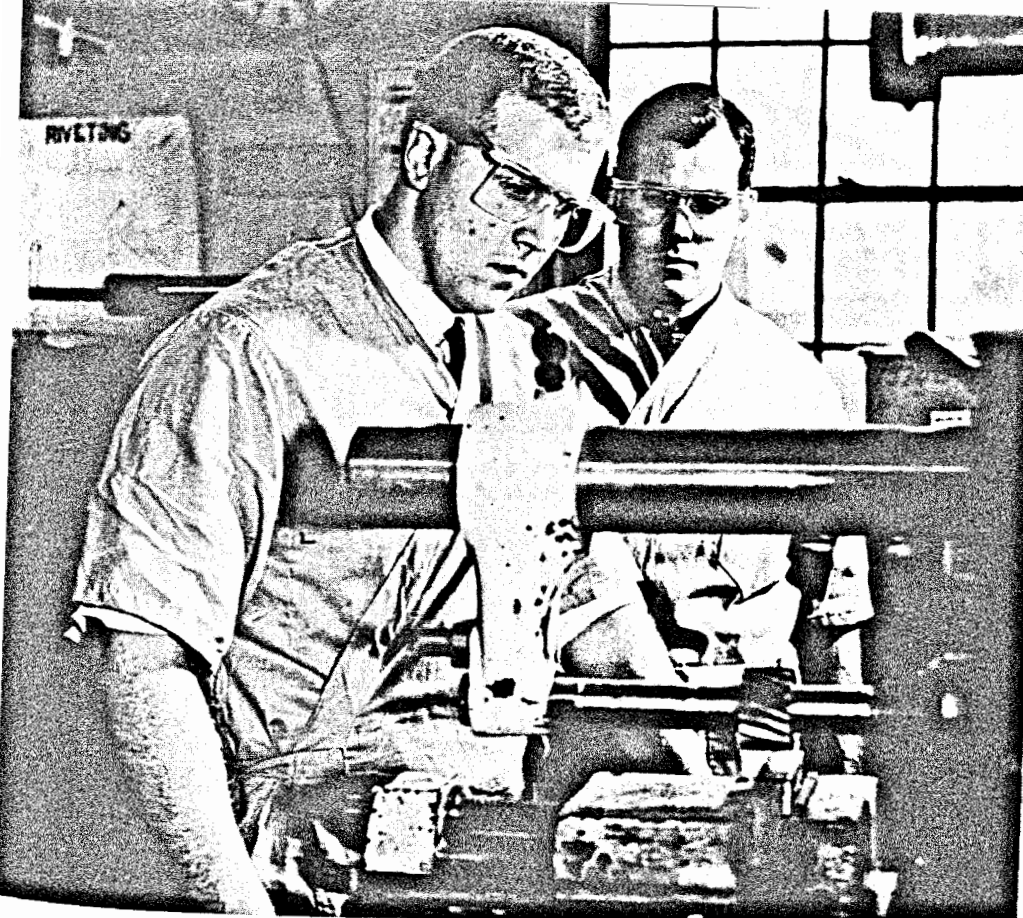
Professional preparation for students interested in teaching physical education. The organization and administration of the required physical education program, intramurals, and interscholastic program.

Three credit hours

PE 452 Outdoor Education

Emphasis diverse aspects of school camping throughout the country. Includes major types of activity such as campercraft, nature study, woods safety, sports, knowledge of community organizations, and school camping organizations and techniques.

Three credit hours



INDUSTRIAL ARTS

IA 101 Metals Technology

Overview of metals technology: designing, planning, constructing, and evaluating of products in the areas of sheet metals, art and bench work, forge, foundry and lathe work. Safety practices, a study of metals and related information. Use and care of handtools, machines and equipment.

Classroom and lab. Five credit hours

IA 102 Electricity

Fundamentals of electrical theory, AC and DC generation and distribution. Applications in lighting, signal devices, heating, power, and control devices. Test equipment and procedures.

Classroom and lab. Five credit hours

IA 200 Technical Drawing

Techniques of instrument drawing, including lettering, theory of shape and size description, orthographic and pictorial representation, geometric development, and production illustration. Experiences in inking, tracing, and printmaking.

Two credit hours

IA 201 Woods Technology

General woods technology including the selection, use and care of tools and machines; wood identification and selection; construction principles; safety practices; and techniques of wood finishing. Designing, planning, and construction of small products.

Classroom and lab. Five credit hours

IA 202 Machine and Architectural Drawing

Application of the elements of drawing machine parts, threads, fasteners, gears, and cams to detail and assembly drawings. Architectural designing, planning, and execution of residential plans. Standard details of construction, print reading, and specifications. Prerequisite: IA 200.

Two credit hours

IA 203 Power and Transportation I

Power — its sources, generation, transmission, and utilization. Analysis of the design and construction of devices involving natural, thermal, and electrical power. Basic principles of internal combustion and their application in power plants. Emphasis on small engines, their construction, maintenance, and repair.

Classroom and lab. Five credit hours

IA 300 General Shop Organization

Basic principles of organization and management of an industrial arts program. Planning the school shop, selection and arrangement of equipment, and organization of content. Application of these principles included. Prerequisites: Industrial Arts courses through IA 202.

Classroom and lab. Three credit hours

IA 301 Electronics

Fundamentals of electronics. Inductance, capacitance, and resistance applications in electronic equipment. Trouble shooting procedures. Prerequisite: IA 102.

Classroom and lab. Five credit hours

IA 302 Graphic Arts I

Introduction to graphic arts procedures in relief and offset printing. Design and production of graphic materials which involve elementary hand composition, imposition and lock-up, platen presswork, paper cutting and padding, block carving, rubber stamp making, and direct-image offset reproduction. Elements of design, papermaking, inks, and related technical information.

Classroom and lab. Three credit hours

IA 303 Metals Fabrication

Intensive study of sheet-metal fabrication, spinning, welding, and machine shop practice. Individual and group problems or activities, and related technical studies. Instructional devices and shop maintenance practices. Prerequisite: IA 101.

Classroom and lab. Five credit hours

IA 304 Power and Transportation II

Intensive experience in the maintenance and repair of internal combustion engines, fuel and electrical systems, chassis, power transmission, and brakes. Prerequisite: IA 203.

Classroom and lab. Five credit hours

IA 350 Arts and Crafts

The utilization of information and experience in crafts activities to enrich classroom teaching. Crafts for summer counseling, club or community programs, or for recreational interests or needs. Non-majors only.

Two credit hours

IA 351 Industrial Arts for the Elementary School

The role of industrial arts in the elementary school. Activities and projects correlating with unit teaching as they enrich the general curriculum. Study of correct material and tool usage, with special emphasis upon safe practices. Non-majors only.

Three credit hours

IA 400 Industrial Arts Design

The elements of design and their relationship to industrial and consumer products. Fundamental techniques in the use of the various design media are stressed. Practical applications are made through a study of individual and group problems typical of those encountered in the industrial arts laboratory. Prerequisite: IA 200.

Two credit hours

IA 405 Wood Industries

Intensive work in one or more phases of the wood industries. Plastic and wood lamination, patternmaking, special machine operations, functional product design, building construction, and techniques of modern finishing. Group production problems, individual research assignments, shop maintenance, and related technical problems. Prerequisite: IA 201.

Classroom and lab. Four credit hours

IA 406 Graphic Arts II

Line and display composition and reproduction, screen process printing, bookbinding, offset camera work, plate making, and reproduction. Individual and production type problems or jobs. Typographic design and layout emphasized. Prerequisite: IA 302.

Two credit hours

IA 407 Arts and Crafts

Activities and materials used in recreational and adult craft programs. Experiences in designing and construction of products in several media. Planning, organizing and operating a crafts program.

Two credit hours

IA Ed 305 Methods and Materials of Instruction

Classroom and laboratory experiences involving the nature and direction of learning. Planning for effective teaching, preparation and use of audio-visual materials, devices and equipment. Planning and preparation of teaching units and lessons. Demonstration teaching and critiques. Orientation to student teaching. Prerequisite: Psy 301, IA 300.

Three credit hours

IA Ed 403 Analysis and Course Development

Curriculum construction in industrial arts based on an analysis of student interests and needs, curricular objectives, and instructional content. Techniques of course development, utilizing resource units, experience units, instructional units, and trade and job analysis, are discussed and evaluated. Development of teaching units discussed. Specimen course of study required. Prerequisite: Ed 402.

Three credit hours

IA Ed 404 Problems of Teaching

Investigation, discussion, and possible solutions to problems arising from student teaching experiences. Teacher certification; graduate education; professional and ethical procedures; and standards involved in securing and holding a teaching position. Prerequisite: Ed 402.

One credit hour

Clinical Training in Manual Arts Therapy

Opportunity provided junior and senior Industrial Arts majors to participate in a clinical training program provided by Veterans Administration Hospital, Brockton, Massachusetts. Two hundred and forty hours, or six weeks, to be spent at hospital, at convenience of student. Transportation not furnished, but room and board provided at no expense. Consult department chairman for further details.

MATHEMATICS

Math 100 Elements of Mathematics I

A basic course emphasizing the structure of the number systems of whole numbers and positive rational numbers; fundamental notions of set theory; basic concepts of various numeration systems; nature of proof.

Three credit hours

Math 101 Elements of Mathematics II

Continuance of the two-course sequence on the structure of the real number system and its subsystems; integers, negative rationals; rationals. Use of simple equations and inequalities, topics from elementary number theory to emphasize discovery and proof.

Three credit hours

Math 150 Mathematical Analysis I

First course in a two-semester sequence planned to prepare entering freshmen for calculus. The structure of the set of real numbers is developed; conditions, relations, and elementary functions given a modern interpretation.

Four credit hours

Math 151 Mathematical Analysis II

Second course in a pre-calculus sequence. A structured approach to essential elements of exponential and logarithmic functions, trigonometry, and coordinate geometry. Prerequisite: Math 150.

Four credit hours

Math 250 Calculus I

Essentially a course in the differentiation and integration of algebraic functions. Includes basic applications of maximum and minimum values, curve tracing, rate of change, and integration as a process of summation. Continues use of newer concepts relating to such items as the real number system and functions. Prerequisite: Math 151.

Four credit hours

Math 251 Calculus II

Differentiation and integration of transcendental functions, applications to parametric equations polar equations and roots, radius and circle of curvature, theorem of mean value, integration of standard elementary forms. Prerequisite: Math 250.

Four credit hours

Math 273 Sets and Logic

A modern approach to selected topics in mathematics containing more depth in the areas of symbolic logic, sets, functions and relations with applications in modern mathematics.

Two credit hours

Math 310 Basic Concepts of Algebra

A course as recommended by the Committee on the Undergraduate Program, Mathematical Association of America, to follow the two-course sequence on number systems; emphasis on generalization and abstraction, algebraic properties, linear equations and inequalities in two variables, quadratics, systems of equations and inequalities, modular arithmetic, group, field, complex numbers, functions. Prerequisite: Math 100 and 101.

Three credit hours

Math 311 Informal Geometry

To provide the prospective elementary teacher with the common core of geometric knowledge; congruence, measurement, parallelism, and similarity; presented at first intuitively, then as part of a deductive system; applications. Follows recommendations of CUPM, Mathematical Association of America. Prerequisite: Math 100 and 101.

Three credit hours

Math 350-351 Geometric Structures I and II

An introduction to the geometries that result from various postulate systems, such as the Euclidean, affine, non-Euclidean, and projective. Math 350 is a prerequisite for Math 351.

Three credit hours each semester

Math 361 Probability and Statistics

A study of probability with statistical applications. Topics included: elementary probability theory for finite sample spaces, introduction to random variables, properties of the binomial probability distributions, central limit theorem, inference.

Three credit hours

Math 370 Abstract Algebra

A course developed around the following topics: notions of set theory, theorems on groups, rings, fields, structure of homomorphisms, linear equations, and the integral domain of polynomials over a particular field.

Three credit hours

Math 471 Foundations of Mathematics

A strongly historical treatment of fundamental concepts in geometric and algebraic systems. Use of deductive principles and axiomatic treatments in relation to such items as Peano postulates and algebraic structures, development of modern mathematics.

Three credit hours

Math Ed 312 Junior High School Mathematics

Teaching mathematics with the new approach at junior high school level. Programs for teaching both the slow and advanced pupil. Study of current textbooks and experimental material in modern mathematics. Content as needed to provide orientation in structure, properties, sets, number systems, axiomatic development in algebra, introduction to geometry, and other basic ideas of modern mathematics.

Three credit hours



MUSIC

FA 101 Music Appreciation and History

A survey of music from the Gregorian Chant to modern times, covering musical practices of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods. Representative works by the outstanding composers of each period.

Three credit hours

FA 201 Fundamentals of Music

A background study of concepts and skills essential to an intelligent reading of music. The development of natural musical abilities through participation in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures.

Two credit hours

Mus 100 History of Music I

Medieval and Renaissance Periods: historical development and musical practices from the Gregorian chant and early polyphony through the culmination of the madrigal in England. Musical examples of outstanding composers are played, analyzed, and discussed.

Three credit hours

Mus 101 History of Music II

Baroque Period: continuation of Mus 100, from the establishment of opera in Italy and the rise of instrumental music, to the culmination of polyphony in the works of J. S. Bach.

Three credit hours

Mus 102 Theory I

Major and minor scales; intervals, triads and chord connection; cadences; harmonization of soprano and bass lines utilizing primary triads; related dictation and keyboard application.

Three credit hours

Mus 103 Theory II

Triads in first and second inversion; specific uses of the six-four chord; secondary triads in fundamental position and inversion; modulation; non-harmonic tones (passing, auxiliary, appoggiatura, suspension, and anticipation); dominant seventh chord (root position inversion, regular and irregular resolutions); related dictation and keyboard application.

Three credit hours

Mus 104, 105, 206, 207, 306, 307, 402 Applied Music

May be taken in piano, voice, or any orchestra or band instrument. One lesson per week in the major performance area (3 credits). Also one half-hour lesson in the minor performance area (1 credit) in fulfillment of applied music requirements. Special fee.

Four credit hours

Mus 106, 107, 208, 209, 308, 309, 403 Vocal Ensemble

Emphasizing singing technique and interpretation and an exploration of choral literature of various periods and styles. Principles of choral training are exemplified. The repertoire is varied from year to year so that the course covers a considerable range during a given student's attendance.

One-half credit hour

Mus 108, 109, 210, 211, 310, 311, 404 Recital Class

Performance in major field, stage procedure, and evaluation of performances.

One-half credit hour

Mus 200 History of Music III

Classical and Romantic periods: historical development and musical practices from the establishment of the sonata, string quartet, and symphony, through program music, music-drama, and the rise of nationalism in music. Representative works of outstanding composers are played, analyzed, and discussed.

Three credit hours

Mus 201 History of Music IV

Contemporary Period: continuation of Mus 200, from Impressionism to recent tendencies. Melodic, harmonic, rhythmic, and structural features of 20th-century American and European music and their relationship to tradition.

Three credit hours

Mus 202 Theory III

Chords of the leading-tone seventh and diminished seventh-root position and inversions (regular and irregular resolutions); modulation; unfigured bass; secondary seventh chords of related keys; expansion of non-harmonic tones; chorales and their harmonization; related dictation and keyboard application. Prerequisite: Mus 103.

Three credit hours

Mus 203 Theory IV

Chords of the ninth, eleventh, and thirteenth; altered chords; Neapolitan sixth; augmented sixth chord and inversions; general chromatic alternations; modern harmony; related dictation and keyboard application. Prerequisite: Mus 202.

Three credit hours

Mus 220 Class Piano

Practical class piano for the elementary teacher with little or no piano background. Course will cover note reading, scales, accompaniment of simple songs, transposition, and sightreading.

Two credit hours

Mus 302 Instrumental Conducting

Organization, training, and directing of bands and orchestras. Practical conducting experiences, score reading, basic beat patterns, and interpretation.

Two credit hours

Mus 303 Vocal Conducting

Organization, training, and directing of choruses and glee clubs in high schools and junior high schools. Study and practice in technique of the baton, rehearsal technique, and problems of diction and rhythm.

Two credit hours

Mus 400 Instrumentation

A study of the nature of the various instruments. Practice in scoring for instrumental combinations, orchestra, and band.

Three credit hours

Mus Ed 200 Woodwind Class

Methods of teaching woodwind instruments; practical experience on various woodwinds; elements of transposition; and scoring for woodwinds. General students may take class with instructor's approval.

Two credit hours

Mus Ed 201 Brass Class

Methods of teaching brass instruments; practical experience on various brasses; elements of transposition; and scoring for brasses. General students may take class with instructor's approval.

Two credit hours

Mus Ed 300 Elementary Music Methods and Materials

Study of approved methods and materials of music education in the elementary school. Discussion and actual teaching in the classroom.

Three credit hours

Mus Ed 301 Secondary Music Methods and Materials

Study of approved methods and materials of music education in junior and senior high schools. Continuation of Mus Ed 300.

Three credit hours

Mus Ed 302 String Class

Class methods and materials in teaching violin. Fundamentals of violin, including bowing, tone production, intonation, and fingering techniques extended into third position.

Two credit hours

Mus Ed 303 String Class

String ensemble methods and materials for beginning strings. Fundamentals of viola, cello, and string bass. Rudiments of fingering, bowing, and tone production.

Two credit hours

Mus Ed 320 Rhythmic Activities in the Elementary School

This course follows the sequence of rhythmic activities from the basic fundamental movements of the primary grades to the more intricate patterns of instruments and folk dancing used in upper elementary. Stresses active participation in games, dances and creative phases. Previous music experience not necessary.

Two credit hours

Mus Ed 400 Music Administration and Supervision

Designed to present an integrated picture of philosophies of administration, and to resolve problems encountered in student teaching. Also to present new viewpoints based on discussion of text and individual problems.

Four credit hours



Science

Sci 100-101 Biological Science

An introductory course in biology, this one-year offering to freshmen fulfills the general education requirement and serves as a prerequisite for advanced work in the field. Botany (Sci 100, Fall Semester) deals with modern concepts of plant structure and plant functions, together with the interrelationship and interdependencies of plants with their environment. Zoology (Sci 101, Spring Semester) covers modern concepts of animal structures and functions, including their interrelationships and interdependencies with the biotic and physical environment. In both semesters the student explores the dynamic and complex cell, structurally as well as functionally; tissues and organs as levels of biological organization; and finally, the basic principles of genetics, evolution, and ecology. Two one-hour lectures and one two-hour laboratory period weekly.

Six credit hours (three credits each semester)

Sci 100a Concepts of Biological Science

A one-semester course for art, music, and industrial arts majors. Introduces the problems of function and structure in living systems. Principal stress is laid on the fundamentals of animal physiology and plant life. Lectures and laboratory work as well as in individual problems and projects. Required of all students in Special Education.

Three credit hours

Sci 200-201 Physical Science

A two-semester course designed to educate non-scientists, without being highly technical, in the principles and methods of physical science. Selected topics in physics, chemistry, geology, meteorology, and astronomy. Basic principles and concepts covering conservation of charge, energy, mass and momentum, fields (electrical, gravitational and magnetic), waves, the molecular structure of matter, and atomic structure. Related fundamentals of chemistry are considered; introduction to organic chemistry, with particular emphasis on the electronic nature of chemical phenomena. Geology, meteorology, and astronomy are also studied as interrelated disciplines. Laboratory experimentation stresses importance of first-hand experience in substantiating physical principles. Four class-hours weekly: two hours of lecture and two of laboratory.

S x credit hours (Three credits each semester)

Sci 200a Concepts of Physical Science

A one-semester course for art, music, and industrial arts majors. Aims at developing the basic content of the major scientific disciplines together with their underlying physical principles: astronomy (concepts of space); geology (concepts of time and change); chemistry (concepts of matter); physics (concepts of energy and its transformations). Consideration also given to the methods of science and to the impact of science on society.

Three credit hours

Sci 350 Vascular Botany

Study of form and structure as related to function, life cycles, economic uses, and ecology of vascular plants. Some work in collecting, identifying, and preserving of specimens. Prerequisite: Sci 100-101.

Four credit hours

Sci 351 Non-vascular Botany

Study of form and structure as related to function, life cycles, economic uses, and ecology of non-vascular plants. Some work in the collecting, identifying and preserving of specimens. Prerequisite: Sci 100-101.

Four credit hours

Sci 352 Invertebrate Zoology

A study of the form, structure, and life processes of the major groups of invertebrates. The areas are considered in respect to the animal's adaptation to his environment. First-hand ecological observations and collection of specimens as material for laboratory study. Prerequisite: Sci 100-101.

Four credit hours

Sci 353 Vertebrate Zoology

The form, structure, and life processes of the major groups of vertebrates. The areas are considered in respect to the animal's adaptation to his environment. Field trips are taken to various habitats which afford first-hand ecological observations and also supply living material for laboratory investigation. Prerequisite: Sci 100-101.

Four credit hours

Sci 354 Photography

A study of the historical development of the camera, types of cameras and lenses, types of films, lighting, composition, and processing. Photography will be considered as a dynamic tool of the teacher. Class limit: ten.

Three credit hours

Sci 355 Natural Science

A course primarily for teachers in the elementary school. Includes a variety of topics in the area of biology: insect metamorphosis, bird migration, fossil records, animal communities, plant communities, animal behavior, reproduction, survival foods, fungi and man, and related subjects. Emphasis is on obtaining an understanding and appreciation of the flora and fauna of New England.

Three credit hours

Sci 356 Physical Geology

The study and observation of the earth through the interpretation of the work of streams, glaciers, volcanoes, and other geological agents. The identification of rocks and minerals is included.

Three credit hours

Sci 357 Historical Geology

Study of the earth's history in terms of physical, chemical, and biological change, from its origin to the present time. Focus upon the methods of determining chronology and conditions through fossils and structural characteristics.

Three credit hours

Sci 358 Ecology

Basic relationships of plants and animals to their physical and biotic environments. The study of biomes, habitats, and communities are interpreted in varying stages of succession and stratification. An emphasis is placed on species dynamics and population changes.

Three credit hours

Sci 359 Conservation of Natural Resources

The study of the better-known practices for the utilization of our natural resources. Topics covered in the course include mineral resources, soils, forests, water, wild life, man himself, and recreation.

Three credit hours

Sci 361-362 Physics I and II

A laboratory course in which selected experiments in physics are used to demonstrate physical principles and make possible a deeper study of physical phenomena. Lectures, demonstrations, problem solving, films and filmstrips are employed to develop an understanding of mechanics, sound, optics, heat, electricity, and atomic physics.

Eight credit hours (four each semester)

Sci 363 Astronomy

A descriptive course in astronomy, surveying the solar system and beyond. Students utilize the 4-inch refracting telescope to observe the nearer planets, the solar disk, features of the moon, and multiple stars. Films, slides, filmstrips, and models illustrate and demonstrate celestial phenomena.

Three credit hours

Sci 364-365 Chemistry I and II

Fundamental facts, concepts, and theories of inorganic and organic chemistry, with selected applications. Laboratory work includes basic qualitative and quantitative procedures. Three class periods and three hours of laboratory per week. Prerequisite: Sci 200-201 or equivalent.

Eight credit hours (four each semester)

Sci 366 History of Science and Technology

A comprehensive survey of the historical development of science, with secondary stress on technology. Major consideration will be given to science since 1500. Prerequisite: Sci 100-101 and Sci 200-201 with grades of C or better.

Three credit hours

Sci 367 Anatomy and Physiology

A study of the relationships of the structure and function of the human organism; focus on the mechanisms included in the following systems: muscular, nervous, circulatory, respiratory, excretory, endocrine, and reproductive. Prerequisites: 1 yr. of Biology (Sci 100-101) and 1 yr. of Physical Science (Sci 200-201).

Three credit hours

Sci 368 Meteorology

A basic introduction to meteorological phenomena: the atmosphere; its characteristics, composition and structure; cloud types, circulation of air; currents and winds; air masses. Analysis of weather reports, weather forecasting, and weather maps.

Three credit hours

Sci 450 Genetics

A study of the principles of heredity in plants and animals, with attention to recent advances in gene and chromosome research. Consideration of current literature; individual student projects. Prerequisites: 1 yr. of Biology (Sci 100-101) and 1 yr. of Physical Science (Sci 200-201).

Three credit hours

Sci 451 Evolution

A study of the evidences of organic evolution based essentially upon comparative anatomy, Genetics, ecology, and recent studies in animal speciation. Prerequisites: 1 yr. of Biology (Sci 100-101) and 1 yr. of Physical Science (Sci 200-201). Suggested previous studies: Sci 367, Sci 352, Sci 353.

Three credit hours

Sci Ed 360 Methods and Problems of Teaching Science

Reading, discussions, experimentation, field trips, and audio-visual techniques are presented and evaluated as an integral part of this course. Emphasis is placed on concept-formation in science consistent with patterns of child growth and development.

Three credit hours

Conservation Workshop

Through the joint sponsorship of Gorham State Teachers College, Farmington State Teachers College, the University of Maine, the State Natural Resources Agencies, and the State Department of Education, a Conservation Workshop is conducted each summer at Bryant Pond, Maine. Courses in conservation education, the natural history of inland Maine, and the organization of curricula are given by the College faculty over a period of approximately eight weeks, in three sessions of three weeks each. Graduate and undergraduate credit for Workshop courses is offered to all matriculated students. A free descriptive brochure giving detailed information is available at the College on request.



Social Science

SS 100 History of Civilization I

An introduction to the heritage of mankind, from prehistoric times through the discovery and settlement of the New World. Political, intellectual, scientific, and aesthetic modes of life historically viewed. Divergent concepts of the theory and writing of history as a systematic explanation of past events.

Three credit hours

SS 101 Modern Civilization

A continuation of SS 100. Historical development of the characteristic features of the modern period; analysis of world issues; focus on the roles of the great European powers, from the seventeenth to the twentieth century.

Three credit hours

SS 200 United States History to 1865

The constitutional period of United States history. Emphasizes the growth of political forms and territorial expansion. Traces the conflicts between slavery and humanitarianism, between states rights and nationalism, leading to the Civil War.

Three credit hours

SS 201 United States History Since 1865

Political, social, and economic history of the United States since the Civil War, with the major accent on the political scene. Reconstruction, imperialism, world politics, progressive movement, depression, and cold war.

Three credit hours

SS 202 Principles of Geography

A basic course surveying man's world habitat. A study of the tools of geography; earth relationships; the atmosphere and the climatic regions of the world; landforms and their formation; the earth's waters and soils . . . their formation and distribution; natural vegetation; animal life. An inquiry into world population and the world pattern of trade routes.

Three credit hours

SS 203 Sociology

A general introduction to the influences on society; a study of social institutions, cultural and physical anthropology, and introductory archaeology. Recent movements, revolutions, and social changes. Emphasis is placed particularly on a study of social problems embracing the school, home, and community.

Three credit hours

SS 204 American Government

The theory, organization, and practice of American government, especially the relationships between the federate system and the state, the individual citizen, and foreign nations. Unifying concepts include the nature of political power, federalism, ideologies, the formation of democratic character, and the role of American Government in the world community of nations. In all phases the approach is directed to government as a policy-related social science.

Three credit hours

SS 300 Economics

Principles of economics, classical economic theories, consumer education, and international economics. A study of consumer education, with special reference to income taxes, home purchasing, autos, budgets, and bookkeeping.

Three credit hours

SS 301 Maine History

A survey of the state's political, social, and economic history from colonial days to the present. Among topics covered are exploration and settlement, Indians and the wars, transportation, religion, Maine in America's wars, outstanding state personalities, and industrial development in the nineteenth and twentieth centuries.

Two credit hours

SS 350 World Geography

A contemporary survey of world geography. Geophysical and geographical concepts of continents and nations as a basis for understanding world affairs and developing an awareness of geography. Required of all junior high social studies majors. Prerequisite: SS 202.

Three credit hours

SS 351 Geography of Asia

An intensive geographic study of each of the countries of the world's largest continent. Special attention given to nations created since World War II. The so-called trouble zones: Middle East, Russian Far East, Korea, Southeast Asia, and the two Chinas. Prerequisite: SS 202.

Three credit hours

SS 352 Geography of Latin America

An intensive study of the countries and major islands south of the Rio Grande. Sustained attention is given to the economic and political relations of Latin America with the United States. Focus also on Latin American culture. Prerequisite: SS 202.

Three credit hours

SS 353 Geography of North America

An intensive regional study of North America: climate, topography, soils, vegetation, resources, agriculture, industry, transportation, and population. Regional interdependence and industrial-agrarian relations. Prerequisite: SS 202.

Three credit hours

SS 354 Diplomatic History of the United States

The chief diplomatic problems of the nation embodied in such events as the American Revolution, the Civil War, World War I, and World War II.

Three credit hours

SS 355 Canadian-American Relations

Selected topics germane to the historical, cultural, economic, geographic, and political interactions of Canada with the United States.

Three credit hours

SS 356 History of Russia

Political, social and economic history of the Russian people. Equal stress on Ancient Russia, the Czarist period, and Soviet Russia. Topics include geographic backgrounds, invasions and migrations, Byzantine influence, imperialism, Westernization, revolution, and the Communist state.

Three credit hours

SS 357 History of the West

The advance of the American frontier from the Atlantic seaboard to the last frontier on the Great Plains. Challenges faced by the pioneers and their adjustment to them. Problems of the miner, the cowboy, the shepherd, and the farmer. Changes in transportation and shifts in governmental policy affecting the West.

Three credit hours

SS 358 Bible

A study of portions of both the Old and the New Testaments. Exploration of historical background, literary qualities, authorship, and materials available for scholarly research.

Three credit hours

SS 360 Modern Industry

Evaluation and structure of modern American industry and its impact upon the social, economic, and cultural pattern. Personnel and management organization and control, industrial relations, production practices, and product distribution.

Three credit hours

SS 362 Geography of Europe

A detailed analysis of (1) the continent as a whole — its history, climate, topography, population, natural vegetation, and soils; (2) a study of individual countries on the continent, with special attention to the three great powers — Russia, Great Britain, and France. Prerequisite: SS 202.

Three credit hours

SS 363 American Civilization in the 20th Century

A selective examination of four periods — the Progressive Era, the 1920's, the New Deal period, and the post-war years — built around the theme of American adjustment to an urban-industrial society. Although primarily historical in approach, the course attempts to integrate the findings of the social sciences with national literary and artistic expression.

Three credit hours

SS 364 Civil War and Reconstruction

An examination in depth of the political, economic, diplomatic, and military history of the period 1850-1877. Particular stress is laid upon the nature of the Old South and upon causation and interpretation with reference to the Civil War and its aftermath.

Three credit hours

SS 365 Social and Cultural History of the United States to 1865

The development of American social life and culture. A selective examination of the nation's major social institutions; of the family, the economy, and the church; of American literature and the arts. Special emphasis on religious developments in both the colonial and national periods.

Three credit hours

SS 366 Social and Cultural History of the United States Since 1865

An intensive inquiry into the ways in which urbanization and industrialization have affected our institutions, manners, and morals. Main currents of American thought since 1865. SS 366 is related to, but is not a continuation of, SS 365.

Three credit hours

SS 367 Colonial History of the United States

The political, social, and economic development of the American colonies, from the days of exploration and settlement to the American Revolution. Changing British imperial policy and the causes of the American Revolution.

Three credit hours

SS 450 Archaeology

Study, preparation, and display of specimens; cataloging of archaeological materials. Emphasis on the history and techniques of excavation, the nature and description of sites — especially those excavated by the students during actual field work.

Three credit hours

SS 451 Marriage

The physical, social, psychological and religious factors pertaining to marital adjustment are analyzed. Slides, lectures, medical-school film, symposia and discussions are utilized. Students are expected to become familiar with a wide variety of marriage literature through library reading.

Three credit hours

SS 452 Criminology

The study of penology, crime and its causes, and the interrelationship of crime and contemporary American culture. The personality and behavior of pre-delinquent types most frequently encountered by teachers are studied in depth. Conducted visits to various penal institutions.

Three credit hours

SS 453 Political Thought

Introduction to classical political philosophy. Emphasis on the 19th- and 20th-century development of liberalism, democracy, social Darwinism, nationalism, socialism, and the total-state claims of fascism and communism.

Three credit hours

SS 454 International Relations

Principles and practices involved in the transactions of governments, international organizations, groups and peoples. The course stresses the agencies and policies that shape the destinies of commerce, diplomacy, power, sovereignty, war and peace.

Three credit hours

SS 455 Political Geography

A study of the geography of the major political units of the world, with special reference to such factors as location, size, shape, natural resources, population, boundaries, ethnographic structure, language, religion, type of government, colonies and colonial problems. Special emphasis is given to the so-called strategic areas of the world. Prerequisite: SS 202.

Three credit hours

SS 456 Economic Geography

An inquiry into the economic activities of man in relation to his physical background. Focuses on agriculture, mining, forests, and industry; the economic significance of the sea and the geographic aspects of transportation and commerce. Prerequisite: SS 202.

Three credit hours

SS 457 Anthropology

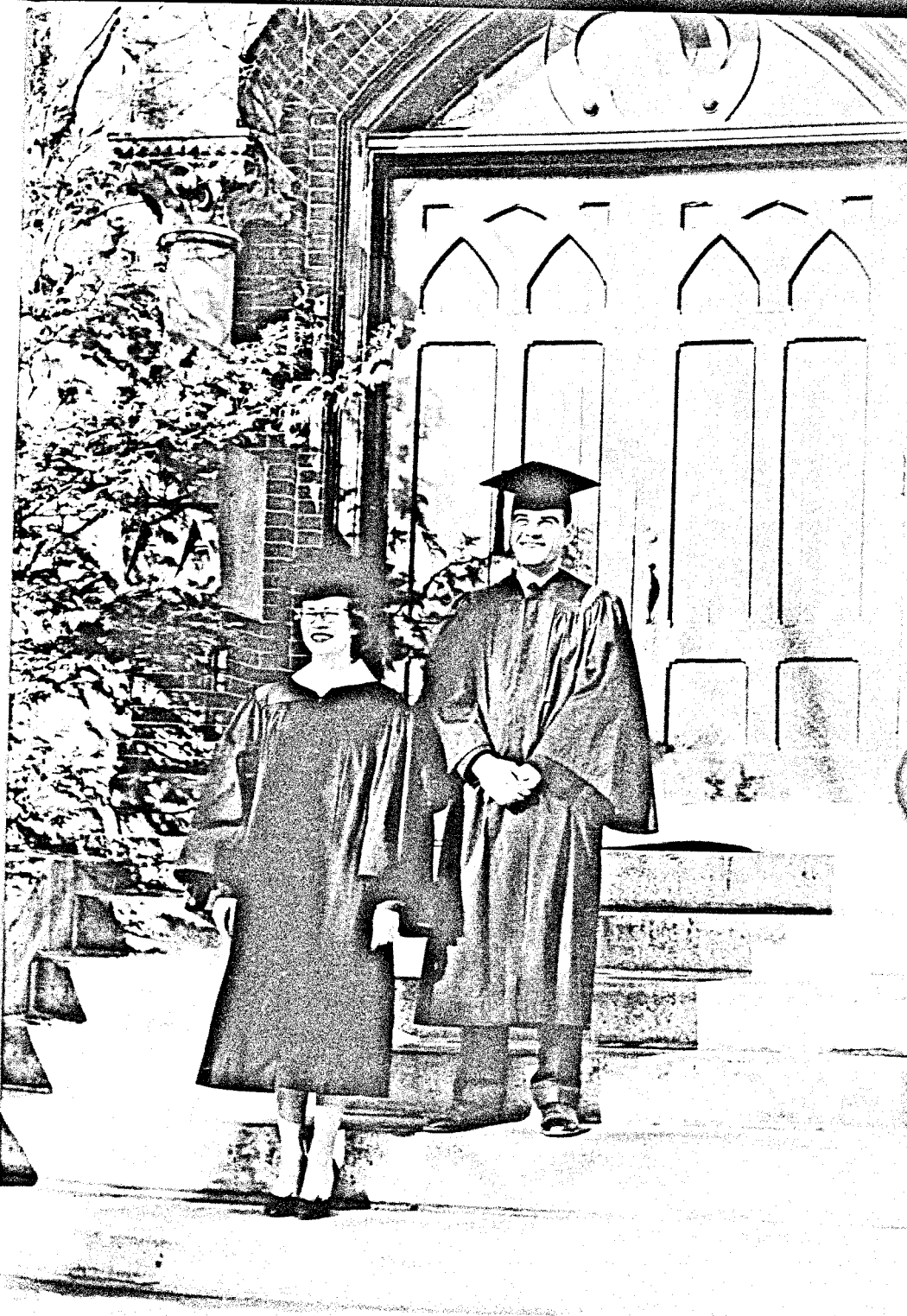
A study of both the physical and cultural backgrounds of man, including comparative studies of the characteristics of contemporary peoples. Students utilize extensively the collections in the college museum. Laboratory work as well as actual field excavations. Participation in research and the publication of scientific monographs. An approach to understanding social institutions and the content of culture.

Three credit hours

SS Ed 361 Teaching Social Studies in the Junior High School

A study of current practices in teaching social studies; selection and use of the materials of instruction; recent trends in developing the social studies curriculum in the junior high school.

Two credit hours



Former Presidents

- WILLIAM CORTHELL, L.L.D. 1878-1905
WALTER E. RUSSELL, A.B., Ed.D. 1905-1940
* FRANCIS L. BAILEY, B.A., M.A., Ph.D. 1940-1960

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College Nurse

- R.N., Rumford Community Hospital

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EFFIE BUTLER

House Director, Upton Hall

DOROTHEA DUNTON

House Director, New Residence Hall for Men

EMILY GORDON
House Manager, Upton Hall

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B.A., Wittenberg College, 1933
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B.D., Colgate Rochester Divinity School
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