

1938

1938-1939 Southern Illinois State Normal University Bulletin

Southern Illinois State Normal University

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SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY BULLETIN



STATE OF ILLINOIS
HENRY HORNER
GOVERNOR 1939
PUBLISHED QUARTERLY
CARBONDALE, ILL.

STATE OF ILLINOIS
HENRY HORNER, GOVERNOR

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VOLUME XXXIII

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1938-1939

ANNOUNCEMENTS
FOR
1939-1940

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JANUARY APRIL JULY OCTOBER

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STATE OF ILLINOIS

HENRY HORNER
GOVERNOR

SOUTHERN ILLINOIS
STATE NORMAL UNIVERSITY RATING

Accredited as a Four-Year Teachers College by the American Association of Teachers Colleges.

Accredited by the North Central Association of Colleges and Secondary Schools as a Teachers College.

NORMAL SCHOOL BOARD

John J. Hallihan.....	Director of Registration and Education
	Ex-Officio Chairman
John A. Wieland.....	Superintendent of Public Instruction
	Ex-Officio Secretary
Harriet A. McIntire.....	Mendota
John D. Dill.....	Carbondale
Otto G. Beich.....	Bloomington
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William E. Sunderman.....	Charleston
Jacob Alschuler	Aurora
Preston Bradley.....	Chicago
Mrs. Reed Green.....	Cairo
Roswell B. O'Hara.....	Macomb

CALENDAR, 1939

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	..	1	2	3	4	..	..	..	1	2	3	4	..	..	..	..	..	..	1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31	..	..	..	..	26	27	28	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..
MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	..	..	..	1	2	3	4	5	..	..	1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31	..	..	..	25	26	27	28	29	30	..	23	24	25	26	27	28	29	27	28	29	30	31	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	..	1	1	2	3	4	5	6	7	..	..	..	1	2	3	4	..	..	..	..	..	1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31	..	..	..	..	26	27	28	29	30	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..

1940

[illegible]

CALENDAR**1939-40****Fall Quarter**

1939

Sept. 11-13	Monday-Wednesday	Freshman Registration
Sept. 13	Wednesday	Upper-classmen Registration
Sept. 14	Thursday	Instruction begun
Oct. 20-21	Friday-Saturday	Homecoming
Nov. 28-29	Tuesday-Wednesday	Final Examinations

Winter Quarter

Dec. 4	Monday	Registration
Dec. 5	Tuesday	Instruction begun
Dec. 23	Saturday	Christmas vacation begun

1940

Jan. 8	Monday	Instruction resumed
Mar. 7-8	Thursday-Friday	Final Examinations
Mar. 9-17		Spring vacation

Spring Quarter

Mar. 18	Monday	Registration
Mar. 19	Tuesday	Instruction begun
June 2	Sunday	Baccalaureate Service
June 4-6	Tuesday-Thursday	Final Examinations
June 7	Friday	Sixty-fifth Annual Commencement

Summer Session, 1940

June 10	Monday	Registration
June 11	Tuesday	Instruction begun
Aug. 1-2	Thursday-Friday	Final Examinations

ADMINISTRATION

Roscoe Pulliam	President
T. W. Abbott.....	Director of Extension
Alice DiGiovanna.....	Secretary to the President
E. G. Lentz.....	Dean of Men
B. W. Merwin.....	Director of Training Schools
Edward V. Miles, Jr.....	Business Manager
Marjorie Shank	Registrar
Willis G. Swartz.....	Faculty Senate Representative
F. G. Warren.....	Head, Department of Education
Lucy K. Woody.....	Dean of Women

FACULTY

1939-40

Date indicates first year of service with the Faculty.

College

ROSCOE PULLIAM, *President* (1935)

B.Ed., Southern Illinois State Normal University; A.E.F. University, Beaune, France; M.A., University of Illinois.

Additional graduate work, University of Chicago, 1 year.

T. W. ABBOTT (1928)

Director of Extension, Chemistry

A.B., Indiana University; A.M., Harvard University; Ph.D., University of Illinois.

ORVILLE ALEXANDER (1938)

Political Science

B.Ed., Southern Illinois State Normal University;
M.A., Ph.D., University of Iowa.

*LAVERNE ARMSTRONG (1932)

Commerce, Carterville High School

Graduate of Anthony Wayne Institute; Southern Illinois State Normal University, 74 weeks; Illinois State Normal University, 6 weeks; University of Chicago, 6 weeks.

LOUISE BACH (1934)

Junior High, Allyn Training School

A.B., Illinois Wesleyan; A.M., University of Illinois.

WILLIAM M. BAILEY (1914)

Head of Botany Department

A.B., B.S., Campbell College; M.S., Ph.D., University of Chicago.

SARA S. BAKER (1928)

History

B.Ed., Southern Illinois State Normal University; M.A., Columbia University.

Additional graduate work, 1 year.

HELEN A. BALDWIN (1918)

Latin

A.B., Denison; A.B., University of Chicago; A.M., Denison.
Additional graduate work, 7 majors.

JULIA MINNETTE BARBER (1936)

English

B.A., M.A., University of Illinois.

Additional graduate work, 2 years.

FRANCES BARBOUR (1925)

English

A.B., A.M., Washington University.

Additional graduate work, 2 years.

* Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- FRED BARNES (1938) *Rural Critic*
 B.S. in Education, M.A., Northwestern University.
 Additional graduate work, Northwestern University, 1 year.
- MARY LOUISE BARNES (1929) *Household Arts*
 A.B., University of Illinois; M.S., Iowa State College.
 Additional graduate work, 8 quarter hours.
- SHERMAN B. BARNES (1935) *History*
 A.B., Columbia University; Ph.D., Cornell University.
- THOMAS FRANK BARTON (1935) *Head of Geography Department*
 Diploma, B.Ed., Illinois State Normal University; Ph.M., University of Wisconsin; Ph.D., University of Nebraska.
- RICHARD L. BEYER (1929) *Head of History Department*
 A.B., Allegheny College; M.A., Ph.D., University of Iowa.
- HOWARD E. BOSLEY (1937) *Education, Director of Library*
 B.Ed., Southern Illinois State Normal University; M. A., Teachers College, Columbia University.
 Additional graduate work, 1 year.
- R. D. BOWDEN (1936) *Head of Sociology Department*
 A.B., University of Kentucky; A.M., University of Illinois; Ph.D., New York University.
- EMMA L. BOWYER (1912) *Head of English Department*
 A.B., A.M., University of Chicago.
 Additional graduate work, University of Chicago, 1 year.
- GEORGE BRACEWELL (1932) *Rural Training Schools*
 B.Ed., Southern Illinois State Normal University; A.M., University of Michigan; residence work for Ph.D. completed, University of Michigan.
- HARRY G. BRAINARD (1937) *Head of Economics Department*
 B.S., M.S., University of North Carolina; Ph.D., University of Illinois.
- W. O. BROWN, A.B. (1914)
Superintendent of Rural Training Schools, Emeritus (1936)
- T. L. BRYANT (1918) *Head of Commerce Department*
 B.Ed., Southern Illinois State Normal University; A.M., University of Iowa.
- V. A. BUBOLTZ (1937) *Commerce*
 B.S., Iowa State Teachers College; M.A., Northwestern University.
 Additional graduate work, Northwestern University, 13 semester hours.
- FRED CAGLE (1938) *Biology, University High School*
 B.Ed., Southern Illinois State Normal University; M. S., University of Michigan.
- DELIA CALDWELL, M. D. (1921) *College Physician, Emerita (1935)*

- ROBERT C. CASSELL (1938) *Agriculture*
B.S., Iowa State College; M.S., University of Idaho; Ph.D., University of Minnesota.
- W. G. CISNE (1916) *Superintendent of Elementary Training Schools*
Graduate, Junior College, Southern Illinois State Normal University;
Ph.B., University of Wisconsin; A.M., University of Chicago.
- LULU R. CLARK (1917) *Third Grade, Allyn Training School*
Graduate, Junior College, Southern Illinois State Normal University.
Additional work, University of Chicago, 6 weeks; Teachers College, Columbia University, 30 semester hours.
- FRANK H. COLYER, M.S. (1897) *Professor of Geography, Emeritus (1935)*
- MARY COMBS (1923-26; 1938) *English*
B.A., M.A., Indiana University.
- ELIZABETH A. COX (1920) *English*
A.B., A.M., University of Kansas.
Additional graduate work, 24 weeks.
- FLEMIN W. COX (1929) *Geography*
A.B., A.M., University of Illinois.
Additional graduate work, 2 years.
- C. H. CRAMER (1931) *History*
A.B., B.S. in Ed., A.M., Ph.D., Ohio State University.
- MARY CRAWFORD (1928) *English*
B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
- WILLIAM P. DALLMANN (1936) *German*
B.D., Yale University; M.A., Ph.D., Washington University.
- J. CARY DAVIS (1930) *French*
B.Ed., Southern Illinois State Normal University; Sorbonne, 1 Summer;
A.M., Ph.D., University of Chicago.
- FLORENCE E. DENNY (1929) *Nurse, Physiology & Health Education*
B.Ed., Southern Illinois State Normal University; graduate, School of Nursing, Beth-El Hospital, Colorado Springs; M. A., Teachers College, Columbia University.
- VINCENT G. DIGIOVANNA (1929) *Physical Education*
B.P.E., Springfield College; M.A., New York University.
Additional graduate work, 1 year.
- J. W. DILLOW (1934) *Rural Training Schools*
B.Ed., Southern Illinois State Normal University; M.A., University of Illinois.
Additional graduate work, 12 hours.
On leave of absence to do graduate work, 1939-40.

- *MABEL EADS (1929) *Fifth Grade, Brush Training School*
B.Ed., Southern Illinois State Normal University; M.A., M.S., University of Chicago.
- MARY E. ENTSMINGER (1922) *Fifth Grade, Allyn Training School*
Graduate, Junior College, Southern Illinois State Normal University; Ph.B., University of Chicago; M.A., Teachers College, Columbia University.
- FRANCES D. ETHERIDGE (1925)
Head of Department, Physical Education for Women
A.B., B.S., University of Illinois; M.A., Ohio State University.
- ROBERT DUNN FANER (1930) *English*
A.B., Allegheny College; M.A., University of Iowa.
Additional graduate work, 10 months.
- *MAE L. FOX (1924) *Sixth Grade, Brush Training School*
B.Ed., Southern Illinois State Normal University; University of Chicago, 15 semester hour; M.A., Teachers College, Columbia University.
- *ELBERT FULKERSON (1932) *Principal of Carterville High School*
B.Ed., Southern Illinois State Normal University; M. A., University of Illinois.
- RUTH HUSBAND FULTS (1929) *Fourth Grade, Allyn Training School*
B.S., A.M., University of Illinois.
- LOUIS W. GELLERMANN (1936) *Education*
A.B., M.A., University of Washington; Ph.D., Clark University.
- WILLARD M. GERSBACHER (1936) *Zoology*
B.Ed., Southern Illinois State Normal University; A.M., Ph.D., University of Illinois.
- M. ALBERTA GIBBONS (1921-3; 1928) *Mathematics, University High School*
A.B., University of Illinois; A.M., Columbia University.
Additional graduate work, 14 semester hours.
- *TINA GOODWIN (1925) *First Grade, Brush Training School*
B.Ed., Southern Illinois State Normal University; University of Chicago, 10 semester hours; M.A., Teachers College, Columbia University.
Additional graduate work, Teachers College, Columbia University, 16 weeks.
- WANDA NEWSUM GUM (1935) *Assistant Dean of Women, Sociology*
B.Ed., Southern Illinois State Normal University; M.A., Washington University.
Additional graduate work, 14 semester hours.
- DILLA HALL (1924) *Principal, Junior High School*
B.Ed., Southern Illinois State Normal University; M.S., University of Chicago; residence work for Ph.D. completed, St. Louis University.

* Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- EMERSON HALL (1929) *Rural Training Schools*
B.Ed., Southern Illinois State Normal University; University of Iowa, 11 semester hours; M.S., University of Michigan; residence work for Ph.D. completed, George Peabody College for Teachers.
- HAL HALL (1936) *Principal, University High School*
B.Ed., Southern Illinois State Normal University; M.B.A., Northwestern University.
Additional graduate work, Washington and New York Universities, 40 semester hours.
- GOLDA D. HANKLA (1938) *Library*
B.Ed., Southern Illinois State Normal University; M.A., B.S. in L.S., University of Illinois.
- FAY HART (1930) *Library*
A.B., Illinois College; B.L.S., University of Illinois School of Library Service.
- MARIE A. HINRICHS (1935) *Physician, Head of Physiology and Health Education Department*
A.B., Lake Forest College; Ph.D., University of Chicago; M.D., Rush Medical College.
Additional work, 14 summers.
- THELMA L. KELLOGG (1929) *English*
B.A., M.A., University of Maine; A.M., Ph.D., Radcliffe.
Additional graduate work, Oxford University, 1 summer.
- RUBY KERLEY (1935) *Library*
B.Ed., Southern Illinois State Normal University; B.S. in L.S., University of Illinois Library School.
- FLORENCE R. KING (1911) *Allyn Training School, Emerita (1936)*
- EDITH SMITH KRAPPE (1929) *English*
A.B., A.M., University of Iowa.
Additional graduate work, University of Iowa, 37 semester hours.
- ANNEMARIE E. KRAUSE (1930) *Geography*
B.S., University of Minnesota; M.S., University of Illinois.
Additional graduate work, 12 months.
- *FRED E. LAUDER (1934) *Carterville High School*
B.S.Ed., University of Illinois; Southern Illinois State Normal University, 12 weeks; M.A., University of Iowa.
- *DOUGLAS E. LAWSON (1935) *Assistant Principal, Brush Training School*
A.B., M.A., Colorado State Teachers College; residence work for Ph.D. completed, University of Chicago.
- E. G. LENTZ (1914) *Dean of Men* *History*
A.B., Indiana University; A.M., University of Illinois.

* Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- *FRED K. LINGLE (1932) *Carterville High School*
B.Ed., Southern Illinois State Normal University; M.A., University of Illinois.
- LELAND P. LINGLE (1927) *Physical Education*
B.Ed., Southern Illinois State Normal University; M.A., University of Iowa.
Additional special physical education work, one-half year.
- C. C. LOGAN (1923) *Science, University High School*
B.S., University of Illinois.
Additional graduate work, University of Illinois, 3 semester hours.
- DOROTHY B. MAGNUS (1936) *English*
Graduate, State Teachers College, Winona, Minn.; B.S., M.A., University of Minnesota.
Additional graduate work, University of Iowa, 1 year; Northwestern University, 8 weeks.
- *RUTH E. MANNING (1938) *Carterville High School*
B.S. in Education, Massachusetts State Teachers College; M. A., University of Chicago.
- WENDELL MARGRAVE (1929) *Music*
B.Ed., Southern Illinois State Normal University; A.M., University of Chicago.
- GLENN MARTIN (1938) *Physical Education*
B.Ed., Southern Illinois State Normal University; M.A., University of Iowa.
- HELEN E. MATTHES (1920) *Music*
Chicago Musical College, 1 year, 1 summer; Bohlman School of Music, 1 summer.
- *MAUDE MAYHEW (1924) *Second Grade, Brush Training School*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University.
- JOHN R. MAYOR (1935) *Head of Mathematics Department*
B.S., Knox College; M.A., University of Illinois; Ph.D., University of Wisconsin.
- WILLIAM McANDREW (1913)
Head of Department of Physical Education for Men
A.B., Vincennes University; LL.B., Cumberland University.
Additional graduate work, 8 months.
- CHARLES ROCKWELL MCCREIGHT (1938) *Junior High School Critic*
A.B., M.A., University of Illinois.
- DAVID S. McINTOSH (1927) *Head of Music Department*
B.M.E., Northwestern University School of Music; M.A., University of Iowa.

* Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- ELSIE PARRISH McNEILL (1933) *Rural Training Schools*
B.Ed., Southern Illinois State Normal University; M.A., University of Illinois.
- BRUCE W. MERWIN (1927) *Director of Training Schools*
AB., B.S. in Education, A.M., Ph.D., University of Kansas.
- EDWARD V. MILES (1919) *Business Manager, Economics*
B.Ed., Southern Illinois State Normal University; M.A., St. Louis University.
Additional graduate work, St. Louis University, 1 year.
- SINA M. MOTT (1936) *First Grade, Allyn Training School*
A.B., Iowa State Teachers College, Cedar Falls, Iowa; M.A., Ph.D., New York University.
- R. E. MUCKELROY (1911) *Head of Agriculture Department*
B.S., University of Illinois; M.S., University of Wisconsin.
- DOROTHY M. MUZZEY (1928) *Physical Education for Women*
B.A., Iowa State Teachers College; A.M., University of Iowa.
- J.W. NECKERS (1927) *Head of Chemistry Department*
A.B., Hope College; M.S., Ph.D., University of Illinois.
- JULIA NEELY (1926) *English*
A.B., A.M., Washington University, St. Louis, Mo.
Additional graduate work, 1 year.
On leave of absence, 1939-40.
- SUSIE OGDEN (1931) *Commerce*
B.Ed., Southern Illinois State Normal University; M.A., University of Illinois.
Additional graduate work, 32 hours.
- CHARLES J. PARDEE (1929) *History*
A.B., Hiram College; B.D., Union Theological Seminary; A.M., University of Chicago.
Additional graduate work, 24 semester hours.
- CHARLES PATTERSON *Music Critic*
B.Ed., Southern Illinois State Normal University.
Additional work, Carnegie Conservatory of Music. Dunfermline, Scotland; Chicago Conservatory of Music (Violin Diploma); Cincinnati Conservatory of Music (Public School Music Diploma).
- VERA LOUISE PEACOCK (1930) *Head of Department of Foreign Languages*
A.B., A.M., Ph.D., Cornell University.
Additional graduate work, University of Grenoble, 1 year; University of Perugia, 1 summer; Institut de Phonétique, 1 summer.
- LOUIS C. PETERSEN (1908) *Head of Industrial Arts Department*
B.S., Northwestern University.
Additional graduate work, 12 weeks.

- J. M. PIERCE, A.M. (1898) *Professor of German, Emeritus (1935)*
- ESTHER M. POWER (1929) *English*
A.B., Colby College; A.M., Columbia University; B.A. (Honors), M.A., Oxford University; residence requirement for Ph.D. completed, University of Chicago.
- J. R. PURDY (1929) *Mathematics*
B.S., M.A., Kenyon College; Ph.D., University of Illinois.
- TED R. RAGSDALE (1925) *Education*
B.Ed., Southern Illinois State Normal University; M.A., University of Illinois; residence work for Ph.D. completed, St. Louis University.
- VICTOR RANDOLPH (1935) *Rural Training Schools*
B.Ed., Southern Illinois State Normal University; A.M., Teachers College, Columbia University.
- EVELYN DAVIS RIEKE (1937) *Foreign Languages, University High School*
B.S., A.M., University of Illinois.
- LULU D. ROACH (1930) *Art*
Graduate, Southern Illinois State Normal University; Ph.B., University of Chicago.
Additional graduate work, University of Chicago, 1 year.
- ORA ROGERS (1928) *Sixth Grade, Allyn Training School*
B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
- WILLIAM B. SCHNEIDER (1936) *English*
B.A., M.A., University of Illinois; Ph.D., University of Chicago.
- J. HENRY SCHROEDER (1923) *Industrial Arts and Sciences, University High School*
B.Ed., Southern Illinois State Normal University; M.S., University of Iowa.
- MARTHA SCOTT (1929) *Botany and Zoology*
A.B., Park College; M.S., University of Chicago.
Additional graduate work, 2 years.
- R. A. SCOTT (1923) *Chemistry*
B.S., M.S., Ph.D., University of Illinois.
- MELVIN J. SEGAL (1937) *Economics*
A.B., Amherst College; M.A., Ph.D., University of Illinois.
- MARJORIE SHANK (1923) *Registrar* *Geography*
A.B., University of North Dakota; A.M., Clark University.
Additional graduate work, 1 year.
- BURNETT H. SHRYOCK (1935) *Art*
A.B., University of Illinois.
Additional graduate work, American Academy of Art and the Chicago Art Institute, 2 years.

- GEORGE W. SMITH (1890) *Professor of History, Emeritus (1935)*
- GLADYS L. SMITH (1931) *University High School*
B.Ed., Southern Illinois State Normal University; M.A., Teachers College, Columbia University.
Additional graduate work, 2 years and 1 summer; residence work for Ph.D. completed, University of Iowa.
- *GLADYS O. SMITH (1932) *Carterville High School*
B.Ed., Southern Illinois State Normal University; M.Ed., University of Illinois.
Additional graduate work, University of Illinois, 8 weeks.
- MADELEINE SMITH (1929) *French*
A.B., A.M., Northwestern University.
Additional graduate work, Sorbonne, University of Chicago; Middlebury, 3 summers.
- *LOREN SPIRES (1932) *Carterville High School*
B.Ed., Southern Illinois State Normal University.
Additional work, 1 year; 1 summer, University of Illinois.
- MARY M. STEAGALL, Ph.D. (1908) *Professor of Zoology, Emerita (1938)*
- TROY STEARNS (1929) *Superintendent of Rural Training Schools*
B.Ed., Southern Illinois State Normal University; A.M., University of Michigan; residence work for D.Ed. completed, Teachers College, Columbia University.
- HILDA A. STEIN (1925) *Zoology*
B.Ed., Southern Illinois State Normal University; M.S., University of Illinois.
Additional graduate work, 12 months.
- WILLIS G. SWARTZ (1930) *Head of Political Science Department*
B.A., M.A., Ph.D., University of Iowa.
Additional graduate work, Clark University, 1 year.
- HARLEY R. TEEL (1935) *Rural Training Schools*
B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
Additional graduate work, 1 year.
- CHARLES D. TENNEY (1931) *English*
A.B., Gooding College; A.M., Ph.D., University of Oregon.
- WELLINGTON A. THALMAN (1929) *Education*
A.B., Ellsworth College; A.M., Ph.D., Cornell University.
- MADGE TROUTT (1924) *Junior High, Allyn Training School*
B.Ed., Southern Illinois State Normal University; A.M., University of Chicago.

*Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- *JEWELL TRULOVE (1930) *Fourth Grade, Brush Training School*
B.Ed., Southern Illinois State Normal University; M.A., Teachers College, Columbia University.
- EMERSON S. VAN CLEAVE (1938) *Music*
B.M., DePauw University; M.S. in Education, Indiana State Teachers College.
- K. A. VAN LENTE (1931) *Chemistry*
A.B., Hope College; M.S., Ph.D., University of Michigan.
- RUBY VAN TRUMP (1928) *Allyn Training School*
B.S. in Education, S. T. C., Springfield, Mo.; A.M., George Peabody College for Teachers.
- F.G. WARREN (1913) *Head of Education Department*
A.B., McKendree College; A.M., University of Chicago; residence work for Ph.D. completed, St. Louis University.
- WALTER B. WELCH (1938) *Botany*
A.B., Wabash College; M.S., Ph.D., University of Chicago.
- FLORENCE A. WELLS (1927) *English, University High School*
B.Ed., Southern Illinois State Normal University; A.M., University of Illinois.
- GEORGE D. WHAM (1906) *Dean of Faculty*
Head of Education Department, Emeritus
B.Ed., Southern Illinois State Normal University.
- *GRACE WILHELM (1924) *Sixth Grade, Brush Training School*
B.Ed., Southern Illinois State Normal University; University of Chicago, 5 semester hours; M.A., Teachers College, Columbia University.
- GLADYS POTTER WILLIAMS (1917) *Head of Art Department*
Graduate, Pratt Institute, New York; Ph.B., Potomac University; M.A., University of Cincinnati.
Additional work, Chicago Art Institute, 11 weeks; figure painting under Charles Hawthorne, 6 weeks; Breckenridge School of Painting, 5 weeks.
- *THELMA WOODBURN (1935) *Carterville High School*
B.S., Indiana Central College; M.S., Indiana University.
- LUCY K. WOODY (1911) *Dean of Women; Head of Household Arts Department*
B.S., M.A., Teachers College, Columbia University.
Additional graduate work, Teachers College, 5 semester hours.
- ALICE KELSEY WRIGHT (1925) *Mathematics*
A.B., Indiana University; A.M., University of Illinois.
- JOHN I. WRIGHT (1925) *History*
Ph.B., A.M., University of Chicago.
Additional graduate work, University of Chicago, 17 semester hours.

* Responsibility as to employment and salary divided between local board and S. I. S. N. U.

- O. B. YOUNG (1929) *Head of Department of Physics and Astronomy*
A.B., Wabash College; A.M., Ph.D., University of Illinois.
- CHARLOTTE ZIMMERSCHIED (1927) *Physics and Astronomy*
A.B., A.M., University of Minnesota.
Additional graduate work, 5 majors.

Office

- ALICE DIGIOVANNA, *Secretary to the President* (1934)
B.Ed., Southern Illinois State Normal University.
- CORNELIA BEACH, *Secretary to the Business Manager* (1937)
B.Ed., Southern Illinois State Normal University.
- MABEL HOWELL (1939) *Cashier*
- W. C. FLY, *Manager of the Book Store*.

Standing Committees

Adult Educational Procedure:

R. D. Bowden, Chairman
Mrs. E. W. Reef
Hilda Stein
Thomas F. Barton
A. Edson Smith
Harley Hammack

Appointments:

Bruce W. Merwin, Chairman
F. G. Warren
W. G. Cisne
Troy Stearns

Athletic:

R. L. Beyer, Chairman
E. V. Miles
R. A. Scott
O. B. Young

Bureau of Child Guidance:

Professional Staff
Chester Reynolds
Andrew W. Brown
Esther Clemence

College Staff

W. A. Thalman, Director
Marie Hinrichs
Florence Denny
Wanda Newsum Gum
Douglas E. Lawson

Curriculum:

W. A. Thalman, Chairman
Mary L. Barnes
R. D. Bowden
Lulu Clark
C. H. Cramer
Frances Etheridge
Marie A. Hinrichs
John R. Mayor
Vera L. Peacock
Hilda Stein
W. G. Swartz
Madge Troutt
K. A. Van Lente
F. G. Warren
Gladys P. Williams
Jane Crichton
Ted Rodd

Graduation:

T. W. Abbott, Chairman
Marjorie Shank
Sara Baker
Ted Ragsdale
O. B. Young
J. Cary Davis

Housing:

W. M. Bailey, Chairman
Lucy K. Woody, Dean of Women
Florence E. Denny

Rural Life and Welfare:

Troy L. Stearns, Chairman
R. E. Muckelroy
R. D. Bowden
Gladys L. Smith

Social:

Mary Crawford, Chairman
Mary Entsminger
Hal Hall
Thelma Kellogg
R. A. Scott
William McAndrew
Frances D. Etheridge
Julia M. Barber
E. G. Lentz
Lucy K. Woody
Fay Hart
R. E. Muckelroy
Wanda Newsum Gum

Student Employment:

William McAndrew, Chairman
E. V. Miles
E. G. Lentz
Lucy K. Woody
Wanda Newsum Gum

Student Loan:

E. G. Lentz, Dean of Men
Lucy K. Woody, Dean of Women
E. V. Miles, Business Manager

GENERAL INFORMATION

History

According to a volume entitled "History of Jackson County," published by S. E. Harwood in 1878, it appears that the idea of a training school for teachers in southern Illinois had its earliest inception in 1868 in a meeting of teachers at an institute at Salem, Illinois. In 1870 the General Assembly passed a bill for the appropriation of \$75,000 for the construction of a building.

Citizens of Carbondale and other residents of Jackson County who were interested in the establishment of a normal school here contributed enough money to increase the original available funds to a total of \$210,000. The first building was erected on the present campus, a thirteen-acre tract of land at the southern limits of Carbondale. It was completed in 1874 at a cost of \$265,000. On July 2 of that year instruction began with Dr. Robert Allyn as President of the Faculty.

On the afternoon of November 26, 1883, this original building was almost completely destroyed by fire. Within sixty days a temporary building was completed and occupied. The original building was soon restored and was occupied in February, 1887, the present Main Building.

In 1892 Dr. Allyn retired and was succeeded by Professor John Hull, who had been a member of the faculty since 1875. Mr. Hull was succeeded as President by Dr. H. W. Everest, whose term of service extended to 1897. Within his administration the Science Building was erected. Dedication exercises were held December 22, 1896.

In 1897 Dr. Daniel B. Parkinson, who had been a member of the faculty since the opening of the college, succeeded Dr. Everest to the presidency. On June 6, 1904, Judge S. P. Wheeler, President of the Board, dedicated the library building, which was later named in his honor because of his assistance in securing the appropriation for its erection. The training school building, later named in honor of Dr. Allyn, was dedicated January 11, 1909. A women's building, now called Anthony Hall after Susan B. Anthony, was dedicated by President H. W. Shryock on October 23, 1913, as part of the ceremonies of his installation as president.

The State Farm, a ninety-eight acre tract, lying to the south of the campus, and separated from it by a row of houses on Harwood Avenue, was purchased in part under the Parkinson administration and the remainder under President Shryock. The Auditorium, Gymnasium, and Parkinson Laboratories were successively occupied in 1918, 1925, and 1930. In 1930, as a result of a movement started by members of the alumni, the Normal School Board approved the naming of the auditorium after President Shryock.

After the death of Mr. Shryock, Mr. Roscoe Pulliam was appointed to the presidency. He took up his duties July 1 and was formally inaugurated October 7, 1935. The Stadium, financed largely by the W.P.A., was completed in the fall of 1938 and dedicated on October 29.

When the Southern Illinois State Normal University opened for its first regular session on September 6, 1874, the only requirement for admission was graduation from the eighth grade. Through a long period of struggle the requirements were gradually raised until high school graduation was required for entrance. In 1913 the Southern Illinois Normal University obtained recognition by the North Central Association as a teacher training institution, but not until 1931 was it transferred to the fully accredited list of Colleges and Universities. In 1928 it was accredited by the American Association of Teachers Colleges.

Terms of Admission

All applicants for admission must present evidence of good moral character and, to secure tuition at the minimum rate, they must agree to teach in the public schools of the State for a time not less than that covered by their attendance upon the school. This agreement must not be entered upon unless the applicant fully intends to teach. It may become void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the Business Agent of the Institution the difference between the regular tuition for the entire time and the incidental fees he has paid.

Graduates of any recognized four-year high school or academy who have fifteen units of secondary work may be admitted to any curriculum of college rank.

All credentials shall be filed in advance of registration.

All Freshmen are to be here for registration Monday morning, September 11 at seven o'clock.

Advanced Standing

1. Credits for advanced standing may be obtained:
 - a. By transfer from recognized higher institutions.
 - b. By examination.

(In order to pass off a subject by examination the student must apply to the President for permission and no examination may be given to any student except at the beginning of the student's school year.)

2. Students coming from state normal schools in other states whose standards are the same as obtain in Illinois, may receive full credit for the work accomplished in such schools.

3. Students from city teacher-training schools in Illinois shall receive credit only after the training school has been inspected by a member of the faculty of the Teachers College or Normal University in whose supervision district the training school lies, and his recommendation confirmed by the action of the normal school presidents' council.

4. No credits shall be given for high school work in excess of the units required for graduation.

5. No credit except by examination shall be given for work done in business college or like unrecognized institutions unless such credit is recommended by the department in the Teachers College or Normal University in which the student has done one term's work.

6. Graduates of recognized colleges and universities may be admitted to a one-year curriculum.

7. Undergraduates of recognized colleges and universities may enter a Teachers College or Normal University and receive credit for such of their college work as will apply to the curriculum upon which they enter.

Not more than one-fourth of the credit submitted for graduation may be made by correspondence and extension combined. Correspondence work is accepted from members of the Association of American Universities. The final examinations in correspondence courses should be taken on this campus or at the University from which the course was taken. Credit is not accepted, however, if a student makes a grade lower than C.

College Entrance Examinations

College entrance examinations may be taken only at the beginning of the student's school year. Students who wish to enter the college but whose high school work is incomplete may make up by these examinations any deficiency, provided it does not exceed 10 of the 15 year credits required for entrance. Entrance examinations are not given in the laboratory subjects such as chemistry, physics, biology, manual arts, and domestic science.

Any person who wishes to take these examinations must apply in writing at least two weeks before the examinations, submitting an official list of the high school credits already earned and stating the subjects in which the candidate wishes to be examined. No examination may be taken in a subject for which the student already holds college credit.

Graduation

Every candidate for graduation should file application with the Registrar not later than the beginning of the spring term.

Each candidate should have his record checked at least one quarter before the date of his expected graduation.

Formal graduation exercises are held but once a year, at the close of the spring quarter. Students who can complete their work by the close of the summer session are included with the June graduates, though the degree is not actually conferred until the work is completed. The Bachelor of Education Degree is the only one conferred. For details concerning the requirements see page 36.

Course Numbers

The course numbering system is as follows: 100-199 freshman courses; 200-299 sophomore courses; 300-499 junior and senior courses.

Unit of Credit

A quarter hour represents the work done by a student in a course pursued for a term of twelve weeks, one hour a week, and in the case of the laboratory courses the usual additional time. It is equivalent to two-thirds of a semester hour. The term credit, used before the fall of 1936, represented the work done by a student in a course of twelve weeks, four hours

a week. It was the equivalent of four quarter hours or two and two-thirds semester hours. Since September, 1930, the periods have been one hour in length. Previous to that time one term credit represented the work done by a student in a course pursued for a term of twelve weeks, five forty-five minute periods a week.

Any change of grade, such as completing an N. C., must be made within a year after the close of the term in which the course was taken.

Scholarship

Grades are expressed in letters as follows:

A, Excellent	5 grade points
B, Good	4 grade points
C, Fair	3 grade points
D, Poor but passing	2 grade points
E, Failure	1 grade point
Fld, failing at time of withdrawal, course not completed	1 grade point
N.C., not complete, passing at time of withdrawal.	
Drp., dropped by teacher as disciplinary measure.	

Students regularly carry 15 to 17 hours of work. If a student has an A-B average, or a grade point average above 4.0, he may register for a maximum of 20 hours of work.

For graduation and for admission to practice teaching at least three-fourths of the grades must be C or above and the average at least 2.75.

If a student fails in a required course he must repeat it in class at the first opportunity. In a course continuing through two or more quarters, a failure in any quarter must be removed by successful repetition in class before the student will be admitted to the work of the succeeding quarter.

A first term freshman will be dropped if he fails in three courses and makes a D in the fourth. During his first term on probation he must pass three courses and attain at least a 2.25 average. During the second term on probation he must make at least a 2.75 average. All students go on probation who make below a 2.5 average. Upper classmen will be placed on probation who make below a 2.5 average and will be dropped if they do not raise this the succeeding term. A student below this average who wishes to attend with no possibility of securing a certificate or diploma may do so on payment of the special fees.

A student transferring from another college who has been excluded from that college for poor scholarship is admitted on probation after one year has elapsed.

A student whose work is so unsatisfactory that he is dropped for poor scholarship may be readmitted the succeeding quarter only on special consideration and recommendation of the Dean of Men or the Dean of Women. He then is on probation. Otherwise, he will be readmitted after one year has elapsed if he cares to return.

In recognition of high scholarship, a limited number of students are awarded honor pins in the spring term of the sophomore and senior years, based upon not less than five full terms of work for the first pin and ten full terms for the second. Scholarship in the junior class will be recognized

by announcement on Honors Day of election to Kappa Delta Pi, national honorary fraternity. Graduating seniors are recognized at commencement time on the graduation program and the diplomas designate honors granted on the following basis:

Highest Honors	Point average of 4.90 or higher
High Honors.....	Point average of 4.75-4.89
Honors.....	Point average of 4.50-4.74

Expenses

The State Normal School Board has established the following regulations in the matter of fees paid by students enrolled in any of the State Teachers Colleges of Illinois.

1. The total fees amount to \$17.50 a term. This includes all student activities. These fees, exclusive of the \$2.50 book rental, are set by the Normal School Board and are uniform for all State Teachers Colleges in Illinois.

2. A pledge shall be exacted from all students attending any of the Normal Schools of the State of Illinois to teach in the public schools of Illinois for a period equal to the time spent in said schools.

3. While the teachers colleges are organized primarily for the training of teachers, the demands at present seem to justify admitting students who do not pledge themselves to teach, and all such students shall be required to pay tuition fee of not less than \$25.00 a term, in addition to the activity and book rental fees.

4. By a uniform rule which applies to all five of the Teachers Colleges of Illinois, the College is not permitted to extend the payment of fees beyond ten days after registration.

5. The following is a schedule of fees for special services:

1. Registration fee\$10.00
2. Student Activity fee 5.00

The general activity charge includes the fee for hospitalization, entertainment, athletics, the Obelisk, the Egyptian, and such other activities as the Council of Administration shall set up. The distribution of the fees for the various activities for the present year will be determined by the Council of Administration.

3. Book Rental\$ 2.50

A special registration fee is charged for extension students, but none of the activity benefits are included.

Additional fees are charged for late registration, library fines, breakage, etc. The first transcripts are furnished free provided the student has fulfilled all his financial obligations to the College. There is a charge of \$1.00 for the second transcript.

Refund of Fees

Students withdrawing from school within the first three weeks of any regular term may secure a refund of three-fourths of the amount paid in fees. Students withdrawing after the third week and before the expiration of the sixth week may secure a refund of one-half of the amount paid in fees. Those who withdraw after six weeks will not be entitled to a

refund. Applications for refunds must be filed in the Business Office on or before the date of withdrawal from school.

Student Employment

The Student Employment Office is conducted to assist students to earn a part of their expenses, although it is obviously impossible to guarantee work to every applicant. Every possible assistance is offered, but success in self-support depends upon the student himself. Prospective students who expect to earn any part of their expenses and who do not have definite appointments to positions before coming to college should have means of support for at least one term. Three programs of work are available: federal, state, and private.

Federal Student Aid, under the National Youth Administration, is an emergency program offering an opportunity for students to earn a part of their expenses while attending college. Appointments are made on the basis of need, scholarship, character, and the ability to fit into the available positions. Whenever any one of these standards is not maintained, employment is discontinued. Students employed on this program are engaged in various types of work on the campus and at the State Farm. The projects include clerical and stenographic work; serving as assistants in offices, libraries, laboratories, museum, and engineering department; campus beautification; research and economic surveys; and supervision of recreation. Students may earn \$15.00 a month, but must carry a minimum of twelve quarter hours and maintain a three point or C average.

State employment provides some part-time work at necessary jobs connected with the maintenance of the College. This work consists of janitorial, stenographic, library, and a small amount of State Farm work. Wages for this work are paid from State funds. Previously enrolled students who have proved their ability are usually chosen for these positions.

Private employment is sometimes secured by the students themselves, but requests often come from homes and merchants for student help. These calls are continuous throughout the year and usually require immediate placements. Since prospective employers wish to interview applicants, students already in residence are recommended. Students interested in this kind of work must register at the Student Employment Office at the beginning of each term. Those students who are successful in obtaining part-time work without the aid of the Student Employment Office are asked to inform this office to that effect immediately upon securing employment, since there are some jobs open to students that are not recommended by the College.

Each applicant is urged to call at the Student Employment Office for an interview and to consider the possibility of employment.

The Faculty Committee for Student Employment consists of William McAndrew, Chairman; Edward V. Miles, Jr., Secretary; E. G. Lentz, Dean of Men; Lucy K. Woody, Dean of Women; and Wanda Newsum Gum, Assistant Dean of Women.

Requests for applications should be made to Mrs. Wanda Newsum Gum, Assistant Dean of Women, Directing Student Employment.

SCHOLARSHIP AWARDS AND LOANS

SCHOLARSHIPS FOR HIGH SCHOOL GRADUATES

The Fifty-ninth General Assembly passed and the Governor approved a bill known as House Bill No. 597, which is of interest to High School graduates and High School officers.

A. Things which the bill mentioned above does:

1. It repeals the eighth grade scholarship law, commonly known as the Lindley Scholarship Law, which provided free tuition at a normal school for a period of four years to the eighth grade graduates who passed the best examinations in each township in the State of Illinois.

2. It provides scholarships for high school graduates which entitle the holder thereof to gratuitous instruction in any state normal school, or teachers college, in Illinois for a period of four years.

3. It provides that annually a recognized four year high school shall be awarded one scholarship if it has an enrollment of less than five hundred students; two scholarships if it has an enrollment of five hundred to one thousand students, inclusive; and three scholarships if it has an enrollment of more than one thousand students.

4. It provides that these scholarships shall be awarded to graduates of these high schools in the order of the rank of the student beginning with the highest in rank.

5. It provides that no student is eligible for a scholarship unless his rank puts him in the upper quarter of his high school graduating class.

6. It provides that the next student in rank may be awarded the scholarship if the first one in rank does not accept it, provided the rank of the one who does accept it puts him in the upper quarter of his high school graduating class. The process continues until the upper quarter of the class has been exhausted or until someone who is eligible accepts each scholarship to which the high school is entitled.

7. It provides also that one must signify his intention to prepare to teach in the public schools of Illinois in order to be eligible for scholarship.

B. Plans for certifying eligibility for a scholarship:

1. On or before July 1 in each year the principal of each recognized four year high school shall certify to the county superintendent of schools of the county in which such high school is located the name and address of each student entitled to receive such a scholarship.

2. The names shall be certified in the order of the scholastic rank in the four year high school course of study at the time of graduation.

3. The name of a student so certified shall be from the upper quarter of the graduating class and the name of no student shall be so certified unless he has signified his intention to prepare to teach to the public schools of Illinois.

4. If a student declines a scholarship the next student in rank shall have his name certified if he is eligible for a scholarship.

5. The County Superintendent shall certify to the Superintendent of Public Instruction the names and addresses of the students certified to him by the high school principals.

6. The Superintendent of Public Instruction shall issue a certificate of scholarship to each student certified by a county superintendent.

7. This Certificate of Scholarship shall be presented to the teachers college which the holder may desire to enter at the time of entrance.

C. Values of such scholarships:

1. A scholarship assures the holder thereof of gratuitous instruction in any state normal school or teachers college in Illinois for a period of four years.

2. A scholarship exempts the holder thereof from the payment of any tuition, matriculation, or incidental fees whatsoever, which are remitted to the State Treasurer by any state normal school or teachers college during the term of his scholarship.

Note: The holder of a scholarship is not exempt from the payment of fees fixed by the students and faculties of these institutions and collected as a student activity fee and other similar fees.

3. A scholarship exempts the holder thereof from the payment of approximately one hundred and twenty dollars during the four years it is in force, which is the amount regularly paid by students not holding a scholarship.

4. A scholarship is accepted by any state normal school or teachers college in lieu of any entrance examination, but tests of various types may be given to determine the probable college success of the holder of such a scholarship when or after he enters.

D. Status of Scholarship Laws:

1. The new law which provides for scholarships for certain high school graduates at a state normal school or teachers college will apply to high school graduates at the end of the school year 1935-1936 and thereafter, and those who receive these scholarships may use them while in force beginning with the college year 1936-1937 and each succeeding year.

2. Scholarships which have been granted to eighth grade graduates under the former law, which has now been repealed, will be honored at the Teachers Colleges so long as they are held to be valid.

Educational Benefit Act

The Illinois Educational Benefit Act of 1935 provides education opportunities for the children of Soldiers, Sailors, and Marines who were killed in action or died during the World War. The benefits consist of board, room rent, books and supplies not to exceed \$150.00 per year. Orphans of Soldiers, Sailors, and Marines who are not less than 16 years or more than 22 years of age are eligible to receive these benefits. Applications for benefits should be made to Mr. John J. Hallihan, Director of the Department of Registration and Education, Springfield, Illinois.

World War Veterans

Any person who served in the Army, Navy, or Marine Corps of the United States during the World War and who at the time of entering upon such service was a resident of this State and who has been honorably dis-

charged from such service and who possesses all necessary entrance requirements shall upon application and proper proof be awarded a Normal School scholarship entitling the recipient to tuition.

American Association of University Women Loan

A scholarship loan of one hundred and fifty dollars to be used during the senior year is granted each May by the Carbondale branch of the American Association of University Women to a junior girl of high scholastic average and unusual promise as a teacher. Applications for this loan should be made to the loan committee of the American Association of University Women before April fifteenth of each year.

Student Loan Fund

A maximum loan of \$25 from the college loan fund is available to any student who has established a satisfactory record for at least one term. As a matter of policy the loans are treated as emergency loans and for short terms. Only in exceptional cases is a loan made for longer time than the school term in which it is granted. This loan fund is controlled by the Business Manager, Dean of Women, and Dean of Men.

Rotary Student Investment Fund

A loan fund known as the Student Investment Fund has been created by the Carbondale Rotary Club for the benefit of S. I. N. U. senior men who may be in urgent need of money for the completion of their college course. Loans are available in units of thirty dollars (30) per term and repayable without interest within five months after the applicant has secured gainful occupation. Selection of applicants is based upon a four point requirement:

1. financial need,
2. character of applicant,
3. scholastic standing,
4. leadership promise.

The Charles Neely Scholarship Award

The local chapter of the American Association of University Professors offers annually a prize of twenty-five dollars to the member of the junior class who has the highest scholastic average. The award will be made Commencement week.

Chi Delta Chi Improvement Fund

In the Fall of 1935 the Chi Delta Chi fraternity created its *Improvement Fund*, which is under the supervision of a student finance committee and the fraternity's faculty sponsor. From this fund small, non-interest bearing loans are available to initiated members of the organization. Chi Delta Chi each September awards a prize of \$10 to \$12 to the member who made the highest scholastic average in the preceding academic year.

Betty Rhodes Scholarship Fund

The Alpha Delta Chapter of Delta Sigma Epsilon Sorority and its Alumnae established the Betty Rhodes Memorial Scholarship of \$30.00 in the fall of 1937. It is awarded to a sophomore girl having qualities of personality, leadership and high scholastic standing.

Anthony Hall

Anthony Hall, the Women's Building, was opened at the beginning of the Fall Term, 1913. It was erected and furnished at a cost of \$75,000, and every possible provision has been made for the comfort, safety, and well being of residents.

The residence hall will accommodate seventy-two women. There is almost an equal number of double and single rooms. Each room is provided with hot and cold water. All linens are furnished, but the student may supply her own curtains and spreads. A fully equipped infirmary is located on the first floor.

A charge of \$6.00 a week is made for board and room at Anthony Hall. We reserve the right to change to a higher rate if it becomes necessary. A reservation fee of \$5.00 must accompany each application for room, and this deposit will under no circumstances be refunded. This fee is applied on the first month's room and board. Applications for rooms should be sent to the Director of the Hall.

Other Student Homes in Carbondale

Much of a student's success depends upon the conditions at his boarding and rooming place. He must have not only fresh air, pure water, wholesome food, even temperature, and good light in his study room, but also favorable conditions for study and for sleep. The following conditions as applied to rooming places meet the approval of the faculty:

On the part of the householder—

1. Men and women not to room in the same house.
2. Premises hygienically clean and supplied with good sanitary water.
3. Good light in study rooms and rooms heated to not less than 68 degrees.
4. Parlor furnished at reasonable times.
5. Reports to the University authorities as to habits of study, hygiene, or recreation on the part of students if these are likely in any way to injure the health, reputation or character of the student, or to interfere with the success of his work in school, or to bring discredit upon the school.
6. It is the responsibility of the householder to report any illness of students unable to attend classes, to the office of the school physician, before 4:00 p. m. of the day on which the illness occurs, Telephone 418L.

When such illness is not so reported the student will not be readmitted to classes by the school physician.

In case of emergency between 4:00 p. m. and 7:30 a. m. the school physician or school nurse should be notified, if time permits. Telephone school physician 184. Telephone school nurse 579Y.

7. Every householder and every student should provide himself with the more detailed information for householders available at the deans' offices.

On the part of the student—

1. Quiet and order in the house at all times.
2. Proper care of furniture and premises.
3. Repair of damages beyond ordinary wear.
4. Notification of householder when students expect to be away from the house later than closing hour.
5. Reports to the householder of absence from town and address during absence.
6. Vigorous co-operation on the part of both student and householder, in case of contagious diseases within the house, to prevent the exposure of others and the spread of the disease. Students must cooperate with householders in fulfilling point 6 above.

There are three modes of living practiced by the students.

1. Board and room in the same house. The cost of board and room is usually a dollar a day—\$5.00 per school week and \$2.00 additional if the student remains for the week end.

2. Rooms with light-housekeeping. Students who practice light-housekeeping are able to reduce their living expenses to as low as \$4.00 a week.

3. Rooms without the privilege of light-housekeeping. Such rooms, two persons to the room, cost \$1.50 to \$2.00 per week per person.

Except in unusual cases, the committee believe that best results are secured when not more than two occupy a room. The student should be sure to have it clearly understood how many are to occupy a room with him and how many occupants there will be in the house. The maximum number of adults to one accessible bathroom is ten.

No contract for a room will be considered binding unless a deposit amounting to one week's rental shall be paid. Said deposit need not be returned unless the renter has good reasons for failing in his part, and not then unless he notifies the householder two weeks before the term of school opens.

In no case may a student or a group of students make arrangements for rooming, independent of responsible supervision, except by special permission of the Housing Committee.

Many serious complications will be avoided if students will consult the Housing Committee before engaging rooms. Some houses, now open to students, *are not recommended by the committee.*

Committee:

W. M. Bailey, 506 S. Poplar St.

Lucy K. Woody, 703 S. Poplar St.

Florence E. Denny, 701 S. Illinois.

Attendance Upon Church

Students are urged to identify themselves at an early date after entering the Teachers College with some church of the city. It is assumed, of course, that the student will affiliate with the church to which he belongs at home, or with which he is most in sympathy as to doctrine and modes of worship.

Associations, Societies, and Clubs

The Alumni Association has been recently organized with the intention of maintaining on the campus an alumni office with a complete record of all former students. It is hoped that an alumni directory will be published in the near future.

The Young Men's Christian Association and the Young Women's Christian Association both have well-conducted organizations, which meet weekly in rooms fitted for their use. Their committees look after new students upon arrival, and in many ways minister to the wants of their fellow students. The State College secretaries of each of these branches of Christian work pay the institution a visit twice a year, or oftener, for conferences and direction of work. The Y. M. C. A. publishes the student directory, and through the efforts of both organizations, speakers are brought in for addresses and discussion of social and religious problems. A number of students have been afforded contact with national and international figures through the sending of delegates to summer conferences.

Other religious organizations include the Baptist's Student Union, which holds daily meetings, the Evangelical and Reform Club, and the Newman Club, a Catholic organization.

The Socratic Literary Society, dating back to the first year of the institution, is open to the entire student body. Its aim is to offer the broadest possible scope of activity including dramatics, public speaking, music, debating, parliamentary usage, and more especially training in leadership. The Dunbar Society is a literary organization made up of colored students. The Little Theatre is a dramatic organization on the campus while the Debate Club represents the debating interests.

There are six national professional fraternities on the campus: Kappa Phi Kappa, profession educational fraternity, chartered in 1932; Synton, in radio (Sigma Pi Rho in Latin); Gamma Theta Upsilon, in geography; Delta Rho, in mathematics; Zeta Sigma Pi, in social science; and Pi Delta Epsilon, a newly organized journalistic fraternity. Mu Tau Pi, local honorary journalistic fraternity, was organized in 1932. Three national educational sororities are Delta Sigma Epsilon, Sigma Sigma Sigma, and Pi Kappa Sigma. These are in the main social. The local men's fraternities include Chi Delta Chi, Kappa Delta Alpha, and Sigma Beta Mu. Alpha Phi Alpha is a fraternity for colored men, and Sigma Gamma Rho is a sorority for colored women.

Many of the departments have their own departmental clubs. Besides the college orchestra and college band, the music department sponsors the MacDowell Club, a mixed glee club, and the Roland Hayes Club, a colored chorus. Among other departmental clubs are the Agriculture Club; Art Guild; Chemeka, made up of chemistry students; Chemistry Seminar; Chamber of Commerce; French Club; German Club; Latin Club; Straight Line Club, made up of industrial arts students; and Zoology Seminar. The physical education department sponsors the Women's Athletic Association and the "I" Club, which is made up of all athletes who have been awarded the college initial.

Other clubs are the the Camera Club, Radio Club, and Rural Life Club. A newly organized club for the purpose of fostering school spirit is the Southern Knights.

The Student Council is an organization through which the expression of student opinion is made possible. The Council is elected by the student body and serves as a recipient of student complaints. It is the board in control of student publications and is responsible for one assembly program each week. Its main function is to represent the students.

Honor students are recognized each spring by election to Kappa Delta Pi in the junior year. This is the only national honorary fraternity on the campus open to the student body at large.

School Health Service

MARIE A. HINRICHS, M. D., PH. D. ,

FLORENCE E. DENNY, R. N., M. A.

This department was established at the beginning of the school year, 1920-21, and was placed in charge of a graduate physician of wide experience in general practice.

It is the province of the department to have general supervision of the health of the students. The physician in charge has an office in the school, keeping office hours, during which any student may have the benefit of diagnosis and advice on any medical point. Instructions will be given about the care of the health and methods of treating cases of simple illness. A limited amount of hospitalization and medical care is provided for all resident students.

An important part of the work of this department is to guard against the spread of communicable diseases in the school. Every effort is made to detect such diseases in their incipency and to promptly exclude such cases from the school, in accordance with the requirements of the State Department of Health.

Another part of the health service of the school is the annual medical examination of every student who registers in the school, which was initiated at the beginning of the school year, 1926-27, and is a required part of the school work.

The physician is assisted by a registered, graduate nurse, who aids in caring for cases of illness in the school and in helping to carry out such cases of quarantine as are necessary.

The Library

Wheeler Library has a working collection of 41,725 books, pamphlets, and magazines. Both books and pamphlets are classified according to the Dewey decimal system. The dictionary catalog has three entries (author, title, and subject) for each book, and many also have analytical subject headings. Books have been selected with reference to the needs of the various departments, and include standard works in literature, travel, history, science, philosophy, education, and art, as well as general reference books such as dictionaries, encyclopedias, year books, and atlases.

Periodical literature of permanent value is bound and made available by the use of Periodical indexes. The Library receives 285 of the best current periodicals. Bibliographical material on children's literature and illustrated books are available in addition to a large collection of pictures.

The library is open on school days from 7:30 A. M. to 9:00 P. M., except on Fridays when it closes at 5:00 P. M. It is open Saturdays, from 8 to 4. Special hours are announced for the summer term.

Special rules are made regarding the use of reserved books and of magazines.

Child Guidance Clinic

A valuable service of the College to Southern Illinois is the Child Guidance Clinic held here in cooperation with the Chicago Institute for Juvenile Research and with the State Department of Public Welfare. The Bureau was first introduced in April, 1935, and a three-day session is held during each term. However, many interviews are also conducted between the times of the regular clinics.

The activities of the Bureau of Child Guidance may be summarized in the following way:

I. One general function of the clinic is to acquaint the college students and practice teachers with the nature of clinical work and with some of the diagnosis of individual cases. This is being done in two ways:

a. In all the introductory classes in psychology each term, a member of the Bureau of Child Guidance presents a history of clinical development throughout the country calling special attention to the clinic here. In this discussion students are made acquainted with the blanks which are used for gathering the information which is necessary for each case.

b. Also, practice teachers, who are interested, are encouraged to write up case histories under the direction of their critics.

II. A second general function of the clinic is to make a detailed study of individual cases, some of which are from the various school units in Carbondale, others from different towns in Southern Illinois. The following are some of the most common conditions as reasons for presenting children to the clinic: disobedience, stubbornness, rebellion, nervousness, temper, truancy from home or school, lying, reading difficulty, inability to get along with other children, retardation, school failures, speech defects, and many other maladjustments.

III. A general lecture relative to clinical problems, open to all students and others who are interested, will be presented by one of the members of the Professional Staff. Three seminars are scheduled, also. They will be conducted by the three members of the Professional Staff, who will bring with them a theoretical case study from their files at the Chicago Institute for Juvenile Research. At the seminars they will present the details and the diagnosis of the case. These meetings will be followed by an open forum, after which suggestions will be made as to what remedial procedures should be used to correct the difficulties.

The three members of the Professional Staff who come here from the Chicago Institute for Juvenile Research are Dr. Chester Reynolds, a psychiatrist; Dr. Andrew W. Brown, a psychologist; and Miss Esther Clemence, a psychiatric social worker.

The College staff consists of Dr. Marie Hinrichs, Miss Florence Denny, Mrs. Wanda Newsum Gum, Mr. Douglas E. Lawson, and the Director of the Bureau, Dr. W. A. Thalman.

Certification

The student is asked to note carefully the following sections from the certificating law:

SEC. 6. Limited certificates shall be as follows:

First. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools.

It shall be issued to persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Second. A limited high school certificate shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the Examining Board. One subject shall be chosen from each of the following groups: (1) mathematics, (2) history, (3) science, (4) foreign language, or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirement for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Third. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in education and 20

semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education, and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Fourth. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kindergarten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Fifth. A limited elementary school certificate shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State Course of Study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences (botany, zoology, physics, chemistry, and physiography). When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

The Appointments Office

It is the purpose of the Appointments Office to serve the school officials of Illinois by assisting them in the selection of well-qualified teachers. Students, former students, and graduates of the College are assisted in securing teaching positions.

Credentials are prepared to give the following information concerning the candidate: personal data, training and experience record, evaluations of student by instructors, reports of student teaching, transcript of courses, and personal statement. This information is confidential and is not released to any persons other than employing officials.

In the past, graduates of this College have been very successful in securing teaching positions in both secondary and elementary schools throughout Illinois and adjoining states.

Extension Division

The Southern Illinois State Normal University maintains the Extension Division as part of its services as a teacher training institution to the in-service teachers in that part of Illinois served by the college. Since its beginning eleven years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois until during the school year, 1938-39, twenty courses were offered in the following centers: Anna, Belleville, Carlyle, Carmi, Elizabethtown, Fairfield, Harrisburg, Herrin, Marion, McLeansboro, Mt. Vernon, Pinckneyville, Salem, Vienna, Waterloo, and Zeigler. Approximately 700 students were enrolled in courses offered by the following departments: Commerce, Education, English, Geography, History, Mathematics, Music, and Political Science. Only those courses that are given in residence are offered as extension work and, when satisfactorily completed, are given the same credit as residence courses. All instructors of extension courses are members of the regular college faculty, and the work offered meets all the requirements of the American Association of Teachers Colleges and the North Central Association of Colleges and Secondary Schools.

A maximum of one-fourth of the total number of credits required for graduation may be earned through extension work.

The college does not as a rule schedule extension classes for less than twenty-four persons. The regular charge is \$1.25 per quarter hour credit per person. Specific inquiries should be addressed to Mr. T. W. Abbott, Director of Extension.

Requirements for the Bachelor of Education Degree

College Requirements—Each candidate must meet the general college requirements with respect to registration and residence, and must also secure credit in approved courses amounting to an aggregate of 198 quarter hours, six of which are in physical education.

In order to receive his bachelor's degree a student must have maintained a 2.75 average and secured grades not lower than C in subjects aggregating at least three-fourths of the work, prescribed or elective, required for the degree. The system of grading is as follows: A, excellent, 5 points; B, good, 4 points; C, fair, 3 points; D, poor (but passing), 2 points; E, failure, 1 point. At least sixty-four of the 198 quarter hours required for the degree must be of senior college rank.

The following is a list of requirements which should be fulfilled within the first two years of attendance:

Social Studies—15 Quarter Hours

History 110A, 105A—5 hours (required)

Political Science 200—5 hours

Economics 205—5 hours

Sociology 101—5 hours

Humanities—15 Quarter Hours

Rhetoric 101, 102—6 hours

Literature 205, 209, 211, 212—6 hours

Music 100 or Art 120—3 hours*

Biology and Earth Sciences—14 Quarter Hours

Health Education 202—4 hours

Botany 101, 202, or Zoology 101, 105—5 hours

Geography 100—5 hours

Physical Sciences and Mathematics—12 Quarter Hours

Chemistry, Physics, or Mathematics

(12 hours selected from two departments)

Practical Arts and Crafts—3 Quarter Hours

Agriculture, Household Arts, Industrial Arts 203, Commerce

(not required if student has had any of this work in high school)

Physical Education—6 quarter hours.

A reading knowledge of some foreign language (to be determined by examination) is required for graduation. For some students this would require 3, 6, or 9 hours of class work.

Other degree requirements are

Rhetoric—3 hours: 390.

Psychology—8 hours: 206-4, 305-4.

Education—12 hours.

For those preparing for high school teaching:

315-4, 310-4, elective—4 hours in any 300 or 400 course. Ed. 320 is recommended but not required.

For those taking the Bachelor of Education Degree in elementary education:

215-4 (or 230-4, or 235-4), 8 hours elective.

* Other Music or Art courses may be substituted with the approval of the adviser.

Ed. 321 is recommended but not required.

Practice Teaching—12 hours. At least 4 hours must be in the student's major field if he is preparing for high school teaching.

A student preparing for high school teaching, must select an academic major and two minors (if the major is 48 hours, only one minor is required); or if he takes the Bachelor of Education Degree in elementary education, he specializes in the elementary subjects.

Major and Minor Subjects—Each candidate must select some one subject as a major. A major consists of from thirty-six to fifty quarter hours chosen from courses designated by the department and approved by the Faculty. For specific details concerning major requirements, see departmental outlines of courses, pages 39 to 47. A minor subject consists of twenty-four quarter hours in one department.

Student Load—Junior college students may carry fifteen to eighteen quarter hours each term including physical education. Senior college students may elect fourteen to eighteen quarter hours. Students desiring to elect more or less than the number of quarter hours thus prescribed must secure permission to do so from the Dean of Men or the Dean of Women.

A number of faculty members serve as sponsors for the freshmen. Miss Bowyer is the adviser for this class. All sophomores register with Mr. Ragsdale. Juniors and seniors preparing for high school teaching should report to the heads of major departments at the time of registration for approval of their assignment cards. Students who are candidates for the degree in elementary education should register with their adviser, Mr. Stearns. Mr. Barton advises the unclassified students, and Mr. Thalman advises those who already have degrees.

For arrangement of classes see term schedules on pages 108 to 113.

The general education which the student receives during the first two years of college should supplement rather than duplicate his high school education. The individual student's course should thus be planned to fit his needs. If, for example, a student has had a year and a half or two years of some subject in high school, he should not be required, sometimes he should not even be permitted, to take the five hour survey course in that subject in college, even though it is a general requirement for the average entering student. In the case of foreign language, however, the student is advised to continue the subject started in high school.

The freshman adviser studies the record of each student in his group, and plans for him a course which is roughly equivalent to the prescribed course for the first two years. The adviser, not the student, determines when deviations from the regular course seem advisable.

SUGGESTED FOUR-YEAR COURSE FOR THOSE WHO PLAN TO TEACH IN THE ELEMENTARY SCHOOL

Unless some definite sequence is demanded by the particular department, students need not take courses in the terms indicated, but should, if possible, take them within the year in which they are listed.

FIRST YEAR

FALL	WINTER	SPRING
Eng. ¹ 101 or 102..... 3	Eng. 102 or 104..... 3	Literature ⁴ 3
Geog. 100 5	Art 105 4	Hist. 105A 5
Hist. 110A 5	Music 105 4	H.A. 225 or Ag. 210.... 4
Mus. ² 100 or Art ³ 120... 3	Sociology 101 5	Field Biology 131..... 5
P. E.—	P. E.—	P. E.—

SECOND YEAR

Literature 3	Physics or Chem. 4	Economics 205 5
Physics or Chem. 4	P. E. 219 (Women).... 1	Math. 210 4
Health Ed. 202 4	P. E. 245 (Women) 4	Pol. Sci. 200 5
P. E. ⁵ 3	(or P. E. 250 (Men)).. 4	P. E.—
*Elective (For Lang. ⁶ , etc.)	*Elective—	*Elective—
Education 206 4		

THIRD YEAR

Education 305 4	Ed. 215, 230, 235, 335.. 4	Education 321 4
Geog. 210 4	Geog. 340, 341, 342.... 3	Hist. 208 5
Ind. Arts. 203..... 3	Art 370 3	(Com. 101 No. Cr.).... 2
*Elective—	*Elective—	*Elective—

FOURTH YEAR

Remed. Read.—Ed. 337.. 4	Ed. 340 or 345..... 4	Practice (Elem.) 4
*Elective—	Practice (Elem.) 8	*Elective—
	*Elective—	

¹Third term Rhetoric, i.e., English 390, should be taken within the junior or senior year.

²It is advisable for all students to have an appreciation course in both Music and Art.

³Those who desire to take their appreciation course in Art in the junior year may take Art 370 instead of Art 120.

⁴The literature courses which are advised for the four-year students who expect to teach in an elementary school are English 205, 209, 211, and 212. Any two of these will satisfy the requirement.

⁵A selection should be made from the 200 group of activity courses.

⁶If the foreign language requirement is fulfilled or if the student is excused from it, other subjects may be selected.

*Electives are available during nine of the twelve terms. On the basis of 16 hours of work per term, a total of 55 hours of electives is possible. Some students, of course, will wish to carry a heavier load. The above schedule is so planned that the requirements as listed on pages 35 and 36 can be met in full. However, in the selection of subjects it is important to recognize that at least 64 quarter hours must be of senior college rank.

Each student should consider very carefully the subjects which are commonly taught in the elementary grades and select additional courses in these fields of study. It is recommended that students also consider seriously the requirements for a major and minors.

Those who plan to qualify for administrative positions should consult the catalog for special courses offered in the Department of Education, and it would also be to their advantage to have additional preparation in Economics and Commerce.

More than one-half of our four-year graduates secure positions in the elementary school. Administrators are demanding that candidates for positions in this unit be qualified to teach the variety of subjects as offered here. By following the above schedule and contacting the advisers for additional suggestions, the student will increase his possibilities for securing a teaching position.

SUGGESTED COURSE FOR AGRICULTURE MAJORS**FIRST YEAR**

FALL		WINTER		SPRING	
Rhetoric 101	3	Rhetoric 102	3	Rhetoric 104	3
Chemistry 101	4	Chemistry 102	4	Chemistry 103	4
Botany 101	5	Zoology 101	5	Social Studies	5
Agriculture 105	4	Agriculture 102	4	Agriculture Elective	4
Physical Education	—	Physical Education	—	Physical Education	—

SECOND YEAR

Chemistry 301	4	Economics 204	5	Economics 206	3
Geology 201	4	Chemistry 302	4	Humanities	5
Agriculture 212	4	Commerce 205	4	Agriculture 231	4
Agriculture Elective	4	Agriculture 205	4	Agriculture Elective	4

THIRD YEAR

Agriculture 345	4	Agriculture 302	4	P. & H. 301	4
Agriculture 301	4	Agriculture Elective	8	Agriculture Elective	8
Agriculture Elective	4	Free Elective	4	Free Elective	4
Free Elective	4				

AGRICULTURE ELECTIVES

Agr. 103	4	Agr. 260	4	Agr. 326	4
Agr. 120	4	Agr. 265	4	Agr. 330	4
Agr. 210	4	Agr. 275	4	Agr. 350	4
Agr. 215	4	Agr. 310	4	Agr. 370	4
Agr. 225	4	Agr. 325	4		

Students completing three years of Agriculture at Southern Illinois State Normal University may transfer to another institution offering the Bachelor of Science degree in Agriculture for their fourth year. Such students wishing to teach under the Smith-Hughes Vocational Act must take Agriculture 210, in addition to twelve hours of Education as free electives during the third year. Education 206, 305, and 310 are suggested. Agricultural students transferring to another institution may postpone foreign language courses until after their third year.

SUGGESTED FOUR-YEAR COURSE FOR ART MAJORS**FIRST YEAR**

FALL		WINTER		SPRING	
Art 120	3	Art 105	4	Art	4
Eng. 101	3	Eng. 102	3	Eng. 205	3
Hist. 105A	5	Soc. 101	5	Geog. 100	5
Biology	5	Phys. Science	4	Phys. Science	4
P. Education	—	P. Education	—	P. Education	—

SECOND YEAR

Art	5	Pol. Sci. or Econ.	5	Art	5
Eng. 211	3	H. Education	4	Ed. 206	4
For. Lang.	3	For. Lang.	3	For. Lang.	3
Phys. Science	4	Elective	4	Elective	5
P. Ed. for Women	—	P. Ed. for Women	—	P. Ed. for Women	—

THIRD YEAR

Art	5	Art	5	History	5
Education 305	4	Education 310	4	Education 315	4
Psychology	4	Philosophy	3	Elective	3
Minor	4	Minor	4	Minor	4

FOURTH YEAR

Art	5	Art	5	Art	4
Practice	4	Practice	4	Practice	4
Minor	4	Minor	4	Minor	4
Education	4	Elective	4	Elective	4

120 and 102 do not count on a major in art.

Major minimum, 36 quarters hours.

Suggested subjects for minors: History, English, Sociology, Foreign Language, Music.

SUGGESTED COURSE FOR BOTANY MAJORS**FIRST YEAR****FALL**

Botany 101	5
Agriculture 101	4
Rhetoric 101	3
Language	3
Physical Ed.	

WINTER

Botany 202	5
History 105A or 110A..	5
Rhetoric 102	3
Language	3
Physical Ed.	

SPRING

Zoology 101	5
Geog. 100	5
English 205 or 212	3
Language	3
Physical Ed.	

SECOND YEAR

Zoology 105	4
Chem.	4
Eng. 209 or 211.....	3
Geog. 101	4
Physical Ed.	

Botany 250	5
Chemistry	4
Economics 205	5
Elective	2
Physical Ed.	

Botany 203	5
Chemistry	4
Health Ed. 202	4
Elective	3
Physical Ed.	

THIRD YEAR

Botany	
Elective	
Psychology 206	
Pol. Sci or Sociology	

Botany	
Elective	
Psychology 305	
Physics	

Botany	
Education 315	
Zoology	
Elective	

FOURTH YEAR

Botany	
Zoology	
Education 310	
Practice Teaching	

Botany	
Zoology	
Education 320	
Practice Teaching	

Botany	
Zoology	
Elective	
Practice Teaching	

A total of 44 quarter hours required for a major, 29 quarter hours for a minor in botany.

Unless some definite sequence is demanded by the particular department, students need not take courses in the terms indicated, but should, if possible, take them within the year in which they are listed.

SUGGESTED COURSE FOR CHEMISTRY MAJORS

(Major consists of 48 quarter hours)

FIRST YEAR

Chem. 101 or 151.....	4
Mathematics 111	4
History 110a	5
Rhetoric 101	3
Physical Educ.	—

Chem. 102 or 152.....	4
Mathematics 112	4
Geography 100	5
Rhetoric 102	3
Physical Educ.	—

Chem. 103 or 153	4
Mathematics 113	4
Zoology 101	5
Literature 211	3
Physical Educ.	—

SECOND YEAR

Chemistry 201	4
*German	3
Political Science 200...	5
Health Education	4

Chemistry 202	4
Chemistry 252	4
German	3
Economics 205	5

Chemistry 253	4
German	3
Art or Music Appre....	3
**Practical Arts	3
Lit. 205, 209 or 212....	3

THIRD YEAR

Chemistry 301	4
Mathematics 251	4
Physics 206	4
Education 206	4

Chemistry 302	4
Mathematics 252	4
Physics 207	4
Education 305	4

Chemistry 303	4
Mathematics 303	4
Physics 208	4
Education 310	4

FOURTH YEAR

†Chemistry 451	4
Education 315	4
Practice Teaching	4
‡Elective	4

†Chem. 452	4
†Chem. 401	4
Education	4
Elective	4

†Chemistry 402	4
Practice Teaching	8
Elective	4

* If French was taken in high school, it may be substituted for German; or if a student has met the general requirement for language, he may substitute other subjects. If he expects to do graduate work, however, he is advised to take an additional language.

** Not required if taken in high school.

† Either Chemistry 401 and 402, or Chemistry 451 and 452, or all four should be taken to complete the double major requirements.

‡ Physics 306 should precede Chemistry 402.

SUGGESTED FOUR-YEAR COURSE FOR ACCOUNTING MAJOR IN COMMERCE

FIRST YEAR

FALL

Hist. 110	5
Rhet. 101	3
Math.	4
Elec.	4
Physical Education	—

WINTER

Geog. 100	5
Rhet. 102	5
Math. 112	3
Elec.	4
Physical Education	—

SPRING

Physics	4
Eng. 212 or 205	3
Biol. or Zool.	5
Mus. or Art.	3
Physical Education	—

SECOND YEAR

Econ. 205	5
*Ger. 210	3
Com. 201	4
Com. 210	4

Eng. 205, 209 or 212...	3
*Ger. 211	3
H. Ed. 202	4
Com. 211	4
Elective	3

Math. 206	4
*Ger. 212	3
Ed. 206	4
Com. 212	4

THIRD YEAR

Ed. 305	4
Com. 305	4
Com. 305	4
Elective	4

Ed. 315	4
Com. 306	4
Education	4
Com. 336	4

Com. 337	4
Com. 307	4
Education	4
Com. 338	4

FOURTH YEAR

Econ. 360	4
Elec.	4
Prac.	4
Elec.	4

Prac. H. S.	4
Elec.	4
Elec.	4
Elec.	4

Prac. H. S.	4
Com. 325	4
Elec.	4
Elec.	4

* If French was taken in high school, it may be substituted for German.

Unless some definite sequence is demanded by the particular department, students need not take courses the terms indicated, but, if possible, should take them within the year in which they are listed.

SUGGESTED FOUR-YEAR COURSE FOR SECRETARIAL MAJOR IN COMMERCE

FIRST YEAR

FALL

History 110	4
Rhetoric 101	3
Mathematics 111	4
Botany or Zool.	5
Physical Education	—

WINTER

Geography 100	5
Rhetoric 102	3
Mathematics 112	4
Elective	4
Physical Education	—

SPRING

Physics	4
Literature 205, 209	3
Mathematics 206	4
Soc. 101	5
Physical Education	—

SECOND YEAR

Econ. 205 or Pol. Sci.	5
*German	3
Commerce 201	4
Commerce 210	4

English 211	3
*German	3
Psychology 206	4
Commerce 211	4
Mus. or Art	3

Health Education 202..	4
*German	3
Commerce 212	4
Elective	4

THIRD YEAR

Education 305	4
Commerce 213	4
Commerce 216	4
Elective	4

Education 315	4
Commerce 214	4
Commerce 217	4
Elective	4

Educ. 310	4
Commerce 315	4
Commerce 318	4
Com. 337	4

FOURTH YEAR

Commerce 335	4
Economics 360	4
Education	4
Practice	4

Commerce 336	4
Practice H. S.	4
Elective	
Elective	

Commerce 325	4
Practice H. S.	4
Elective	
Elective	

* If French was taken in high school, it may be substituted for German.

A SUGGESTED CURRICULUM FOR LANGUAGE MAJORS**FIRST YEAR**

FALL		WINTER		SPRING	
Language	3	Language	3	Language	3
History 110A or 105A..	5	Soc. 101	5	Physical Science	4
Rhetoric 101	3	Rhetoric 102	3	Rhetoric or Lit. 205....	3
Physical Science	4	Physical Science	4	Practical Arts	3
Physical Education	1	Physical Education	1	Elective	4
				Physical Education	1

SECOND YEAR

Language	3	Language	3	Language	3
Lit. 211, 212	3	Humanities	*3	Humanities	*5
Music or Art.....	3	Econ. 205 or Pol. Sci.	5	Psychology 206	4
Biological Science	5	200	5	Health Education 202..	4
Elective	3	Biological Science	5	Physical Education	1
Physical Education	1	Physical Education	1		

* The eight hours allotted to the Humanities beyond the requirement in that field would aid in building up the necessary background for a Language major and in permitting him to correlate his foreign language and literature work with that of his native tongue. Those hours could, however, be used to lay the foundation for a major or minor in another division. The possible electives would then run from seven to fifteen or more depending on exemption from the Practical Arts requirement. Some of the electives might well be in History.

THIRD YEAR

Language	3	Language	5	Language	3
Minor	4	Minor	4	Minor	4
Psychology 305	4	Education 315	4	Education 310	4
Elective	5	Elective	4	Elective	4

FOURTH YEAR

Language	4	Language	3	Language	4
Minor	4	Minor	4	Minor	4
Education	4	Practice	4	Practice	*4
Practice	4	Extra Language	†6	Extra Language	†3
				Total 198 hours	

* Possibly not necessary.

† Required for those beginning the language in college. Desirable for those planning graduate work.

One senior college course in History and one in Literature are required for Language major.

SUGGESTED COURSE FOR GEOGRAPHY MAJORS

(Major consists of a minimum of 36 quarter hours)

FIRST YEAR

FALL		WINTER		SPRING	
*Geog. 100	5	*Geog. 101	4	Geog. 210	4
Rhetoric	3	Rhetoric	3	Speech or Rhetoric....	3
Chemistry	4	Math., Chem., Physics..	4	Math., Chem., Physics..	4
Elective	4	Hist. 110A or 105A....	5	Sociology 101	5
Physical Education		Physical Education		Physical Education	

SECOND YEAR

Biology	5	Economics 205	5	Pol. Sci. 200.....	5
Literature 211	3	Literature 205, 209, or		Economics 206	3
Education 206	4	212	3	Music or Art	3
Elective	4	Health Education	4	Elective	5
		Elective	4		

THIRD YEAR

Education 305	4	Education 315	4	Education 310	4
†Geology 300	4	†Geology 302	5	Geography 310	3
Electives	8	Electives	7	Electives	9

FOURTH YEAR

Education	4	Education	4	Practice Teaching	4
Geography	6	Practice Teaching	4	Geography	6
Practice	4	Geography	6	Electives	6
Elective	2	Elective	2		

* Required of all geography majors or minors.

† Students majoring in Geography and minoring in a social science subject may be excused from geology by consent of the chairman of the department.

SUGGESTED FOUR-YEAR COURSE FOR MAJORS IN HISTORY**FIRST YEAR****FALL**

Rhetoric 101	3
Chem., Math., Physics..	4
Hist. 105a	5
Elective	4
Physical Education ...—	

WINTER

Rhetoric 102	3
Chem., Math., Physics..	4
Hist. 110a	5
Elective	4
Physical Education ...—	

SPRING

Music or Art	3
Chem., Math., Physics..	4
Geograph 100	5
Elective	4
Physical Education ...—	

SECOND YEAR

English 211	3
Economics 205	5
Practical Arts	3
History 208	5

Eng. 205, 209 or 212...	3
Biology	5
Pol. Sci. 200.....	5
Elective	3

Sociology 101	5
Econ. or Pol. Sci.	3
Health Education	4
Education	4

THIRD YEAR

Education 305	4
*History	3
Economics	3
Pol. Sci.	3
Elective	3

Education 315	4
†History	3
Economics	3
Pol. Sci.	3
Elective	3

Education 310	4
†History	3
Economics	3
Pol. Sci.	3
Elective	3

FOURTH YEAR

Education	4
*History	6
Econ. or Pol. Sci.	3
Elective	3

Practice	4
†History	6
Elective	6

Practice	4
†History	6
Econ. or Pol. Sci.	3
Elective	3

* Choose courses from the following: Hist. 304, 315, 322, 325, 335, 345, 375, 350, 352.

†Choose courses from the following: Hist. 342, 323, 305, 344, 340, 330, 310, 400, 352.

‡Choose courses from the following: Hist. 324, 342, 343, 304, 306, 330, 336, 376, 400.

Unless some definite sequence is demanded by the particular department, students need not take courses in the terms indicated, but should, if possible, take them within the year in which they are listed.

SUGGESTED FOUR-YEAR COURSE FOR HOUSEHOLD ARTS MAJORS

Any freshman who thinks she may major in Household Arts is urged to allow either Mrs. Barnes or Miss Woody to check the program the Freshman adviser suggests.

FIRST YEAR**FALL**

Rhetoric 101	3
Chem. 101 or 151.....	4
Hist. 105A or 110A....	5
Math. 106	4
Physical Ed.	1

WINTER

Rhetoric 102	3
Chem. 102 or 152.....	4
Sociology 101	5
Art 105	4
Physical Ed.	1

SPRING

Lit. 205	3
Chem. 103	4
Geograph 100	5
Art 115	4
Physical Ed.	1

SECOND YEAR

H. A. 127	4
Chem. 201	4
H. A. 205	4
Language 101	3
Physical Ed.	1

Bot. or Zool.	5
H. A. 135	4
H. A. 206	4
Language 102	3
Physical Ed.	1

Econ. 205	5
H. A. 230	4
H. A. 207	4
Language 103	3
Physical Ed.	1

THIRD YEAR

Org. Chem. 301	4
H. A. 326	4
Ed. 206	4
Bact. 301	4

Org. Chem. 302	4
Physiol. 305	4
Ed. 305	4
H. A. 325	3

P. and H. 202	4
H. A. 309	4
Ed. 315	4
Literature	3
Elective	—

FOURTH YEAR

Rhet. 390	3
Practice	4
Ed. 310	4
H. A. 327	3

H. A. 360	4
Practice	4
Education	4
Elective	4

H. A. 335	4
*H. A. 320	4
Practice	4
Elective	4

* H. A. 320 and H. A. 335 offered in alternate years.

For students minoring in Household Arts, eight quarter hours of chemistry are required.

A student, who wishes to major in Household Arts by taking a minimum amount of work in Foods and more in Home and Clothing, may do so. Forty hours in household arts may be done in this combination.

SUGGESTED FOUR-YEAR INDUSTRIAL ARTS COURSE

FIRST YEAR

FALL		WINTER		SPRING	
Rhetoric 101	3	Rhetoric 102	3	Literature 212	3
History	5	Sociology 101	5	Geograph 100	5
Chem. or Physics	4	Chem. or Physics	4	Chem. or Physics	4
Arts-Crafts 203	3	Arts-Crafts 203	3	Arts-Crafts 203	3
or		or		or	
Mech. Draw. 101	4	Mech. Draw. 102	4	Mech. Draw. 103	4
Physical Education		Physical Education		Physical Education	

SECOND YEAR

Botany	5	Econ. 205	5	Political Sci. 200	5
(Penmanship)		Mathematics 112	4	Mathematics 113	4
*Mathematics 111	4	Education 206	4	Lit. 205, 209, 212	3
Health Ed. 202	4	Ind. Arts 221 or 212	4	Art Appreciation	3
Bench Woodwork 211	4				

THIRD YEAR

Education 305	4	Education 315	4	Education 310	4
Elective	4	Descriptive Goem.	4	Chem. or Physics	4
Chem. or Physics	4	Chem. or Physics	4	Furniture Constr.	4
Sheet Metal Work and		Machine Shop 322	4	Elective	4
Elec. Constr.	4				

FOURTH YEAR

Practice	4	Practice	4	Practice	4
Education		Business Science	4	Shop Management or	
Hist. Indus. Arts	4	Ind. Arts Design or Adv.		Meth. of Teach	4
Pattern Making and		Drawing	4	Elective	4
Foundry	4	Elective	4	Elective	4
Minor in either Physics or Chemistry.					

* Plane Geometry a prerequisite.

48 hours are required for a major.

SUGGESTED COURSE FOR MATHEMATICS MAJORS

FIRST YEAR

FALL		WINTER		SPRING	
Math. 111	4	Math. 112	4	Math. 113	5
Rhetoric 101	3	Rhetoric 102	3	Art or Music	3
History 110A or 105A ..	5	Geography 100	5	Biology	5
Language	3	Language	3	Language	3
Physical Education	—	Physical Education	—	Physical Education	—

SECOND YEAR

Math. 251	4	Math. 252	4	Math. 303	4
Physics 206	4	Physics 207	4	Physics 208	4
Economics 205	5	Soc. 101 or Pol. Sci.		Health Ed. 202	4
English 212	3	200	5	Education 206	4
		Eng. 209	3		

THIRD YEAR

Math.	3	Math.	3	Math. 311	3
Education 305	4	Education 310	4	Education 315	4
Chemistry	4	Chemistry	4	Philosophy 300	3
Elective	6	Elective	6	Elective	6

FOURTH YEAR

Math.	3	Math.	3	Math.	4
Practice	4	Practice	4	Practice	4
Hist. 375	3	Phil. 310	3	Educ.	4
Elective	6	Elective	6	Elective	4

Unless some definite sequence is demanded by the particular department, students need not take courses the terms indicated, but, if possible, should take them within the year in which they are listed.

SUGGESTED COURSE FOR MEN'S PHYSICAL EDUCATION MAJORS

FIRST YEAR

Rhetoric 101	3	Rhetoric 102	3	Music or Art	3
History 110A or 105A..	5	Geograph 100	5	Botany or Zoology	5
Chem. or Physics	4	Chem. or Physics	4	Mathematics	4
Language	3	Language	3	Language	3
Physical Education 151.	2	Physical Education 152.	2	Physical Education 153.	2

SECOND YEAR

Literature 212	3	Literature 205, 209, 211	3	Education 206	4
P. & H. 202.....	4	Political Science 200 ...	5	Economics or Sociology.	5
Physical Education 254.	4	Physical Education 255.	4	Physical Education 256.	4
Ind. Arts 203	3	Physical Education 203.	4	Physical Education 250.	4
Elective	3				

THIRD YEAR

Education 305	4	Education 315	4	Education 310	4
Physical Education 247.	2	Physical Education 301.	5	Physical Education 303.	4
Physiology 305	4	Physical Education 201.	2	Physical Education 302.	4
Electives	6	Elective	6	Elective	4

FOURTH YEAR

Practice	4	Practice	4	Practice	4
Physiology 300	4	Physical Education 202.	2	Physiology 302	2
Education	4	Electives	10	Electives	10
Elective	4				

SUGGESTED COURSE FOR WOMEN'S PHYSICAL EDUCATION MINORS

FIRST YEAR

Rhetoric 101	3	Rhetoric 102	3	Household Arts 120 ...	4
Geography 100	5	Zoology 101	5	Art or Music	3
History 110A	5	Pol., Sci., Hist., Econ..	5	Sociology 101	5
Language or elective....	3	Language or elective....	3	Language or elective....	3
*Physical Education 101	1	*Physical Education 104	1	*Physical Education 105	1

SECOND YEAR

Chemistry 101	4	Chemistry 102	4	Mathematics or Physics	4
P. & H. 202	4	P. & H. 201.....	4	Literature	3
Education 206	4	English 210	3	Physical Education 245.	4
*Physical Education 247	2	*Physical Education 246	2	Elective	5
Elective	3	Elective	3	*Physical Education ...	1
*Physical Education ...	1	*Physical Education ...	1		

THIRD YEAR

Education 305	4	Education 310	4	Education 315	4
*Physical Education 305	4	*Physical Education 306	4	P. & H. 302	2
P. & H. 300	4	Electives	9	*Physical Education 307	4
Elective	4			*Physical Education 303	4
				Elective	2

* Courses required.

Recommended Electives in Other Departments and in this Department.

Education 340	Psychology of Adolescence	4	Spring
Education 345	Mental Hygiene	4	Summer
Education 350	Child Psychology	4	Spring
English 213	Children's Literature ...	3	
English 335	Creative Dramatics for		
	Children	3	Summer
Industrial Arts 201 or 202.....	Handwork	3	Spring
Physiology and Health Education 205....	Teaching of Health Edu-		
	cation	2	Summer
Physiology and Health Education 206....	Hygiene of the Home....	2	Summer
Physiology and Health Education 301....	Bacteriology	4	Fall and Spring
Physical Education 325	Recreation Course	4	Summer only

SUGGESTED COURSE FOR PHYSICS MAJORS

(36 quarter hours required for a major)

FIRST YEAR

FALL		WINTER		SPRING	
Math. 111	4	Math. 112	4	Math. 113	5
Rhetoric 101	3	Rhetoric 102	3	Literature 212	3
Chem. 101 or 151	4	Chem. 102 or 152	4	Chem. 103	4
I. Arts 101	4	Sociology 101	5	Botany or Zoology	5
Physical Education	—	Physical Education	—	Physical Education	—

SECOND YEAR

Physics 206 or 207	4	Physics 207 or 208	4	Physics 206 or 208	4
Math. 251	4	Math. 252	4	Math. 303	4
Geograph 100	5	Econ. 205 or P. S. 200	5	History 110A	5
P. & H. 202	4	Lit. 205, 209 or 211	3	Education 206	4

THIRD YEAR

Physics	4	Physics	4	Physics	4
French or German	3	Education 315	4	Education 310	4
Education 305	4	French or German	3	French or German	3
Music or Art	3	I. Arts 221	4	Elective	5
Elective	4				

FOURTH YEAR

Physics	4	Physics	4	Physics	4
Rhetoric 390	3	Practice Teaching	8	Practice Teaching	4
Education	4	Elective	4	Elective	8
Elective	4				

A PROPOSED SCHOOL OF SOCIAL WORK

While we are not equipped at this institution to specialize in social work studies, that being primarily study on a graduate level, we are prepared to fulfill all the pre-professional requirements for such work. If and when Southern Illinois State Normal University is permitted to grant graduate degrees, the School of Social Work, with a fully accredited course of study and personnel, will probably be added. In the meantime, we are prepared to fulfill all the pre-professional requirements.

It is realized now that there is no short cut to professional competence in social work. Short or long apprenticeship in a social agency as a method of training for social work, like apprenticeship training in the other professions with all the dangers of the trial-and-error method, is disappearing in favor of training in recognized professional schools. Sound preparation for social work follows three principles well tested by the older professions: (1) A prerequisite of a good general college or university education with special attention to the basic sciences in which the profession has its roots; (2) Basic training for the field as a whole as a necessary part of the equipment of a social worker whatever his field of special interest; (3) Specialized work in the fields of special interest in addition to, not in lieu of, the basic work. Though our special interests lie in the rural field, the vital interrelationships of the various fields of social work make it imperative that the social worker in one field have an understanding of the common background and the basic principles and methods of the other fields of social work. The worker in rural family case work or in juvenile probation, therefore, must not only understand those skills and principles of his own particular province, but must know the sociological, economic, psychological, biological, historical, and governmental backgrounds common to the problems with which social work deals and the principles and methods of

case work in family welfare and child welfare, group work, community organization, and other fields upon which he is dependent for the successful performance of his duties as a probation worker.

Pre-Professional Curriculum

Students planning to enter social work as a profession should include in their undergraduate work courses in sociology, economics, political science, psychology, physiology, and history.

In sociology, in addition to the introductory course, the students must acquire considerable knowledge of social problems and social disorganization in general, as well as special knowledge in the field of rural sociology, the family-farm institution, etc.

In psychology, courses covering social, abnormal, and clinical psychology are suggested.

In economics, familiarity with the labor problems, economic bases of the farm problems, economic problems in general, and public finance, is desirable.

In government, courses dealing with federal, state, and local government, and with public administration are recommended.

SUGGESTED COURSE FOR ZOOLOGY MAJORS AND MINORS

FIRST YEAR

FALL		WINTER		SPRING	
History	5	Soc. 101 or Econ. 205..	5	Political Science 200...	5
Rhetoric 101	3	Rhetoric 102	3	Mathematics	4
Lang. or Elect.	3	Lang. or Elect	3	Lang. or Elect	3
Botany or Zool	5	Botany or Zool.....	5	Botany or Zool.	4-5
Physical Education		Physical Education		Physical Education	

SECOND YEAR

Geography 100	5	Geography 101	4	Eng. 205, 209 or 211...	3
Botany or Zool.	4-5	Botany or Zool.	4-5	Botany or Zool.	4-5
Chemistry	4	Chemistry	4	Chemistry	4
English 212	3	Health Ed. 202	4	Mus. or Art App.	3
Physical Education		Physical Education		Physical Education	

THIRD YEAR

Botany or Zool.	4-5	Botany or Zool.	4-5	Botany or Zool.	4-5
Chemistry	4	Chemistry	4	Chemistry	4
Physics	4	Geology	4	Geology	4
Psychology	4	Physics or Elect.	4	Psychology	4

FOURTH YEAR

Botany or Zool.	4-5	Botany or Zool.	4-5	Botany or Zool.	4-5
Education	4	Education	4	Education	4
Teaching	4	Teaching	4	Teaching or Elect.....	4
Minor	4	Minor	4	Minor	4

A total of forty-four quarter hours is required for a major in Zoology. Twenty-eight to thirty quarter hours are required for a minor in Zoology.

TWO-YEAR COURSE

Leading to the Limited Elementary Certificate

A student may, at the end of two years' work, be recommended to the State Department of Public Instruction for a Limited Elementary Certificate. A transfer student must attend at least two terms before he may be recommended for the Certificate. The following conditions must have been met before the student is eligible to be so recommended.

1. He has completed ninety quarter hours of work, in addition to gymnasium, including eight quarter hours of Education and eight quarter hours of Practice Teaching.

2. He has taken the courses of a broad general nature that are recommended in the following outlines.

3. He has taken the courses that afford a large amount of definite preparation for the specific kind of teaching he expects to do such as Rural, Kindergarten-Primary, Intermediate, or the teaching of Special Subjects such as Music or Art. This may require a third course in Education.

4. He has grades of "C" or better in 72 quarter hours of work.

5. He has a grade point average of 2.75. This is to be based on all courses taken.

Before being eligible to take a course in Practice Teaching a student must have 48 quarter hours of credit with grades of "C" or better in 36, and a grade point average of 2.75. The subjects the student is required to take before he is recommended for the Limited Elementary Certificate are rhetoric and speech, 9 hours; Geography 100, 5 hours; History 110a, 5 hours; economics, political science, sociology, 10 hours in two departments; biology, 5 hours; art of music, 3 hours; education and psychology, 8 hrs.; health education, 4 hours, children's literature, 3 hours; physical science, 8 hours; Mathematics for Teachers, 4 hours; practice teaching, 8 hours; and physical education, 5 hours.

In addition to this, the student must pass an arithmetic examination or take the no-credit course. He must also pass the penmanship examination or take a two-hour course which may be used in fulfillment of requirements for the Limited Elementary Certificate, but not the Bachelor of Education Degree. A student who has credit in two terms of college mathematics may be exempt from Math. 210.

SUGGESTED TWO-YEAR COURSE FOR CITY AND VILLAGE ELEMENTARY TEACHERS

FIRST YEAR

Rhetoric 101	3	Rhetoric 102	3	Speech 210 or Eng. 103	3
Geography 100	5	Agr., H. Arts, Ind. Arts	4	Field Biology	5
History 110A	5	Social Science	5	Playground	4
Art or Music Apprec....	3	Elective	4	Education 206	4
Physical Education	—	Physical Education	—	Physical Education	—

SECOND YEAR

Ed. 215 or 235	4	Practice	8	Social Science	5
Physical Science	4	Physical Science	4	Lit. 213	3
Health Education 202..	4	Elective	4	Mathematics 210	4
Elective	4	P. E. (for women).....	1	Elective	4
P. E. (for women).....	1			P. E. (for women).....	1

SUGGESTED COURSE FOR RURAL TEACHERS

FIRST YEAR

Rhetoric 101	3	Rhetoric 102	3	Speech 210 or Eng. 103	3
History 110A	5	Social Science	5	Social Science	5
Biology 131	5	Geography 100	5	Psychology 206	4
Art or Music Apprec. .	3	English 213	3	Elective	4
Physical Education	—	Physical Education	—	Physical Education	—

SECOND YEAR

Physical Science	4	Physical Science	4	Agriculture	4
Education 215	4	Practice	8	Education 230 or 235...	4
Health Education 202..	4	Mathematics 210	4	Playground	4
Elective	4	P. E. (for women).....	1	Elective	4
P. E. (for women).....	1			P. E. (for women).....	1

In most cases, students need not take courses the terms indicated, but, if possible, should take them within the year in which they are listed.

AGRICULTURE

R. E. MUCKELROY
ROBERT C. CASSELL

102. **Cereal Crops.** Production and harvesting of corn, wheat, oats, barley, rye, and other cereals; their means of improvement, diseases, and insects; tillage, weeds, purity of seed, germination, grades of grain; and judging. Prerequisite, Botany 101. (Laboratory.) Winter. 4 hours. Cassell.
103. **Forage Crops.** Adaptation, culture, requirements, characters of pasture and hay grasses, alfalfa, sweet clover, and other clovers and legumes. Emphasis on legumes in crop rotation. Prerequisite, Botan 101, Agriculture 102 suggested. Spring. 4 hours. Cassell.
105. **Breeds of Livestock.** The fundamentals of livestock judging and its relation to production. General survey of the industry as to present conditions. Study of types and breeds, origin, native homes, market classes and grades. Fall. 4 hours. Muckelroy.
120. **Poultry.** Building the flock to supplement the farm income, culling, feeding, housing, incubation, brooding, rearing, and marketing. Winter and Spring. 4 hours. Muckelroy.
201. **Geology-Agricultural Geology.** The course is provided for students taking the three-year agricultural course on this campus. It does not meet the five-year geography requirement for graduation from this college. The course will stress man's utilization of land as influenced by the earth's surface and its geologic processes which produced it. Fall. 4 hours. Barton.
204. **Agricultural Economics.** (Economics 204.) A study is made of the principles which underlie the determination of price and guide the economic system. Reference is also made to finance, prices, marketing, taxation, land use, and social relationships. Not recommended for freshmen. Fall, Winter, and Spring. 5 hours. Brainard and Segal.
205. **Principles of Feeding.** Relations of plant and animal life, elements of nutrition composition of plants and animals, digestion, composition of feeds, relative values of balanced rations, feeding trials, value of economic feeding and management. Prerequisites, Animal Husbandry 105 and Chemistry 201. Winter. 4 hours. Muckelroy.
210. **Soils and Animals.** The first half of the course will be on soils, formation and erosion, soil types, physical and chemical properties, plant foods, organic matter, crop rotation, cereals and legumes, soil testing and adaptation of crops to climate and soil. (Laboratory.) The second half will be on farm animals, types, breeds, and grades, feeding balanced rations, value of better housing, milk and cream testing, growing feeds and using by-products adapted to economic production of livestock. Especially adapted for rural schools. Fall and Spring. 4 hours. Muckelroy and Cassell.
212. **Orcharding.** The principles of fruit growing with special reference to commercial orchards; planting, pruning, spraying, picking, packing, and marketing; soils, cover crops, fertilizers. Field trips. Prerequisite, Botany 101. Fall. 4 hours. Cassell.

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215. **Small Fruits.** Characters of varieties, propagation, location and site, planting, fruit habits, pruning, spraying, harvesting, and marketing; tillage, fertilizing, winter protection, cover and companion crops. Special emphasis on grape, strawberry, and bramble culture. Prerequisite, Botany 101. Fall. 4 hours. Cassell.
225. **Poultry.** Types, breeds, varieties, judging, diseases, dissecting, pigmentation, molting, poultry as a business of farming, and marketing. Prerequisite, Poultry 120. 3 hours. Muckelroy.
231. **Dairy Cattle.** Breed history, feeding, herd testing, breeding, pedigree, and management. Prerequisite, Animal Husbandry 105 or 205. 4 hours. Spring. Muckelroy.
250. **Community Organization.** Farm life in America, problems of rural and urban society, Danish farms, influences of organized industry and labor, cooperative production, processing and marketing, marketing associations, farm-life schools, activities, buildings and grounds, roads and transportation, financial support, church influences and community welfare. 4 hours. Muckelroy.
260. **Vegetable Gardening.** Home and commercial gardens, locations, type of soils, and fertility, seed selection, climatic conditions, time of planting, balanced production, tillage, harvesting, grading, packing, transportation, and marketing. Prerequisite, Botany 101. (Agriculture 210 suggested.) Spring. 4 hours. Cassell.
265. **Swine Husbandry.** Numbers, importance, distribution, market classes and grades and market values, popularity of breeds and types, selection, care and management of the breeding herd, pasturing, feeding by-products and fattening, housing and sanitation, diseases, killing and curing meats for home consumption. Prerequisite, Animal Husbandry 105. 4 hours. Muckelroy.
275. **Farm Machinery.** Importance to agriculture, care, construction, design and uses of the various types as adapted to field work. Soils and seed bed preparation, cleaning and grading, seeding, fertilizing, cultivating and harvesting, feed preparation, transportation, soil and water conservation. Spring. 4 hours. Muckelroy.
301. **Soil Fundamentals.** Origin and formation of soils; their chemical and physical nature; classification, irrigation and land drainage, the relation of soil fertility to tillage and crop production. Prerequisites, Chemistry 103, Geology 201 (Laboratory, Field Studies and recitation.) Fall. 4 hours. Cassell.
302. **Soil Fertility.** Soil reactions: determining the need of liming, of fertilizers, and their effects on soils and plants, organic matter, plant nutrient elements, erosion, and crop rotation. Prerequisite, Soils 301. (Laboratory.) Winter. 4 hours. Cassell.
310. **Milk and Its Products.** Composition of milk, factors influencing the source, properties of milk, microorganisms, the Babcock test, common dairy practices, marketing, some elementary processes of manufacture, miscellaneous tests. Prerequisite, Chemistry 201. 3 hours. Muckelroy.
320. **Teaching Vocational Agriculture.** The aim of vocational agriculture, qualifications and duties of the teacher, curriculum studies, class room work and equipment, supervised study periods, notebooks, supervised farm practices for credit, farm mechanics work, the summer program,

- student and community organizations, agricultural fairs, and evening schools. 4 hours. Muckelroy.
325. **Diseases of Fruits and Vegetables.** Study of the life history, identification, and control of the commercially important disease-producing organisms. Diseases of fungus, bacterials, virus, insect and physiological origin are treated according to their relative importance. Practical control is emphasized. Prerequisites, Botany 101, and Agriculture 212. Agriculture 260 suggested. (Laboratory.) Winter. 4 hours. Cassell.
326. **Diseases of Cereal Crops.** Study of the life history, identification, and control of the commercially important disease-producing organisms. Diseases of fungus, bacterial, virus, insect and physiological origin affecting the important cereals are treated according to their relative importance. Practical control is emphasized. Prerequisites, Botany 101. Agriculture 102 suggested. (Laboratory.) Spring. 4 hours. Cassell.
328. **Plant Breeding.** Mode of reproduction, inheritance, and methods of improving fruits, vegetables, corn, small grains, legumes, and other crops. Controlled pollination, farm methods of producing pure seed, biometrical methods and field-plot technic. Prerequisite, Agriculture 345 or equivalent. 4 hours. Cassell.
330. **Problems in Dairy Farming.** Balance of factors on a dairy farm, buildings, fields, rotation of crops, pastures, relative value of breeds. Prerequisites, Agronomy 102 and Animal Husbandry 105. 4 hours. Muckelroy.
345. **Agricultural Genetics.** Six weeks of plant and six weeks of animal studies. Lectures, demonstrations, assigned readings, and discussions. Prerequisites, Botany 101, Zoology 101, and Animal Husbandry 105. Fall and Spring. 4 hours. Muckelroy and Cassell.
350. **Farm Management.** Factors in production, types of farming, organization and direction, economic use of farm machinery, balance of crops and livestock, market conditions, sectional and seasonal production, farm tenancy. Prerequisites, Crops 102 and Animal Husbandry 105. Fall. 4 hours. Muckelroy.
370. **Marketing Farm Products.** Functions, methods of sale, middlemen, storage, transportation, quotations, standardization, advertising, co-operatives, financing, and farm relief. Prerequisite, Economics 204. 4 hours. Muckelroy.

ART

GLADYS P. WILLIAMS

LULU D. ROACH

BURNETT H. SHRYOCK

105. **Freehand Drawing.** An introduction to art through experimentation with different mediums, and to the fundamental principles of art. Art 105 does not count on a major in art. Fall, Winter, and Spring. 4 hours.
110. **Principles of Design.** A study of the evolution of design in order to provide a background for an understanding and evaluation in making pure creative designs for every-day life to comply with non-traditional 20th century art. Prerequisite, Art 115 or junior classification. Fall and Spring. 5 hours. Williams.

115. **Theory of Color.** A study of the theory, harmony, and application of water color. Fall, Winter, and Spring. 4 hours. Roach.
120. **Art Appreciation.** This is a course in art appreciation to develop an intelligent understanding of the aesthetic expression of man in architecture, sculpture, and painting. Lantern slides and prints will be used to study period types. Fall, Winter, and Spring. 3 hours. Williams.
125. **Lettering.** A course planned to teach the student well designed lettering as applied to simple layouts. Fall and Winter. Shryock.
131. **Water Color I.** Creative manipulation of the water color medium. Fall, Winter and Spring. 4 hours. Shryock.
215. **Advanced Design.** Continuation of the principles of design. Block printing for illustrative purposes in reference to year books, block printed textiles, designs for screens, introduction to modeling, and dry point etching. Prerequisite, Art 110. Required of all art majors. Winter. 5 hours. Williams.
220. **Advanced Water Color.** A continuation of 131 stressing the manipulation of water color as applied to landscape in space composition. Prerequisite, Art 131. 4 hours. Shryock.
225. **History of Art.** A study of American art from its beginning, the Eighteenth Century, to the present day, giving the greater part of the time to Twentieth Century architecture, sculpture, and painting. Prerequisite, Art 120.
235. **Stage Craft.** Principles of art applied to stage. Prerequisite, 105, 115. 5 hours. Roach.
245. **Figure Drawing.** A study of the figure for proportion and design. Action sketches. Prerequisite, Art 105. Shryock. 4 hours.
250. **(320) Elements of Composition.** Still life painting is used as a means for the study of color and design in pictorial composition. Mediums, tempera and oil paints. Prerequisite, 215. Fall and Spring. 5 hours. Williams.
300. **(205) Art Education in the Public Schools.** This course includes the development of an integrated curriculum of art and methods of presenting principles to children on the various age levels. Pictorial plates will be made to illustrate the various age levels. 4 hours. Roach.
315. **Interior Decoration.** The student may either take a lecture course on the history of period furniture and the theory of decoration for two hours credit or he may plan color elevations and floor plans for practical problems and combine it with the lecture course for five hours credit. Shryock.
325. **Elements of Composition.** A continuation of 220 or 320 including still life, landscape composition, and illustrative uses of the costumed figure in water color or oil. Prerequisites, Art 220, 245. Winter. 5 hours.
330. **General Design.** A course organized to help senior college students fulfill prerequisites. Fall. Williams.
335. **Historic Expressions in Sculpture and Painting.** A comparative study from the Egyptian period to the end of the Nineteenth Century, considering the major influences. Prerequisite, Art 310. 4 hours. Williams.
345. **Survey of Twentieth Century Architecture, Sculpture, and Painting.** A study of the new tendencies in design to meet the demands of today. Prerequisites, Art 310, 335, or senior college standing. Winter. 4 hours.

355. **Elements of Composition.** A course in landscape painting or combining the figure with landscape. Mediums. Oil or water color. Prerequisites, Art 220 or 250. 4 hours.
365. **Art Education in Reference to High School Teaching.** General principles underlying teaching of art in high schools. Creative art problems designed to build an integrated art course related to the social studies and to the student's school and social life. Required of all majors. Winter. 4 hours. Williams.
370. (240) **Art Appreciation.** A course designed to recognize and evaluate universal qualities in all forms. An examination will be made of a selected group of buildings, sculptures, and paintings of the past and present as found in Europe and America. Recommended for teachers and students of related subjects. Prerequisites, none. Spring and Summer. 4 hours. Williams.
375. **Advertising Illustration.** Layouts and finished advertising illustrations will be produced. Prerequisites, Art 120, 220, 245, 355. 5 hours. Shryock.

BOTANY

WILLIAM M. BAILEY

MARTHA H. SCOTT

WALTER B. WELCH

101. **General Botany.** An introductory course in botany consisting of a study of the vegetative and reproductive organs of the higher seed plants. The general biological phases of the subject are emphasized. Attention is given to the identification and recognition of common trees by leaf and stem characters or bud and stem characters in season. Laboratory and field studies and recitations. Fall, Winter, and Spring. 5 hours.
131. **Field Biology.** A course for those who are planning to teach in the rural or elementary schools. Methods for the identification of various types of plants and animals, such as trees, weeds, birds, and insects, will be studied. The location of source material suitable for teaching nature study in the grades will be stressed. Fall and Spring. 5 hours.
202. (102) **General Botany.** A brief study of representative plants of the great plant groups, the general classification of plants and the evolution of the plant kingdom. Laboratory studies, lectures and recitations. Winter. 5 hours.
203. **Systematic Botany.** A study of the principles of classification and use of manuals, and work in classifying and identifying seed plants and ferns of the local flora. Field studies and lectures. Spring. 4 or 5 hours.
250. **Evolution and Genetics.** A general course in the study of the facts and theories of the evolution of the plant and animal kingdoms and heredity in plants and animals. Lectures, readings, recitations, and laboratory studies. Prerequisites, Botany 101, 202, and Zoology 105. 5 hours. Scott.
301. **The Algae.** A study of the structure, development and relationships of the Algae, evolution of the plant body, origin and evolution of sex

- in plants. Laboratory studies, lectures, and recitations. Prerequisites, Botany 101, 202, and 203. Fall. 4 hours. Welch.
302. **The Bryophytes and Pteridophytes.** A study of the structure, development and relationships of the liverworts and mosses and the ferns and fern allies. The problems of the evolution of the sporophyte, alternation of generations and heterospory receive attention. Laboratory studies, lectures, and recitations. Prerequisites, Botany 101, 202, 203, 301. Winter. 4 hours. Welch.
303. **The Spermatophytes.** A study of the structure, development and relationships of the gymnosperms and angiosperms, the vascular anatomy of these plants, the development of flowers, gametophytes, embryology, and the development and structure of seeds. Laboratory studies, lectures and recitations. Prerequisites, Botany 101, 202, 203, 301, 302. Spring. 4 hours. Welch.
315. **Genetics.** A general course, with experimental work in breeding, strains, etc., involving the principles of evolution and genetics. 5 hours. Scott.
321. **Histological Technique.** A study of the latest methods of preparing histological material in botany. The development of certain skill in technique is required. Prerequisites, Botany 101, and 202. Winter. 5 hours.
325. **Plant Physiology.** A study of the water relations, mineral nutrients, diffusion and colloidal phenomena in plants. Laboratory studies, lectures and recitations. Prerequisites, Botany 101 and 202. Desirable antecedents, Chemistry and Physics. Fall. 5 hours. Bailey.
330. **Plant Physiology.** A study of photosynthesis, plant pigments, plant foods, plant enzymes, respiration and growth and movement in plants. Prerequisites, Botany 101 and 202. Desirable antecedents, Chemistry and Physics. Winter, 5 hours. Bailey.
340. **Plant Ecology.** An introductory course in plant ecology. A study of plants in relation to their environment; effects upon the plant of light, temperature, soil, air and water; coactions and conservation. Field and laboratory studies, lectures and recitations. Prerequisites, Botany 101, 202, 203. 5 hours.
345. **Plant Ecology.** A study of the community relationships of plants. Study of local plant communities and their development from bare areas, such as bare rock, bare clay and water. Field studies, lectures and recitations. Prerequisites, Botany 101, 202, 203. 5 hours.
360. **Mycology.** A study of the structure and development of the fungi. Attention is given to pathological forms as well as to other fungi. Lectures, laboratory and field studies. Prerequisites, Botany 101, 202 and 203. 4 hours. Welch.
370. **Methods in Biology.** A study of objectives, different types of courses, the scientific method, the laboratory method, the project method, field studies, measurements and evaluation and other problems in the teaching of the biological sciences. Lectures, readings and recitations. Winter. 4 hours. Bailey.

CHEMISTRY

J. W. NECKERS

R. A. SCOTT

T. W. ABBOTT

K. A. VANLENTE

101. **General Chemistry.** A survey course for students who have had no previous instruction in chemistry. A study is made of the general composition of matter, then of valence and specific substances, such as water, oxygen, hydrogen, and other non-metals. Fall, Winter, and Spring. 4 hours.
102. **General Chemistry.** A continuation of Chemistry 101, completing a survey of the non-metals, following with a study of the metals and of simple organic and biological chemistry. Prerequisite, Chem. 101. Winter and Spring. 4 hours.
103. **General Chemistry.** A study of theoretical chemistry and accompanying calculations, and a more intensive study of the preparation and chemistry of the more important compounds that have been previously surveyed. Prerequisite, Chem. 102 or 152. Spring. 4 hours.
151. **General Chemistry.** A survey course for students who have had a year of high school chemistry, covering somewhat more intensively the material listed under Chemistry 101. Prerequisite, high school chemistry. Fall and Spring. 4 hours.
152. **General Chemistry.** A continuation of Chemistry 151, covering the field of the metals and of organic and biological chemistry. Prerequisite, Chem. 151. Winter. 4 hours.
201. **Qualitative Analysis.** A study of the method and theory of the qualitative separation and identification of the metals with practical application in the laboratory. A more intensive study of the chemistry of the metals is also started in this course. Prerequisite, Chem. 103 (Math. 113). Fall. 4 hours. Neckers.
202. **Qualitative Analysis.** A continuation of Chemistry 201, including analyses of alloys, anions, and soluble and insoluble inorganic compounds. Prerequisite, Chem. 201. Winter. 4 hours. Neckers.
252. **Quantitative Analysis.** Gravimetric determinations of silica, chloride, iron, sulfate, copper, and limestone; accompanied by calculations and discussion of methods of determination. Prerequisite, Chem. 201, Math. 113. Winter. 4 hours. Neckers.
253. **Quantitative Analysis.** Volumetric analysis with stoichiometrical accompaniments, including calibration of apparatus, acid-base, permanganate, dichromate, and iodometric titrations, and a discussion of methods and their application to the various elements. Prerequisites, Chem. 202 or 252, Math. 113. Spring. 4 hours. Necker.
301. **Organic Chemistry.** A lecture and laboratory course for the study of the hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Special adaptation is made for Agriculture and Household Arts majors. Prerequisite, Chem. 201. Fall and Spring. 4 hours. Abbott.
302. **Organic Chemistry.** A continuation of Chemistry 301 through amides, amines, complex acids, stereoisomerism, sugars, starches, and proteins;

followed by an introduction to the chemistry of aromatic compounds. Special adaptation is made for Agriculture and Household Arts Majors. Prerequisite, Chemistry 301. Winter. 4 hours.

303. **Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds which was started in Chemistry 302. Prerequisite, Chem. 302. Spring. 4 hours. Abbott.
401. **Physical Chemistry.** A study of some of the physical aspects of chemical reactions, including gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prerequisites, Chem. 253; Math. 252; Physics 206, 207, 208. Winter. 4 hours. Van Lente.
- 402 **Physical Chemistry.** A continuation of Chemistry 401 to include the study of chemical kinetics and the various phases of electrochemistry, in both lecture and laboratory. Prerequisites, Chem. 401, Physics 306. Spring. 4 hours. Van Lente.
425. **Physical Chemistry.** A course in physical chemistry intended to meet the needs of biology students. It includes a study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria, chemical kinetics, measurement of pH, and other phases of electrochemistry in both lecture and laboratory. Prerequisites, Chem. 253 and 302. 5 hours. Van Lente.
451. **Biological Chemistry.** A study of proteins, fats, carbohydrates, tissues, digestion, and metabolism, accompanied by appropriate laboratory preparations and analyses of blood, urine, gastric contents, etc. Prerequisite, Chem. 302. Fall. 4 hours. Scott.
452. **Biological Chemistry.** A continuation of the course of study outlined in the preceding course. Prerequisite, Chem. 451. Winter. 4 hours. Scott.

Chemistry Seminar. A supervised discussion group of upperclass Chemistry majors and minors for reports on recent events in the field of chemistry and related fields. A non-credit course with voluntary attendance.

COMMERCE

T. L. BRYANT

SUSIE E. OGDEN

V. A. BUBOLTZ

101. **Handwriting.** This course is a study of both manuscript and cursive handwriting. It is designed both to correct the students' handwriting and to prepare elementary school teachers to present effectively an easy, rapid, legible style of handwriting to their pupils. Credit for Limited Elementary Certificate only. Fall, Winter, and Spring. 2 hours. Ogden.
102. 103, and 104. **Typewriting.** These courses cover both vocational and personal typewriting. Students who have had one year of typewriting instruction in high school are not eligible for 102 and 103 but may enter 104. Speed requirement for the completion of these courses is forty-five words a minute, net. Credit toward graduation for commerce majors and minors only. 102 Fall and Winter; 103 Winter; 104 Spring. 4 hours. Buboltz, Bryant.

105. **106, and 107. Shorthand.** This work is devoted to the study of Gregg Shorthand, aiming to cover a complete system of shorthand writing. The functional method is used. Students who have had one year of work in shorthand in high school may enroll for 107. The speed requirement for the completion of these courses is 90 words a minute. Credit toward graduation for commerce majors and minors only. 105 Fall; 106 Winter; 107 Spring. 4 hours. Buboltz.
201. **General Business Information.** This course deals with a study of the fundamental principles of general business information which everyone should know. Some of the topics studied are banking, insurance, investments, budgeting and accounting, marketing, transportation, and communication from the point of view of the consumer. Fall. 4 hours. Ogden.
205. **Elements of Accounting.** The first part of the course is a study of the personal use and social use of budgeting and record keeping. The last part of the course is a study of accounting principles as applied to the single proprietorship form of business organization. A discussion of simple business activities which brings out the need for accounting records and reports is followed by an explanation and development of the basic principles of accounting. Fall, Winter, and Spring. 4 hours. Ogden.
206. **Accounting.** Partnership accounting is studied and several sets are worked out. This course embodies all the principles taught in Commerce 205. The student is familiarized with negotiable instruments and their use. Prerequisite, Commerce 205 or its equivalent. Fall, Winter, and Spring. 4 hours. Ogden.
207. **Accounting.** Corporation and manufacturing accounting are offered in this course. It takes up the changing of books from single proprietorship and partnership to a corporation. In this work the latest systems of accounting are presented. Prerequisite, Commerce 206 or its equivalent. Spring. 4 hours. Ogden.
210. **Commercial Law.** The aim of this course is to give a comprehensive training in the law pertaining to business. In the text the fundamental and governing principles of law are stated; differences in fundamental principles of dissenting authorities are referred to. Leading illustrative cases are given. Fall. 4 hours. Bryant.
211. **Commercial Law.** This course is a continuation of Commerce 210, covering bailments, partnership, corporations, insurance, and property. Winter. 4 hours. Bryant.
212. **Commercial Law.** A continuation of Commerce 211, covering internal relation and control in agency, partnership, and corporations; dissolution and accounting in agency, partnership, and corporations. The case method will be used in this course. Spring. 4 hours. Bryant.
- 213, 214. **Advanced Typewriting.** Those are advanced courses in typewriting in which various forms are studied, a high rate of speed attained (sixty words a minute), and practice in writing various papers is given. Students who have had more than one year's work in high school and who desire to meet the state requirements for teaching may enroll in these courses. Prerequisite, Commerce 102, 103, and 104, or equivalent. 213 Fall; 214 Winter. 4 hours. Buboltz.

216. **217. Advanced Shorthand.** These courses are offered to accommodate students who have more than one year's work in shorthand in high school and who desire to meet the state requirements. Prerequisites, Commerce 105, 106, and 107, or equivalent. 216 Fall; 217 Winter. 4 hours. Buboltz.
- 305, 306, and 307. **Advanced Accounting.** A second year course in accounting designed to give intensive study in theory and practice. The course deals with partnerships and ventures, corporations, investments, stocks and bonds, depreciation, reserves, surplus, dividends, corporate obligations, balance sheet, and profit and loss statement; statement analysis for credit purposes, statement analysis for investment purposes, mergers vs. consolidations, parent vs. holding companies, consolidated statements and fiduciary statements. 305 Fall; 306 Winter; 307 Spring. 4 hours. Bryant.
315. **Typewriting Methods.** This course covers the latest methods in the teaching of typewriting and may be applied on the requirements for a major or minor in commerce. Students to be eligible for this course must be able to write on the typewriter at a net speed of thirty-five words a minute. Spring. 4 hours. Buboltz.
318. **Shorthand Methods.** This course covers the latest methods in the teaching of the subject, and may be applied on the requirements for a major or minor in commerce. Prerequisite, 80 words a minute speed. Spring. 4 hours. Buboltz.
325. **Business Administration.** A study of business problems from the standpoint of the manager. The course covers location of plant, administration of personnel, marketing, finance, production, risk bearing, and the selection of the best adapted business unit for a certain industry or business. Spring. 4 hours. Bryant.
336. **Marketing.** This course deals with the marketing of agricultural products, raw materials, and manufactured goods. Approved retailing methods, sales-management advertising, and market analysis will also be stressed. Text: *Marketing Principles* by Pyle. Fall. 4 hours. Bryant.
337. **Principles of Salesmanship.** The object of this course is to give a knowledge of the fundamentals of salesmanship. A study is made of the functions of salesmanship, the qualifications of the salesman, and the steps of a sale from beginning to closing. Sales talks will be made in the class and the aim of the subject accomplished through practice. Winter. 4 hours. Bryant.
338. **Cost Accounting.** Cost Accounting is a branch of accounting procedure concerned with the recording and analysis of expenditures, the preparation of statements and reports based thereon and the interpretation of data thus obtained for use of management. Summer. 4 hours.
339. **Methods in Commercial Arithmetic.** This course is designed to prepare commerce majors and minors to meet the recommendations of the State. Winter. 4 hours. Ogden.
340. **Auditing.** The object of this course is to give the fundamentals of auditing. It will include analysis of account records, designing of account systems, and a presentation of both theory and procedure. Spring. 4 hours. Bryant.

ECONOMICS

HARRY G. BRAINARD
EDWARD V. MILES, JR.
MELVIN J. SEGAL

A major in Economics consists of 36 quarter hours; a minor of 24 hours.

A major or minor is recommended to those wishing to teach economics, and to those wishing to enter government service.

Students majoring in Economics are urged to take as much as possible in other social science departments, with at least one minor in a related field.

Students planning to take graduate work in economics beyond the M. A. should acquire a reading knowledge of both French and German.

Advice as to courses recommended in Economics and related fields can be obtained from members of the departmental staff.

204. **Agricultural Economics.** A study is made of the principles which underlie the determination of price and guide the economic system. Reference is also made to finance, prices, marketing, taxation, land use, and social relationships. Intended for agriculture majors. Not recommended for freshmen. Fall, Winter, and Spring.
205. **Principles of Economics.** A study is made of the principles which underlie the determination of price and guide the economic system. Included, also, is an analysis of the factors of production, exchange, and distribution of wealth. Not recommended for freshmen. Fall, Winter, and Spring. 5 hours.
206. **Applied Economics.** This course is a continuation of Economics 205 with special reference to the application of economic principles to the problems of public finance, industrial organization, transportation, trade, labor, and proposed changes in the economic system. Prerequisite, Economics 205. Fall, Winter, and Spring. 3 hours.
210. **An introduction to Economic Geography.** (Geography 210.) Geographic conditions affecting industries, production, and world trade. Fall and Spring. 4 hours. Krause.
304. **Advanced Economic and Social Geography.** (Geography 304.) This course illustrates the adjustments and maladjustments made by man in attempting to fit himself advantageously to his physical environment or to change the physical environment to meet his needs. Agricultural, industrial, and commercial geographic topics are discussed with emphasis on land utilization. Prerequisites, Economics 205 and 206, Geography 210. Winter. 3 hours.
310. **Labor Problems.** This course deals with an investigation of the problems of labor, including wages, hours, insecurity, industrial conflict, and sub-standard workers. The last part of the course is concerned with the attempts to solve these problems, special emphasis being placed on the activities of government. Prerequisites, Economics 205 and 206. Fall. 4 hours. Brainard.

315. **Money and Banking.** A study is made of the principles of money and banking and the development of the present monetary and banking systems, including an analysis of the relationship of money and prices and of the recent monetary legislation in the United States. Included, also, is a study of the development of the banking procedure in the United States, covering the State banking system, the National banking system, the Federal Reserve system, and recent banking legislation. Prerequisites, Economics 205 and 206. Fall. 3 hours. Segal.
317. **Economic History of the United States.** (Geography 317.) In this course an economic analysis is made of the colonial development, the westward movement, industrialization, and the United States as a world power. The historical background of the economic problems of agriculture, transportation, banking, manufacture, and labor is stressed. Prerequisites, Economics 205 and 206. Offered in 1940-41. 3 hours. Segal.
320. **The Corporation in Modern Society.** The first part of the course deals with the organization, structure, and operation of the corporation. The final section of the course is concerned with the place of the corporation in society, its functions and its responsibilities. Special study is made of legislation affecting the corporation. Prerequisites, Economics 205 and 206. Winter. 4 hours. Brainard.
324. **Restoration and Conservation of Natural Resources.** (Geography 324.) This course includes a survey of the major resources of the United States, the history of their exploration and exploitation, their influence on the development of the nation, and the problems of their conservation and restoration, especially water, minerals, forest, grass, soil, and wild life resources. State and national resources planning board reports will be used to vitalize the course. Fall and Spring. 3 hours. Barton.
325. **Transportation.** This course includes an examination of the evolution of American transportation systems, current problems in transportation, railroad operation, rates, regulation, recent tendencies in financial stability and control of public transports. Prerequisites, Economics 205 and 206. Winter. 3 hours. Brainard.
328. **International Trade.** (Geography 328.) Present day problems of international economic relations are treated against a background of history, economic theory, and factual information about the world's population, its resources, and its industries. Emphasis is given to the position of the United States in the world economy. Prerequisites, Economics 205 and 206. Winter. 3 hours. Segal.
330. **Public Finance and Taxation.** (Political Science 330.) A survey is made of the principles affecting public expenditures, budgetary legislation, and the use of public credit. Included also is a study of the methods of raising of revenue, direct and indirect taxation, and the incidence of taxation. Prerequisites, Economics 205 and 206. Fall. 3 hours. Brainard.
340. **Public Utilities.** Included in this course is a study of some of the principles of rate-making and valuation of public utilities. Studied, also, are sound policies of public regulation, control, or ownership of

natural monopolies. Prerequisites, Economics 205 and 206. 3 hours. Not offered 1939-40.

345. **The Principles of Insurance.** This course is concerned with the principles which underlie the spreading of risk through the institution of insurance. Special attention is given to the problems of fire, marine, casualty and life insurance, and casualty and surety bonds. Prerequisites, Economics 205 and 206. Offered 1940-41. 3 hours. Brainard.
350. **History of Economic Thought.** A study is made of the development of the principles of economics, dealing particularly with the economic concepts of antiquity, the Middle Ages, and modern times. Included, also, is an investigation of the ideas of the classical school, the socialists, the historical school, the marginal utility school, and the neo-classical school. Prerequisites, Economics 205 and 206. Spring. 4 hours. Brainard.
355. **The Economics of Consumption.** The purpose of this course is to show the importance of the consumer as the center about which our economic system revolves; and to discuss the principles and philosophy underlying consumers' choices. Prerequisites, Economics 205 and 206. Spring term. 3 hours. Brainard.
370. **Business Cycles.** In this course an economic analysis is made of the major business fluctuations in the United States, including an examination of the price changes, inflation, deflation, and governmental action during the cycles. Prerequisites, Economics 205 and 206. Spring. 3 hours. Segal.

EDUCATION

F. G. WARREN

WELLINGTON A. THALMAN

TED R. RAGSDALE

LOUIS W. GELLERMANN

HOWARD E. BOSLEY

206. **General Psychology.** An introductory course for students of the four-year curriculum, consisting of a study of the fundamental facts and principles of human behavior. Text: Woodworth's *Psychology*, or its equivalent. Fall, Winter, and Spring terms. 4 hours. Warren, Thalman, Gellermann, Bosley.
215. (210.) **Principles of Education.** A brief study of the fundamental principles of education, and their application in the interpretation and criticism of current and proposed educational theory and practice. A detailed study of the various processes of teaching and learning involved in elementary education. Text: Thomas's *The Principles and Technique of Teaching*, or its equivalent. Prerequisite, Education 206. Fall, Winter, and Spring terms. 4 hours. Ragsdale.
230. **Rural Education.** A course designed to meet the needs of students who wish to prepare for positions in rural schools. It will include a study of the functions of the school in rural society; the growth and development of the child in his environment; curriculum evaluation and organization; materials of instruction; organization and management

- of the school; use of community resources. Text: Lewis's Rural Community and Its Schools. Prerequisite, Education 206. Spring term. 4 hours. Stearns.
235. **Primary Education.** A course designed especially for those who expect to teach in the lower grades. A description of the child mind, phenomena of growth, and the instinctive interest of childhood, followed by a detailed consideration of materials and methods. Text: Horn and Chapman, *The Education of Children in the Primary Grades*, or its equivalent. Prerequisite, Education 206. Spring term. 4 hours. Van Trump.
305. **Advanced Educational Psychology.** A description of the bodily organs and mechanisms upon which behavior depends; a discussion of instinctive activities and capacities; a formulation of the general laws of learning and their applications to teaching; a study of individual differences. Text: Gates' *Psychology for Students of Education*, or its equivalent. Prerequisite, Education 206. Fall, Winter, and Spring terms. 4 hours. Thalman, Ragsdale, and Gellermann.
310. **Principles of Secondary Education.** A study of such topics as adolescence; the history and aims of secondary education; high school courses of study; high school equipment; and the problems of organization, management, and discipline peculiar to the high school. Text: Draper and Roberts *Principles of American Secondary Education*, or its equivalent. Prerequisite, Education 305. Fall, Winter and Spring terms. 4 hours. Warren and Thalman.
312. **Safety Education.** This course gives a preparation for teaching safety education in the public schools. Traffic safety is given major consideration but other phases of safety education are treated. A demonstration automobile is used in teaching learners to drive. 3 or 4 hours.
315. **High School Method.** A detailed study of the various processes of learning and teaching involved in high school education. Text: Burton's *The Nature and Direction of Learning*, or its equivalent. Prerequisite, Education 305. Not open to those who have had 215 (210). Fall, Winter, and Spring terms. 4 hours. Ragsdale, Gellermann, and Bosley.
320. **High School Measurements.** A course including a study of both intelligence tests and educational tests, involving the classroom use of the important test materials for high school pupils. Text: Odell's *Educational Measurements in High School*, or its equivalent. Prerequisite, Education 305. Not open to those who have taken 321. Fall, Winter, and Spring terms. 4 hours. Warren.
321. (220) **Elementary School Measurements.** A course including a study of both intelligence tests and educational tests, involving the classroom use of the important test materials for elementary school pupils. Text: Webb & Shotwell's *Standard Tests in the Elementary School*, or its equivalent. Prerequisite, Education 206. Not open to those who have had 320. Winter and Spring terms. 4 hours. Thalman.
325. **School Administration.** This course is designed primarily for those who look forward to positions as supervisors, principals, or superin-

- tendents. Text: Bolton, Cole, and Jessup's *The Beginning Superintendent*. Prerequisite, Education 305. 4 hours. Spring term. Bosley.
327. **Personnel Administration.** This course is designed to acquaint students with the methods and materials used in personnel work in secondary schools. Testing, interviewing, and counseling of students by teachers and students—representing decentralized personnel work—will be the topics most stressed. However, personnel counseling by means of a centralized department or guidance bureau will be included in the study. 2 hours. Prerequisites, Education 305 and 315.
330. **History of Education.** The chief aim is to afford the teacher the sanity of judgment that comes only by seeing present-day education in perspective against its historical background. It traces the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. Text: Duggan's *History of Education*. Prerequisite, Education 305. 4 hours. Winter term. Warren.
331. **Public Education in the United States.** A study and interpretation of American educational history. This course is a history of administrative progress and curriculum change and expansion, rather than a history of theories about education. Texts: Cubberley's *Public Education in the United States*, and Cubberley's *Readings in Public Education in the United States*. Prerequisite, Education 305. 4 hours. Spring term. Warren.
335. **Problems in Rural Education.** An advanced course dealing with practical problems in rural education. Discussions will be centered around persistent problems of rural teachers in Southern Illinois. A plan of action for betterment of programs in rural schools will be considered in the treatment of each of the following topics: organization and management; curriculum adjustment to meet local conditions; selection and use of materials and equipment; intra-school, home, and community relationships; evaluating pupil progress; the teacher's responsibility with reference to her own growth and work. Prerequisites: At least one course in Psychology, at least one course in Education, and teaching experience. Text: Gustin & Hayes' *Activities in the Public School*. 4 hours. Spring term. Stearns.
337. **Reading in the Elementary School.** In this course emphasis is placed on the principles of reading instruction, on the factors that condition reading, such as experience, individual ability, skills leading to better reading, together with grade placement of aims and materials. Attention will be given to approved techniques of approach, and to diagnostic and remedial treatment. Problem cases in reading will be studied. A definite attempt will be made to bring to the class the methods developed by recent research and practice. Text: McKee's *Reading and Literature in the Elementary School*. Prerequisites: Psychology 206 and 305; and Education 215 or 315. 4 hours. Winter and Spring terms. Ragsdale and Bosley.
340. **Child Psychology.** An advanced course dealing with the original nature, activities, development, and personality of normal and abnormal children through early adolescence. Critical evaluation of

- methods, theories, and interpretations is stressed. Text: Morgan's Child Psychology, or its equivalent. Prerequisite, Education 305. 4 hours. Winter term. Gellermann.
345. **Psychology of Adolescence.** The course first treats the development of the individual as he goes through adolescence and correlates adolescence with childhood. It interprets adolescence from the standpoint of the physical, mental, emotional, social, moral and religious aspects of life, and studies the problems of motivation, drives, and interests, then takes up the problem of personality development, which will include such topics as behavior patterns; mental variations such as amentia, disintegrations, psychopathy, dementia praecox, and some forms of psychoses; hygiene of adolescence; juvenile delinquency, and guidance. Text: Conklin, Principles of Adolescent Psychology. Prerequisite, Education 305. 4 hours. Spring term. Thalman.
350. **Mental Hygiene.** An advanced course dealing with the mental habits, attitudes, and ideals which prevent and promote healthy-mindedness. Emphasis is given to practical procedures for administrators and teachers in dealing with the emotional and personality problems of school children in relation to their educational adjustment and progress. Text: Groves & Blanchard's Introduction to Mental Hygiene, and Groves and Blanchard's Readings in Mental Hygiene. Prerequisite, Education 305. 4 hours. Spring term. Gellermann.
355. **Philosophy of Education.** A consideration of the philosophical principles of education, and of the educational theories and agencies involved in the work of the schools. Text: Demiaskevich's An Introduction to the Philosophy of Education, and Kilpatrick's Source Book in the Philosophy of Education. Prerequisite, Education 305. 4 hours. Winter term. Warren.
360. **Curriculum.** A consideration of current thought with respect to the aims and purposes of education and the techniques essential in the development of curricula. Text: Caswell & Campbell's Current Development of Curriculum, and Caswell & Campbell's Readings in Curriculum Development. For advanced students only. Spring term. 4 hours. Warren.
365. **Psychology of the Elementary School Subjects.** This is a course presenting the scientifically established principles of teaching the subjects in the elementary school. Some attention will be given, also, to general principles of diagnostic and remedial teaching in these subjects. Prerequisites, Education 206, 305, and 215 or 315. Spring term. 4 hours. Ragsdale and Bosley.
371. **Foundations of Education.** This course is designed to meet the need of students of education by giving an overview of the various areas of education. Problems in educational philosophy, educational sociology, psychology, administration and curriculum development will be discussed with emphasis on recent trends. A syllabus will serve as a departure for class discussions. Diversified readings in each area will be expected. Prerequisites, at least two courses in education and junior standing. 4 hours.

380. **Kindergarten Education.** This course considers the child as a reacting growing organism in a physical-social environment. It aims at an understanding of the mechanisms and functional changes in the development of the pre-school child. The two hours in the kindergarten will be used in the study of a few children and in checking these observations with the literature in the field. Students taking Kindergarten Education may register also for four hours of practice teaching credit (observation). Students should consult the instructor before registering for this course. 4 hours. Mott.
420. **Educational Statistics.** This course includes such discussions as definition and objectives of statistical procedures; methods of securing and arranging educational data; methods of tabulating; a study of the median, mean, mode, and range; mean deviation; standard deviation; variability; coefficient of correlation; measures of reliability; graphic methods; problems of school publicity; and how to apply educational statistics in educational work. The laboratory method will be employed in the teaching of this course. Manual: Green's Work-Book in Educational Measurements. Text: Greene and Jorgensen's Use and Interpretation of Educational Tests. Prerequisites, Education 206, 305, 310, and 320 or 321. 4 hours. Thalman.

ENGLISH

EMMA L. BOYER
ELIZABETH COX
FRANCES BARBOUR
JULIA NEELY
MARY CRAWFORD
ESTHER M. POWER
THELMA L. KELLOGG

EDITH S. KRAPPE
ROBERT DUNN FANER
CHARLES D. TENNEY
DOROTHY B. MAGNUS
WILLIAM B. SCHNEIDER
JULIA M. BARBER
MARY M. COMES

English majors should, in their junior year, complete English 302, 316, and 317, which in sequence constitute a required survey of English literature from the beginning to 1900. They should also take English 300, the methods course, in the spring of either the junior or the senior year. They should choose other courses to total 48 hours, of which 32 must be on the senior college level. Three of these advanced courses should come from the following table and should be so selected that they fall both in different types and in different periods:

	Poetry	Prose	Drama
Elizabethan			360 366
17th and 18th	370	354	361
19th	320 321	326 355	
20th	305 330	308 335	306 363

The remaining courses may be freely elected either from those left over in the table or from the following list:

314	362	377
315	368	378
324	369	379

The following speech courses may count towards an English major: 210 or 311 and 230 or 328. English majors should know that a requirement for graduate work in English is a reading knowledge of French and German.

English minors should have a total of 24 hours, 12 of which should be distributed among the senior college groups.

Courses below designated by years are offered in alternate years. All other courses are offered at least once a year.

0. **Sub-Freshman Rhetoric.** A non-credit course for students reported by members of any department as being incapable of writing literate English.
- 101, 102, 103. **Theory and Practice of Composition.** Conferences over all written work. Students may apply for examination over the first course. If excused from English 101, they enter 102. 101 and 102, Fall, Winter, and Spring. 103, Spring only. 3 hours.
104. **Modern Readings with Practice in Composition.** A study of current literature with related writing practice. Winter and Spring. 3 hours.
205. **Masterpieces of English and American Poetry.** A study of the masterpieces of English and American poetry, with emphasis on technique, type, and period. 3 hours.
209. **Masterpieces of World Literature.** An examination of masterpieces of various national literatures in various periods. 3 hours.
211. **Introductory Course in Fiction.** An examination of readable novels, designed to acquaint the student with all aspects of artistic excellence in this form. 3 hours.
212. **Readings in Modern Literature.** A course designed to acquaint the student with the principal forms, ideas, and writers of contemporary America and England, with occasional excursions into the literature of other countries. Emphasis will be placed upon the manner in which modern literature touches upon the many problems of twentieth century life. Especially recommended to majors in other fields than English. 3 hours.
213. **Children's Literature.** A study of fairy stories, fables, myths, romance cycles, and legends, with analysis of the literary qualities of the selections, instruction in methods of teaching literature in the grades, and some observation of such methods in the training school. Fall, Winter, and Spring. 3 hours. Bowyer and Cox.
217. **English Grammar for Teachers.** A review of elementary school grammar. Summer. 3 hours.
218. **Composition for Elementary School Teachers.** A study of the problems of composition in grade schools. 3 hours. Barber.
300. **Advanced Course in Principles and Teaching of English Grammar and Composition.** A review of grammar and a study of the principles of teaching grammar and composition, helpful to prospective teachers of junior and senior high school English. Required of majors. Spring. 3 hours. Barber.

302. **A Survey of English Literature from the Beginning to 1550.** Required of majors. Fall and Spring. 3 hours.
305. **American Poetry.** A study of the chief trends in American poetry and of the works of individual authors. Spring. 4 hours.
306. **American Drama.** A study of the rise of the theatre in America with a survey of the drama of the early period and intensive reading of contemporary plays. Winter, 1939-40. 4 hours. Kellogg.
308. **American Novel.** A study of the development of prose fiction in America, with emphasis on the works of Hawthorne, Melville, Crane, Lewis, and Cather. Winter. 4 hours. Faner.
314. **Ideas in Seventeenth Century Literature.** A study of religious, scientific, political, and aesthetic trends in seventeenth century literature. Winter, 1940-41. 4 hours.
315. **Eighteenth Century Literature.** In poetry, a study of Neo-classicism and the genesis of the Romantic movement. In prose, an examination of selected masterpieces with emphasis on the satirical and critical essay. Fall, 1939-40. 4 hours. Barbour.
316. **A Survey of English Literature from 1550 to 1750.** Required of majors. Credit for 316 is not given to students who already have credit for English 201. Fall and Spring. 3 hours.
317. **A Survey of English Literature from 1750 to 1900.** Required of majors. Credit for 317 is not given to students who already have credit for English 202. Winter. 3 hours.
320. **English Romantic Poetry, 1780 to 1830.** A survey of Romantic poetry, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. Winter, 1940-41. 4 hours.
321. **Victorian Poetry, 1830 to 1880.** A survey of Victorian poetry, with intensive study of Tennyson, Browning, and Arnold. Winter, 1939-40. 4 hours. Power.
324. **Elizabethan Poetry and Prose.** A survey of sixteenth century literature, exclusive of plays, with special attention to general Renaissance background in England and on the continent. Fall, 1939-40. 4 hours. Krappe.
326. **Nineteenth Century Prose.** A study of the representative writings of England's great prose age, exclusive of fiction, as they appear in relation to nineteenth century life and thought. Spring, 1940-41. 4 hours.
330. **Modern British Poetry.** The tendencies in British poetry from 1880 to the present. Fall. 4 hours.
335. **The Short Story.** A comparative study of the growth of the short story as a literary form. Spring, 1939-40. 4 hours. Crawford.
354. **Development of the English Novel.** A study of representative novels from Defoe through Scott. Winter, 1939-40. 4 hours. Barbour.
355. **Victorian Novel.** A study of the backgrounds of the Victorian era and the work of the major novelists from Dickens to Hardy, including a survey of numerous less important figures. Ten complete novels are read and special short reports given in class on additional material. Fall, 1940-41. 4 hours.

360. **English Drama to 1642.** A lecture and reading course on representative plays showing the development of the drama from the Greek and Roman to 1642. Fall, 1940-41. 4 hours.
361. **Restoration and Eighteenth Century Drama.** A study of the English drama from 1660 to 1830 with intensive reading of plays and with special reports. Spring, 1939-40. 4 hours. Kellogg.
362. **The Development of Tragic Drama from Aeschylus to the Present Time.** A study of the principal tragic dramas, and of the shifting conceptions of tragic form and matter, in the following ages: Ancient Greek, Roman, Renaissance, French Classical, Restoration, eighteenth and early nineteenth centuries, and the contemporary. Spring 1940-41. 4 hours.
363. **Modern British Drama.** A survey of the drama since 1830 with intensive study of the most important plays after Ibsen. Winter, 1940-41.
366. **Shakespeare.** A selection of plays for intensive study and for outside reading. Winter and Spring. 4 hours. Cox.
368. **English Social Literature of the Nineteenth Century.** A study of English prose and poetry which touches the principal social, political, economic, and religious problems of the century, designed to furnish a background for understanding twentieth century questions of a similar nature. Spring, 1939-40. 4 hours. Schneider.
369. **Criticism of Literature.** The study, appreciation, and criticism of literature and literary techniques. Spring, 1939-40. 4 hours. Tenney.
370. **Milton.** A study of the poetry of Milton, with emphasis on the forms, influences, and ethical values. Spring, 1940-41. 4 hours.
377. **Comparative Literature, Twentieth Century.** A study of the development of naturalism in the novel. Twelve novels are read, six European and six American. Spring, 1940-41. 4 hours.
378. **Comparative Literature to the Renaissance.** The lectures will provide a background for the appreciation of early European literature, with special emphasis on the classics of Greece and Rome. The readings will be selected from translations of the works of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Virgil, Terence, Dante, and others. Winter, 1939-40. 4 hours. Barber.
379. **Comparative Literature from the Time of the Renaissance.** A study of recent literature other than English and American in translations of the works of Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenev, Dostoevsky, and others. Winter, 1940-41. 4 hours.
390. **Advanced Composition.** Required of students who wish to teach and who have not had nine quarter hours of rhetoric. Winter. 3 hours. Combs.

Philosophy

300. **Types of Philosophy.** A beginning discussion of naturalism, idealism, pragmatism, realism, mysticism, and other major philosophies, with special reference to the views of such modern thinkers as Bergson, Dewey, Alexander, and Whitehead. 3 hours. Tenney.
310. **Introduction to Reflective Thinking.** A study of reasoning processes in action; the logical principles involved in the solution of historical, scientific, ethical, and metaphysical problems. 3 hours.

316. **Ethics.** An analysis of the principal theories of value, with emphasis on the ethical roots of present-day politics, law, literature, and religion. 3 hours. Tenney.
345. **Philosophy of Art.** A survey of present-day theories of aesthetics, together with discussion of recent examples of music, painting, and literature in terms of the theories behind them. The purpose of the course is not only to speculate about taste in the fine arts but also to improve it. Tenney.

Speech

210. **Fundamentals of Speech.** A service course for the improvement of the individual student's speech habits, designed to meet his particular speech needs and abilities, based on the results of diagnostic tests. Open to junior college students. Recommended for rural and two-year course, as well as for English majors. This course is accepted for credit on both a major and a minor in English. Fall, Winter, and Spring terms. 3 hours. Magnus.
220. **Public Discussion and Debate.** A course for debaters or students especially interested in public discussion. Current practices in argumentation and discussion are studied. Largely a laboratory course. Prerequisite, Speech 210 or equivalent. Fall term. 4 hours. Magnus.
230. **Oral Interpretation.** A course designed to assist the prospective teacher with his problem of reading aloud to a group so as to bring about maximum appreciation of the audience for the material presented. This course or 328 is accepted for credit on an English major. Prerequisite, 210 or equivalent. 3 hours. Magnus.
311. **Fundamentals of Speech.** A service course on the senior college level for four-year students. Parallel in content with Speech 210. This course is accepted for credit on both a major and a minor in English. Not open to students who have taken 210. 3 hours. Magnus.
315. **Radio Speech.** This course, designed to acquaint the student with the art of effective radio speaking, includes microphone technique, program making, timing, program criticism, and a general knowledge of current practices in both commercial and non-commercial stations. Prerequisite, 210 or equivalent. Magnus. 3 hours.
328. **Play Production.** A course for prospective play directors, with emphasis on play direction. This course includes a summary of the techniques of all the major theatre arts involved in play production. This course or 230 is accepted for credit on an English major. Winter term. 4 hours. Magnus.
336. **Creative Dramatics for Children.** This course aims to offer prospective teachers as well as teachers in service a knowledge of techniques and devices for using dramatic materials with children in a way that will stimulate the greatest creative activity. (Speech 230 or Speech 328 is recommended as a prerequisite.) 3 hours. Magnus.
341. **Advanced Speech.** The study and delivery of types of speech. Prerequisite, Speech 210 or equivalent. 4 hours. Magnus.

FOREIGN LANGUAGES

VERA L. PEACOCK, French

HELEN BALDWIN, Latin

MADELEINE SMITH, French

J. CARY DAVIS, French

WILLIAM P. DALLMANN, German

EVELYN DAVIS RIEKE, Latin

For a major in a language a student must complete 36 hours in that language exclusive of 101, 102, 103 in German or French or of 101-106 in Latin. At least one senior college English and one senior college history course should be included in the language major.

A minor consists of 24 hours of the language exclusive of 101, 102, 103 in German and French or of 101-106 in Latin.

FRENCH

- 101. 102. 103. Elementary Course.** Grammar; pronunciation; composition; conversation; reading of modern prose. 101 is open to students who have had no previous work in French. Prerequisite for 102 is 101 or one year of high school French. 3 hours each.
- 151. Second-Year Composition and Reading.** Grammar; composition; oral practice; rapid reading of modern authors. Prerequisite, French 103 or two years of high school French. Fall term. 3 hours. Peacock, Smith.
- 152. Second-Year Composition and Reading (continued).** Grammar; composition; oral practice. Intensive class reading from the works of Hugo, Balzac, Daudet, Loti, and Anatole France. Prerequisite, French 151 or three years of high school French. Winter term. 3 hours. Peacock, Smith.
- 153. Intermediate Composition and Reading.** Grammar review; conversation; themes; study of nineteenth century prose and poetry. Conducted largely in French. Prerequisite, French 152 or its equivalent. Spring term. 3 hours. Peacock, Smith.
- 201, 202, 203. Survey of French Literature.** A study of the important currents of French literature from the beginning to the present time. Outside reading reports. One hour each week will be devoted to French composition. Prerequisite, French 153. Throughout the year. 4 hours each. Peacock.
- 220. French Conversation.** Conversation based largely on topics of current interest chosen from French newspapers and reviews. Prerequisite, French 151 or three years of high school French. Spring term. 2 hours. Peacock.
- 301. The French Novel of the Eighteenth and Nineteenth Centuries.** A study of the French novel from 1700 to 1900. Lectures, collateral reading and reports. Prerequisite, French 203. Fall term. 3 hours. Smith.
- 302. Seventeenth and Eighteenth Century Drama.** Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. Prerequisite, French 203. Winter term. 3 hours. Smith.

303. **French Lyric Poetry.** French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Weekly reports on outside reading. Prerequisite, French 203. Spring term. 3 hours. Peacock.
304. **French Contemporary Novel.** Study of the novel from 1889 to the present, with emphasis on the symbolistic, regional, psychological, and sociological novels. Detailed study of Proust or Gide. Prerequisite, French 203. 3 hours. Peacock.
305. **French Contemporary Drama.** Study of French drama from Dumas fils to the present, with emphasis on the pièce à thèse, the théâtre libre, symbolistic drama, and the drama of modern social problems. Prerequisite, French 203. Spring term. 3 hours. Smith.
340. **French Literature of the Sixteenth Century.** A study of Rabelais, Montaigne, the memoir writers, Marot, the Pléiade, and d'Aubigny. Prerequisite, French 203. Fall term. 2 hours. Peacock.
351. **Advanced Composition.** Rapid Grammar review; study of idiomatic construction; weekly themes. Course conducted in French. Prerequisite, French 203. Fall term. 4 hours. Davis.
352. **French Conversation and Phonetics.** A thorough study of the phonetic alphabet and of the formation of French sounds. Course conducted in French. Prerequisite, French 203. Winter term. 5 hours. Peacock.
353. **Advanced Composition and Conversation.** Oral and written composition of a practical nature for advanced students. Intensive study of idiomatic expression and current usage. Prerequisites, French 351 and 352. Spring term. 4 hours. Davis.

GERMAN

- 101, 102, 103. **Elementary Course.** Grammar; pronunciation; composition; conversation; reading of simple prose. Deutsche Lieder. Prerequisite, 101 is open to students who have had no previous work in German; 102 is open to those who have had 101 or one year of high school German. 3 hours each.
151. **Second-Year Composition and Reading.** Continuation grammar; reading; conversation; composition. Prerequisite, German 103 or two years of high school German. Fall term. 3 hours. Dallmann.
152. **Second-Year Composition and Reading (continued).** Grammar; reading; conversation; composition. Prerequisite, German 151 or three years of high school German. Winter term. 3 hours. Dallmann.
153. **Intermediate Composition and Reading.** Nineteenth and Twentieth Century stories; composition; conversation. Prerequisite, German 152 or its equivalent. Spring term. 3 hours. Dallmann.
- 201, 202, 203. **Survey of German Literature.** Study of the historical development of German literature. Reading of representative works. Composition one hour a week. Prerequisite, German 153. Throughout the year. 4 hours each. Dallmann.
251. **Scientific German.** Study of the vocabulary and sentence as found in German readings on the popular sciences. Prerequisite, German 152 or equivalent. Spring term. 4 hours. Dallmann.
- 301, 302 **Nineteenth Century, German Drama.** Prerequisite, German 203. Fall and winter terms. 3 hours each. Dallmann.

303. **Recent German Drama.** Prerequisite, German 302. Spring term. 3 hours. Dallmann.
- 304, 305. **Goethe, Life and Works.** Prerequisite, German 203. 3 hours.
306. **Goethe's Faust.** Prerequisite, German 305. 3 hours.
351. **German Diction and Phonetics.** Required for prospective teachers of German. Winter term. 5 hours. Dallmann.
- (All German 300 courses are conducted in German.)

LATIN

- 101, 102, 103. **Beginning Latin.** Smith's Elementary Latin is used, the aim being familiarity with the elements of Latin grammar. 3 hours each. Rieke.
- 104, 105, 106. **Caesar's Gallic War.** The equivalent of four books is read, Walker's Caesar being the text. Scott's prose Composition. Prerequisite, Latin 103 or 1 year of high school Latin. Throughout the year. 3 hours each. Baldwin, Rieke.
151. **Advanced Composition.** This is useful for teachers and is a convenient review for students. Prerequisite, Latin 106 or at least two years of high school Latin. Fall term. 4 hours. Baldwin.
152. **Cicero's Essays.** De Senectute and part of De Amicitia. Prerequisite as for Latin 151. Winter term. 4 hours. Baldwin.
153. **Livy.** Books I and XXI. Prerequisite as for Latin 151. Spring term. 4 hours. Baldwin.
201. **Phormio of Terence.** Prerequisite, Latin 153 or equivalent. Fall term. 4 hours. Baldwin.
202. **Horace, Odes and Epodes.** Prerequisite, Latin 153. or equivalent. Winter term. 4 hours. Baldwin.
203. **Letters of Pliny.** Prerequisite, Latin 153 or equivalent. Spring term. 4 hours. Baldwin.
301. **Cicero's Letters.** Emphasis is laid on the history of the times and the personality of Cicero. Prerequisite, Latin 203 or equivalent. Fall term. 4 hours. Baldwin.
302. **Vergil's Eclogues and Georgics.** The hexameter is carefully studied and Vergil's spirit and contribution to Rome are considered. Prerequisite as for Latin 301. Winter term. 4 hours. Baldwin.
303. **Tacitus.** The Agricola and Germania. Prerequisite as for Latin 301. Spring term. 4 hours. Baldwin.
- 340a, 340b. **Private Life of the Romans.** A personal study of the average family; housing, food and clothing; marriage, education and amusements; slaves and freedmen; means of livelihood; death and burial. 340a, Winter term. 3 hours. 340b, Spring term. 2 hours. Baldwin.
- Of the following courses three are given each summer, the selection being rotated to suit the needs of the students.
125. **Selections From Historians.** 4 hours.
126. **Ovid's Metamorphoses.** 4 hours.
127. **Orations of Cicero.** Supplementary to high school work. 4 hours.
335. **Vergil's Aeneid, Books 7-12.** 4 hours.
341. **Method Latin.** A discussion and training course for teachers. 4 hours.
342. **Advanced Composition.** A careful study on classic prose writers. 4 hours.

LANGUAGE

320. **General Language.** A course in general language, giving a rapid survey of the origin and development of human speech and writing, a treatment of the process of language, a short sketch of the history of English with particular reference to its composite character as a result of borrowings from other languages, together with a comparative study of the elements of several languages, including introductory lessons in Latin, French, Spanish, Italian, and German. This course is designed especially for students who will teach in elementary and rural schools. Prerequisite, advanced sophomore standing. Winter term. 4 hours. Davis.

GEOGRAPHY AND GEOLOGY

THOMAS FRANK BARTON

MARJORIE SHANK

F. W. COX

ANNEMARIE KRAUSE

Persons who expect to teach in the elementary school are urged to take at least a minor in geography, which must include Geography 100 and 101. Other things being equal, students minoring in geography will be given recommendations for elementary positions over those who are not.

Individuals expecting to teach physiography, physical geography, or geology in high school must have five semester hours or eight quarter hours in these subjects for a half unit taught, and not less than eight semester hours or twelve quarter hours of college preparation for a whole unit. To meet the half unit requirement students are urged to take Geography 101 and Geology 300.

Individuals expecting to teach commercial, economic and high school geography other than physical geography must have five semester hours or eight quarter hours in these subjects for a half unit taught, and not less than eight semester hours or twelve quarter hours of college preparation for a whole unit. To meet the half unit requirement students are urged to take Geography 210, and 304 or 324.

Offerings in various phases of geography:

Physical Science: 100, 101, 201, 300, 302, 310.

Social Science: 210, 304, 317, 319, 324, 328, 330, 345.

State and Continental: 313, 314, 315, 316, 318, 320, 321.

Educational: 340, 341, 342.

100. **Geographic Fundamentals.** This is a prerequisite to all other geography courses. The orderly arrangement of the earth is described and interpreted by climatic regions. The weather and climate elements and controls are treated before the regional study is made. Landforms are introduced in the latter part of the course. One two-hour period of laboratory a week is required. Fall, Winter, and Spring. 5 hours.
101. (205) **Physical Geography.** This course, a sequel to Geography 100, is required of all geography minors and majors and should be taken by those who are planning to take geology or teach geography. The

primary physical features such as landforms, soil, water bodies, minerals, and native and plant life are described, interpreted, and treated regionally as to world distribution and as to influence upon each other and upon the four geographical cultural features. One field trip is required. Fall, Winter, and Spring. 5 hours.

201. **Agricultural Geology.** This course is provided for students taking the three-year agricultural course on this campus. It does not meet the five-hour geography requirement for graduation from this university. The course will stress man's utilization of land as influenced by the earth's surface and the geologic processes which produced it. Fall. 4 hours. Barton.
210. **Economic Geography. (Economics 210.)** An introduction to Economic Geography. A world survey is made of geographic conditions affecting industries, production, and world trade. Winter. 4 hours. Krause.
300. **Physical Geology.** This course takes into consideration materials composing the earth and the agencies and processes involved in the present physical condition of the earth's surface. Practical problems that man must face in the use of the earth, such as cultivation, construction, drainage, etc., are stressed. Laboratory and field work are required. This course is prerequisite to Geology 301 and 302. Winter. 4 hours. Barton.
302. **Historical Geology.** Continuation of Geology 300. A study is made of the origin, the materials, and the historical development of the earth as revealed in rocks. Special attention is given to the study of plant and animal evolution and to the structure of the earth. 5 hours.
304. **Advanced Economic and Social Geography. (Economics 304.)** This course illustrates the adjustments and maladjustments made by man in attempting to fit himself advantageously to his physical environment or to change the physical environment to meet his needs. Agricultural, industrial, and commercial geographic topics are discussed with emphasis on land utilization. Prerequisites, Economics 205 and 206, and Geography 210. Spring. 3 hours.
310. **Climate and Weather.** A course in which weather and climatic conditions are studied in detail as to description, origin, changes, factors and laws influencing the same, and influences upon man as he utilizes the resources of the earth. Emphasis is placed equally upon the theoretical side and upon subject matter which will be practical to the farmer and the urban dweller. 3 hours.
313. **Geography of Illinois.** An intensive regional study of Illinois and contiguous areas outside the State that are closely related to the geography of Illinois. Prerequisites, Geography 100 and 101. Spring. 3 hours. Barton.
314. **Geography of North America.** In this course considerable emphasis is given to the methods of presenting the subject in the grades. This continent is taught in Illinois in the sixth grade and other continents in the seventh and eighth. An economic and regional study of North America in which the physical and cultural environments are described and interpreted. Emphasis is placed upon features, patterns, associations, and functions. Winter. Shank. 3 hours.

315. **Geography of Europe.** Europe is studied intensively by regions. The description, interpretation, utilization, and interdependence of each region are discussed. Present and possible future significance of the continent receives attention. Fall. Cox. 3 hours.
316. **Geography of South America.** This regional study of South America very briefly sketches the political, economic, and historical growth of each country and emphasizes the relation of living conditions, economic activities, and foreign trade to the physical environment. Fall. Krause. 3 hours.
317. **Economic History of the United States. (Economics 317.)** An economic analysis of the colonial development, the westward movement, industrialization, and the United States as a world power. The historical background of the economic problems of agriculture, transportation, banking, manufacturing, and labor is stressed. Prerequisites, Economics 205 and 206. Winter. Segal. 1940-41.
318. **Geography of Asia.** Life conditions and economic development as influenced by location, climate, relief, size, shape and other natural conditions. Spring. Cox. 3 hours.
319. **Historical Geography of the United States.** A study of geographic influences upon the discovery, exploration, settlement, and development of the United States. Emphasis is placed upon the physical setting, the western migrations, adjustments, and maladjustments of American society to those earth conditions and resources which have helped shape the economic, social, and political development of the nation. Fall. 3 hours. Barton. 1940-1941.
320. **Geography of Africa.** Life conditions as influenced by location, relief, climate, soils, and minerals. Vast mineral resources and rapid development of South Africa. Almost complete domination of European countries in Africa. Spring. 3 hours. 1941-1942.
321. **Australia.** A study of the only continent which lies wholly in the Southern Hemisphere. It has unusual climatic and economic conditions. It is an important part of the British Empire and holds a vital place in the economics and political life of the Pacific. Spring. Cox. 2 hours.
324. **(325) Restoration and Conservation of Natural Resources. (Economics or Sociology 324.)** This course includes a survey of the major resources of the United States, the history of their exploration and exploitation, the influence on the development of the nation, and the problems of their conservation and restoration, especially water, minerals, forest, grass, soil, and wild life resources. State and national resources planning board reports will be used to vitalize the course. Fall. Barton. 4 hours.
328. **International Trade. (Economics 328.)** Present day problems of international economic relations are treated against a background of history, economic theory, and factual information about the world's population, its resources, and its industries. Emphasis is given to the position of the United States in the world economy. Prerequisites, Economics 205 and 206. Winter. 3 hours. Segal.
330. **Problems of Political Geography.** A study of the political units of the world, which set forth the location and resources of independent

- political units, dominions, colonies, and mandates, and the effect of geographic factors upon the commercial, social, and other relations that exist between the various political units. Winter. 3 hours. Cox.
340. **Geography for Kindergarten and Primary Teachers.** The purpose of this course is to provide the teacher with a rich supply of material to enliven and make interesting the geography work in the kindergarten and primary levels; and to give the student practice in putting into simple language, description and interpretation of the physical phenomena which will stimulate interest in nature and man's activities. Barton. 3 hours. 1941.
341. **Intermediate Grade Geography.** This course is similar to Geography 340 except that it is adapted to those teaching or expecting to teach in the intermediate grades. Not to be taken by students who have had Geography 340. Summer. Entsminger. 3 hours. 1940.
342. **Junior and Senior High School Geography.** This course is similar to Geography 340 and 341 except that it is adapted to those teaching or expecting to teach in junior or senior high school. Not to be taken by students who have had Geography 340 or 341. Not offered 1939-40 unless staff enlarged. 3 hours.
345. **European Geography and Politics.** (Political Science 345.) An integrated study is made of the major political and geographical structure of Europe and its relation to the political affairs of the United States. Emphasis is placed on interdependence and on relation between natural resources and present political policies. Spring. 3 hours. Barton.

HISTORY

RICHARD L. BEYER

E. G. LENTZ

SARA S. BAKER

CHARLES J. PARDEE

C. H. CRAMER

JOHN I. WRIGHT

SHERMAN B. BARNES

- 105A. **Modern Europe, 1500-1939.** This is a survey course in European History which is designed to give the student an appreciation of the broad outlines of the history of western civilization. Required of all history majors. Fall, Winter, and Spring. 5 hours.
- 110A. **American History, 1775-1939.** A survey of the major phases of American History from the Revolutionary War to the present time. Required of all history majors. Fall, Winter, and Spring. 5 hours.
208. **History of Illinois.** A course in the history of this State from 1818 to modern times. Recommended for history majors and those who expect to teach in elementary schools. Winter and Spring. 5 hours. Wright.
210. **Methods of Teaching History.** Designed to aid history instructors by providing actual contacts with historical material and by suggesting means for the presentation of history to grade and high school students. Fall. 3 hours. Wright.
- 304, 305, and 306. **Ancient Civilizations.** A series of courses providing a year's work in the Ancient World. 304 stresses the Near East, 305 Ancient Greece, 306 the Roman World. 304 Fall and Spring terms. 305 Winter term. 306 Spring term. Each course 3 hours. Pardee.

310. **The Middle Ages.** This is an examination of Europe from the Ancient World to approximately 1300. Feudalism is emphasized but a treatment of the religious and intellectual life of Europe is included. Winter. 5 hours. Barnes.
315. **Renaissance and Reformation.** This is a treatment of the Renaissance of culture and humanism and of the tremendous social and political influences, growing out of the Reformation. Prerequisite, 105A. Not given 1939-40. 3 hours. Beyer.
320. **The French Revolution.** This course occupies a middle ground between the old and the new order—the final extinction of the remnants of the feudal system. Beginning with the Old Regime the study is carried through the revolutionary cycle concluding with the fall of the Napoleonic Empire. Prerequisite, 105A. Summer, 1939; Summer, 1940. 4 hours. Lentz.
322. **English History to 1603.** A study of England from ancient times to the death of Elizabeth, the course emphasizing the evolution of the various phases of institutional life of the State. Fall. 4 hours. Lentz.
323. **English History, 1603-1815.** A careful tracing of Stuart and Hanoverian England to the end of the Napoleonic Wars. Attention will be devoted to the beginnings of imperialism, the development and collapse of absolutism, and the progress of constitutional government. Winter. 4 hours. Lentz.
324. **English History, 1815-1939.** An investigation of the Era of Reform, the building of the second British Empire, pre- and post-war Britain. A study will be made of recent British problems and the Commonwealth of Nations. Spring. 4 hours. Lentz.
325. **American Colonial History.** This is an advanced course dealing with the transplanting of European institutions to North America but emphasizing those forces which were most important in determining the establishment and development of the English colonies. A close study is made of the British colonial system and of the growth of the movement for independence. Prerequisite, 105A. Fall. 3 hours. Beyer.
330. **Middle Period of American History, 1815-1860.** A study of the conflicting sectional and nationalistic forces which characterized this period. The economic and political forces leading to the Civil War are properly stressed. Prerequisite, 110A. Winter, Spring, and Mid-Spring. 3 hours. Baker.
- 335, 336. **Recent American History, 1865-1939.** Two courses devoted to a study of the major developments in American life since the Civil War. Students may take either or both courses. Prerequisite, 110A. 336 Spring and Mid-Spring. 335 not given 1939-40. 3 hours each. Cramer.
340. **History of American Diplomacy.** This is an historical treatment of the political relationships between the Government of the United States and the governments of those nations with which we have come into contact from 1775 to 1939. Prerequisite, 110A. Winter. 5 hours. Cramer.
- 342, 343. **History of the West.** A series of two courses that provide an intensive study of the influence of the frontier on the main trends in American History. Students may take either or both courses. Prerequisite, 110A. 342 Spring. 343 Mid-Spring. 3 hours. Beyer.

344. **European History, 1815-1870.** This is an advanced course dealing with the main features of European civilization from the conservative reaction which followed the Napoleonic Wars to the period of nationalism marked by the unification of Germany. Prerequisite, 105A. Winter. 3 hours. Baker.
345. **European History, 1870-1914.** In this course study is made of the most important social, economic, and political developments in European History from 1870 to the World War. Prerequisite, 105A. Fall. 3 hours. Pardee.
350. **World War and Reconstruction.** A study of the fundamental and immediate causes of the World War, the peace settlements, the Succession States, the League of Nations, and post-war problems. Prerequisite, 105A. Fall. 5 hours. Cramer.
352. **History of Latin-America.** A study of the major tendencies in the development of South America, Mexico, and the West Indies with particular emphasis on the evolution thereof in the nineteenth and twentieth centuries. A careful investigation will be made of a few major Latin-American countries and a rapid survey of the remainder of the field. Prerequisite, 110A. Fall. 3 hours. Barnes.
375. **History of Culture, 1000 B.C.—1600 A.D.** Treats ancient religion, philosophy, science, origins of Christianity, Church Fathers, clerical and lay culture of the Middle Ages, changes in thought manifest in the Renaissance and Reformation. Prerequisite, 105A. 3 hours. Barnes. Not given 1939-40.
376. **Recent Cultural History.** Analyzes the rise and principles of democratic states, the humanitarian movement, the theory and practice of nationalistic and class dictatorships, the history of socialistic and planning ideas, the intellectual foundations of democracy, communism, and fascism, religious leaders and issues of the twentieth century. Prerequisite, 105A. Spring. 3 hours. Barnes.
400. **History Seminar.** This Seminar is organized for the purpose of considering such matters as historical research and writing, sources of material, the literature of history and historical criticism. Recommended for students who plan to do graduate work or specialize in the teaching of history. Open only to seniors who are majoring in History and to such juniors as receive the special permission of the head of the department. 3 hours. Winter, Beyer; Spring, Barnes.

JOURNALISM

200. **Principles of Journalism.** This course serves as an introduction to the study of journalism and includes newspaper writing and makeup, the history of journalism, study of the contemporary press, public relations work, and surveys of collegiate and scholastic papers. The course is an elective. It counts towards graduation, but may not be counted towards majors or minors in any department. Fall. 4 hours. Beyer and Power.

HOUSEHOLD ARTS

LUCY K. WOODY

MARY LOUISE BARNES

Students who wish a major in Household Arts should consult either Miss Woody or Mrs. Barnes.

105. **Foods and Cookery.** A general course in foods and cookery. An elective course not counted on the major. This course is planned to satisfy the requirement for freshmen. Text: Justin, Rust, and Vail, *Foods—An Introductory College Course*. Fall and Winter. 3 hours. Barnes.
120. **Elementary Nutrition.** The course includes nutrition in health and disease. Demonstrations of invalid cookery are given. An elective course not counted on the major. Recommended for those minoring in physical education. Spring. Either 2 or 4 hours. Barnes.
127. **Clothing.** This course includes the making of some underclothing and dresses in washable materials. Elaboration of plain patterns is an important part of the work. This is given as a three hour course to satisfy the requirement for freshmen. If desired, four hours of credit may be had for this course when elected. Four hours are required for majors. For majors two Art courses are prerequisite, the best sequence being 105 followed by 110, or 115 followed by 110. Fall and Spring. Woody.
135. **Textiles.** This work includes the study of such of the manufacturing processes as are necessary to an appreciation of values in cloth. The testing of materials for content and the study of such phases of merchandising as will increase ability to buy are stressed. Prerequisite, a term of chemistry for majors. Winter. 4 hours. Woody.
- 205, 206, and 207. **Foods and Cookery.** A year of work in the study of production, marketing, relative costs, nutritive values, and preparation of foods. Majors must have one year of inorganic chemistry.
- Course 205. Food preservation, fruits, vegetables, starches, and sugars. Fall. 4 hours. Barnes.
- Course 206. Beverages, milk and its products, eggs, meat, fish, and poultry. Winter. 4 hours. Barnes.
- Course 207. Leavening agents and flour mixtures, fats, salads, and desserts. Spring. 4 hours. Barnes.
225. **Survey Course.** A survey course planned to give to students in junior college units of work in foods, textiles, clothing, social and family relationships, so organized that it may be used by teachers in the grades, not so much as a separate subject but more as material to enrich other subjects by application to living. Every term. 4 hours. Barnes.
230. **Costume Design and Draping.** In this course dresses are designed in inexpensive materials. The work is done both in pencil and in materials on the dress forms. Dresses are planned from the standpoint of becomingness to the individual. A study of historic costume accompanies the laboratory work. Prerequisites, for majors in household arts, H. A. 127 and Art 105 and 110 or 115. Spring. 4 hours. Woody.
309. **Teaching Household Arts.** This course presents methods of teaching foods and clothing preparatory to practice teaching. Spring. 4 hours. Woody and Barnes.

- 320. Nutrition and Dietetics.** A study of foods in relation to the body. Planning dietaries for persons of differing age, activity, and economic status. Prerequisites, H. A. 205, 206, 207; Physiology 305; and one term of organic chemistry. Text: Chaney and Alborn, Nutrition. Laboratory Manual, Rose, Laboratory Handbook of Dietetics. Spring. 4 hours. Barnes. Not offered, 1939-40.
- 322. Textiles and Clothing.** A course organized to help senior college majors in Household Arts, to fulfill the requirements prerequisite to senior college courses. Fall and Winter. 4 hours. Woody.
- 325. Organization and Management of the Household.** A study of the family income, housing, household equipment, and activities involved in operating a home. No prerequisite. Winter. 3 hours. Woody.
- 326. Art in the Home.** This is a course in which the principles of good taste are emphasized in the choice of many things used in the home. No prerequisite. Fall. 4 hours. Woody.
- 327. The Family.** This course includes a study of the functions of the family and many of the problems which it faces today. It is designed to show the need for a better trained and more responsible parent hood. A study is made of the physical, mental, emotional and social development of the child and its place in the home and society. Some observation of children in the nursery school, the kindergarten, and the home is provided. Prerequisite, Sociology 101. It is recommended that majors present Education 304 when possible to do so. 3 hours. Barnes.
- 335. Meal Planning and Table Service.** Lecture include the manufacture, selection, and care of table linens, china, silverware, glassware, and table decorations. Laboratory work in meal planning and preparation, and formal and informal table service. Spring. 4 hours. Barnes.
- 360. Advanced Dressmaking.** This course involves the handling of silk and wool in tailoring and draping. A term paper is required following investigation and discussion. Prerequisites, for majors, H. A. 230 and 127. Winter. 4 hours. Woody.

INDUSTRIAL ARTS

LOUIS C. PETERSEN

J. HENRY SCHROEDER

The department is equipped with tools and power-driven machines so students may gain direct experience in the care and operation of tools and machines and in the construction processes involved in modern shop methods. Students intending to specialize in industrial education or engineering are offered opportunity to acquire knowledge and skill in technical drawing, industrial processes, and shop management. Those who elect to major in this course should take mechanical drawing in the fall term of their freshman year. For a major, 48 hours are required.

- 101. Mechanical Drawing.** This course includes the use of instruments, applied geometry, lettering, orthographic projection, developed surfaces, intersections of solids, working drawings. Summer and Fall terms. 4 hours. Petersen.

102. **Architectural Drawing.** This course includes architectural lettering and conventions, plans and elevations, study of building materials, specifications, computation of strength of beams, pillars, stairways. Prerequisite, Industrial Arts 101. Winter term. 4 hours. Petersen.
103. **Machine Drawing.** In this course the characteristics of metals and machine parts are studied. Typical machine elements are worked out indrawings such as different forms and screw threads, cams, gears, kinematics as applied to machinery. Tracing and blueprinting. Prerequisite, Industrial Arts 101. Spring term. 4 hours. Petersen.
304. (204). **Advanced Architectural Drawing.** Study of "Styles" of Architecture. Design of dwelling house. Study of perspective, shades and shadows, rendering, specifications, grades of building materials and cost. Prerequisite, Industrial Arts 102. Winter term. 4 hours. Petersen.
305. (205). **Advanced Machine Drawing.** Study of machine design, properties and strength of metals and alloys, proportion of machine parts, designing tools and simple machines. Prerequisite, Industrial Arts 103. Spring term. 4 hours. Petersen.
306. **Industrial Arts Design.** Study and design of objects to fit graded class room work so as to present a connected series of operational efforts. Elaboration of illustrative teaching materials. Prerequisite, Industrial Arts 103. Fall term. 4 hours. Petersen.
203. **Arts-Craft.** This course is required of all students who do not know how to do elementary handwork. Content: lettering, knot-tying, braiding, basketry, using tools, toy-making, light woodworking, carving, and finishing, and note-book recording. Offered each term. 3 hours.
211. **Bench Woodwork.** Instruction in the use and care of woodworking tools; study of growth of trees and properties of wood; joinery and woodfinish applied in making pieces embodying typical tool operations. Fall term. 4 hours. Schroeder.
212. **Carpentry and Woodturning.** Practice in the tool processes used by skilled woodturners, care of power-driven machines and tools, working out designs in wood as applied in furniture construction and pattern making. Prerequisite, Industrial Arts 101. Winter term. 4 hours. Schroeder.
313. **Furniture Construction.** Study of the principles of design and period furniture. Practice in designing and constructing furniture that can be made in school shops. Machine woodworking, care of shop equipment. Prerequisite, Industrial Arts 212. Spring term. 4 hours. Schroeder.
221. **Art Metal Craft.** This course is for beginners in metal work and embodies, in the design and construction of useful articles, such processes as forming curves, stretching and raising, punching, drilling, riveting, sawing, filing, annealing, hardening, soldering, etching, and coloring by heat and chemicals. Fall term. 4 hours. Petersen.
322. **Machine Metal Work.** Study of the engine lathe and drill press, proper cutting speeds and feeds, shaping and grinding cutting tools, straight and taper turning between centers, filing and polishing, thread cutting, figuring change gears, chuck work, facing, boring and reaming. Forging and tempering tools. Winter term. 4 hours. Petersen.

225. **Sheet Metal.** Instruction in laying out surface patterns, operating machines, constructing useful articles; designing sheet metal objects; practice in making typical joints, wiring, soldering, and riveting, Fall term. 4 hours. Petersen.
320. (226). **Electrical Construction** Building electrical apparatus; making joints and splices; wiring bell circuits, houses, radios, and motors. Fall term. 4 hours. Petersen.
314. **Pattern Making.** Study of draft, shrinkage, finish, core prints and core boxes. Practice in moulding and core making, casting soft metal, making patterns for small machine parts. Prerequisite, Industrial Arts 212. Summer term. 4 hours. Petersen.
323. **Machine Shop Practice.** Practice in fastening work on planer platen and in taking cuts at different angles to produce flat surfaces. Work in scraping and testing true surfaces and in fitting machine ports. Prerequisite, Industrial Arts 222. Winter term. 4 hours. Petersen.
336. **History of Industrial Education.** Winter term. 4 hours. Schroeder.
337. **The Teaching of Industrial Arts.** This is a course in special methods, shop organization, class management, planning of courses. Spring term. 4 hours. Schroeder.
- 330, 331, and 332. **Practice Teaching.** Industrial Arts.

MATHEMATICS

JOHN R. MAYOR

ALICE KELSEY WRIGHT

J. R. PURDY

Students who are beginning college mathematics may choose Mathematics 106 or 111. Either course satisfies part of the physical science requirement and either counts toward a major or minor in mathematics. Mathematics 111 is recommended for those who may major in chemistry, physics, or mathematics. No student is allowed credit for both Mathematics 106 and 111.

Thirty-six quarter hours are required for a major in mathematics. These thirty-six must include 251, 252, and twelve hours in three hundred courses. All mathematics courses count toward a major or a minor in mathematics except 210.

106. **General Mathematics I.** Algebra with emphasis on applications to problems of business. Graphs, systems of equations, quadratic equations, simple interest and discount, and progressions. 4 hours. Prerequisite, high school algebra (1 year). Fall, Winter, and Spring.
107. **General Mathematics II.** Continuation of General Mathematics I. Introduction to mathematics of annuities, permutations and combinations, binomial theorem, probability, some statistical topics. 4 hours. Prerequisite, Mathematics 106 or 111. Winter and Spring.
111. **Elementary Mathematical Analysis I.** Elementary college mathematics with applications to physical problems. Meaning and uses of algebraic theory, introduction to derivatives, simple problems in integration, functions of first and second degree, zeros of polynomials. 4 hours. Prerequisite, high school mathematics (2 years). Fall, Winter, and Spring.

112. **Elementary Mathematical Analysis II.** Trigonometry and additional topics in algebra. 4 hours. Prerequisite, Mathematics 111 or 106. Fall, Winter, and Spring.
113. **Elementary Mathematical Analysis III.** A study of the straight line, circle, conic sections, curves in polar coordinates, and transformations. 5 hours. Prerequisite, Mathematics 112. Winter and Spring.
206. **Mathematical Theory of Finance.** Application of algebra to problems of business including annuities, sinking funds, amortization, bonds, life annuities, and life insurance. 4 hours. Prerequisite, two terms of college mathematics. Spring. Purdy.
207. **Elementary Mathematical Statistics.** An introduction to statistical analysis including the minimum essentials; frequency distributions, measures of central tendency, measurement of dispersion, moments, linear trends, simple correlation, curve-fitting, index numbers. 3 hours. prerequisite, one term college mathematics. Not given 1939-40.
210. **Mathematics for Teachers.** A professional treatment of the subject matter of arithmetic. Number concepts, historical developments of some topics of arithmetic, methods in arithmetic, arithmetic recreations. This course is planned primarily for elementary school teachers of mathematics. 4 hours. Winter and Spring. Mayor.
230. **Solid Analytic Geometry.** Co-ordinate geometry of curves and surfaces in space of three dimensions, with emphasis on straight lines, planes, and quadric surfaces. 4 hours. Prerequisite, Mathematics 113. Spring. Mayor.
251. **Calculus I.** The elements of both differential and integral calculus with applications to geometry, physics, and other sciences. 4 hours. Prerequisite, Mathematics 113. Fall. Wright and Purdy.
252. **Calculus II.** A continuation of Mathematics 251 extending the treatment to include other functions. Special methods of intergration, use of polar coordinates. 4 hours. Prerequisite, Mathematics 251. Winter. Mayor and Purdy.
303. **Calculus III.** Applications of integral calculus, multiple integration, series, partial derivatives. 4 hours. Prerequisite, Mathematics 252. Spring. Mayor and Purdy.
305. **Differential Equations I.** A study of the more common types of ordinary differential equations, with emphasis on applications to problems of physics and geometry; a few topics in partial differential equations. 3 hours. Prerequisite, Mathematics 252. Fall. Purdy.
306. **Differential Equations II.** A continuation of Mathematics 305. 3 hours. Prerequisite, Mathematics 305. Winter. Purdy.
311. **The Teaching of Secondary Mathematics.** A consideration of problems related to the mathematics curriculum, plans of organizing instructional materials, an evaluation of teaching procedures in general and for specific topics. Students are expected to take this course before practice teaching in mathematics. Spring. Gibbons.
320. **Theory of Equations I.** Solution of third and fourth degree equations, determinants, and symmetric functions. 3 hours. Prerequisite, Mathematics 251. Not given, 1939-40.
321. **Theory of Equations II.** A continuation of Theory of Equations I. 3 hours. Prerequisite, Mathematics 320. Not given, 1939-40.

330. **Synthetic Projective Geometry.** Introduction to the fundamental concepts of projective geometry, including a study of conics, poles, and polars. 4 hours. Prerequisite, Mathematics 113. Spring. Mayor.
340. **Higher Geometry I.** Homogeneous point and line co-ordinates, linear dependence of points and lines, cross ratio, introduction to groups of transformations, metric geometry of complex plane. 3 hours. Prerequisite, Mathematics 252. Not given, 1939-40.
341. **Higher Geometry II.** A continuation of Higher Geometry I. Projective co-ordinates in one and two dimensional spaces, projective and metric properties of conics. 3 hours. Not given, 1939-40.
350. **Advanced Calculus.** Additional work in infinite series, multiple integrals, and partial differentiation; elliptic integrals, Fourier series, line integrals. 4 hours. Prerequisite, Mathematics 303. Not given, 1939-40.
360. **College Geometry.** A continuation and expansion of the topics of plane geometry such as locus, triangle, poles and polars, proportion, inversion. 4 hours. Prerequisite, twelve hours of college mathematics. Not given, 1939-40.

MUSIC

DAVID S. McINTOSH

HELEN MATTHES

WENDELL MARGRAVE

EMERSON S. VAN CLEAVE

All music majors are required to have 6 hours of credit in Music 150-151-152, 170-171-172, 190-191-192, or 350, 370, and 390.

100. (205). **The Art of Enjoying Music.** The purpose of this course is to give as much information as possible on a basic scheme that will supply every potential music lover with a practical system of approach, having enough flexibility to allow for the unhampered development of personal tastes and preferences. Required of all music majors. Fall, Winter, and Spring. 3 hours. McIntosh, Van Cleave.
105. **Sight Singing, Ear Training, and Theory.** This course is offered to those students who have not had elementary training in music. It consists mainly of sight-reading simple songs and exercises, but also includes drill in pitch, rhythm, and theory. Required of all majors; no credit on major. Fall, Winter, and Spring. 4 hours. Van Cleave.
106. **Sight Singing and Ear Training.** This course is designed for those students who have had Music 105 or its equivalent. Special emphasis is given to two, three and four part sight singing. Students are also expected to master the technique of writing melodies from hearing them sung or played. Fall, Winter, and Spring. 4 hours. Margrave.
- 150, 151, 152. **Violin.** Class lessons. 1 hour each. Van Cleave.
- 160, 161, 162. **Woodwind and Brass.** 1 hour each. Margrave.
- 170, 171 172. **Piano.** Class lessons. 1 hour each. Matthes.
- 173, 174, 175. **Second Year Piano.** Class lessons. 1 hour each. Matthes.
- 190, 191, 192. **Voice.** Class lessons. 1 hour each. McIntosh.
220. **Rural School Music.** Students planning to teach in rural schools and teachers of rural schools may take this course. Materials and prob-

lems will be studied, keeping in mind the limited time available and crowded quarters of the rural school. This course will also include elementary music theory. 4 hours. Matthes.

225. (125) **Harmony.** The work covers the formation of major and minor scales, a thorough study of intervals, the common chord, and harmonic progressions. Prerequisite, Music 106 or equivalent. Fall, Winter, and Spring. 4 hours. Margrave, Matthes, Van Cleave.
230. **Harmony.** A continuation of 225. The course covers harmonic progressions, the chord of the sixth and six-four, the dominant seventh and its inversions, and natural modulations. Winter and Spring. 4 hours. Margrave and Matthes.
231. **Harmony.** A continuation of 230. A study of the dominant seventh and its inversions, diminished sevenths, secondary chords of the seventh, altered, and mixed chords, and modulation. Winter and Spring. 4 hours. Matthes and Van Cleave.
235. **History of Music.** A general course covering the important movements of uncivilized and ancient music, medieval music, the sixteenth century, the seventeenth century, the eighteenth century, and the early nineteenth century. Fall. 4 hours. Margrave.
300. (210) **Study of Primary Music Materials.** This course is designed to meet the music requirements demanded of the primary grade teacher. The work covers the child voice, rhythm development, rote singing, and music appreciation. Prerequisite, Music 106 or equivalent. Winter. 4 hours. Matthes.
301. (215). **Study of Intermediate Music Materials.** This course is designed to meet the music requirements demanded of the intermediate grade teacher. The work covers two-part singing, sight reading, three-part singing, practice in the use of the minor mode, and music appreciation. Prerequisite, Music 106 or equivalent training. Fall and Spring. 4 hours. Matthes.
302. **Materials of Public School Music.** This course is designed to meet the needs of teachers in service. Individual problems will be studied with reference to securing the proper materials for solving the problems. The entire content of the course will deal only with those phases of vocal music that the regular grade school teacher is expected to teach.
- 305: **Junior High and Senior High School Music Materials.** The problems of vocal music and instrumental music relating to the Junior High School and Senior High School are studied. Practical instruction in conducting is given. Prerequisite, Music 106 or equivalent. Winter. 4 hours. McIntosh.
307. (107). **Song Leading and Community Singing.** The social aspects of music. Daily practice in the simpler phases of conducting, stressing song leading. Elementary instruction on simple instruments for camps and playgrounds. Organizing of musical activities for the student body. Aims to prepare students as teachers and citizens to broaden the appeal for music. Spring. 3 hours. McIntosh.
310. **Technic of School Orchestra and Bands.** This course offers a study of all the orchestral instruments and common band instruments, and scoring for the orchestra. The entire course is outlined and conducted in terms of the grade school and high school band and orchestra. Prerequisite, Music 225. Fall. 4 hours. McIntosh.

312. **Musical Form and Harmonic Analysis.** Analysis of compositions is made the basis of the study and classification of the various types of musical form, including the sonata form. Prerequisite, Music 230. Winter. 4 hours. Margrave.
320. **Harmony.** A continuation of Music 231, chromatically altered chords, suspensions, ornamental tones, and modulations. Text: *Modern Harmony*, by Foote and Spaulding. 4 hours. Margrave.
322. **Free Composition.** This course is designed for students who have reached advanced standing in theory and composition. The larger homophonic and contrapuntal forms will be analyzed and composed, with special emphasis on the application of contrapuntal techniques to the homophonic forms. Prerequisites, two courses from the following group: 312, 320, 325, 330. Admission only with permission of the instructor. 4 hours. Margrave.
325. **Counterpoint.** Melody writing, two-part counterpoint, including simple modulations Motive development, imitation, the small invention, three-part harmony, melody harmonization with primary chords. Text: *Elementary Counterpoint* by Goetschius. Spring. 4 hours. Margrave.
330. **Counterpoint.** Three-part harmony, secondary chords, modulation, motive-development, the small invention, three parts. Four-part contrapuntal harmony, motive-development, etc. Prerequisite, Music 325. 4 hours. Margrave.
350. **Violin. Class lessons.** This class is offered summer terms and includes the numbers 150, 151, and 152. 3 hours.
360. **Wind and Percussion.** Class lessons. Combines Music 160, 161, 162. 3 hours. Margrave.
370. **Piano.** Class lessons. This class will be offered in the summer term and includes numbers 170, 171, and 172. 3 hours.
390. **Voice.** Class lessons. This class will be offered in the summer and includes 190, 191, and 192. 3 hours.
400. **Music Understanding.** This course is designed for senior college students who have not had Music 100. Credit for this course will not be given to those students who have had Music 100. Spring. 3 hours. Margrave.

A limited number of students are exempt from registration fees by participating in band, orchestra, and chorus.

PHYSICAL EDUCATION FOR MEN

WILLIAM McANDREW

LELAND P. LINGLE

VINCENT DiGIOVANNA

GLENN MARTIN

P. E. 151, 152, 153 are required of all freshmen. All students must have these courses for graduation, or must compete on a varsity squad for three quarters in lieu thereof. P. Ed. 151, 152, 153, 149, 170, 171, 172, do not count toward a major.

P. E. 51, 152, and 153 required of all students, unless a student is a member of one of the varsity squads. P. E. 151, 152, 153, 149, 170, 171, 172, 173 do not count toward a major.

All men who major in Physical Education must have the following subjects which are requirements but do not count toward a major: Physiology 300 (Anatomy), Physiology 303 (Physiology of Exercise), and Physiology 305, (College Physiology).

The courses numbered from 230 to 247 inclusive which are given in the Women's Department will count toward a major in the Men's Department.

145. **Physical Education.** The equivalent of 151, 152, 153. Baseball, track, archery, tennis. Offered summer term only. 2 hours.
149. **Individual Gymnastics.** For students with functional or structural disorders. (Credit equivalent to P. E. 151, 152 or 153). Four times a week. Fall, Winter, and Spring terms. 2 hours. Lingle.
151. **Physical Education.** Group games, relays, individual combative contests, calisthenics, playground ball, volley ball, and basketball. Four times a week. Fall term. 2 hours. Lingle, DiGiovanna.
152. **Physical Education.** Boxing, wrestling, tumbling, apparatus work, and group games. Four times a week. Winter term. 2 hours. Lingle, DiGiovanna.
153. **Physical Education.** Track, baseball, tennis, and archery. Four times a week. Spring term. 2 hours. McAndrew, DiGiovanna.
170. **Football.** The school supports a football team during the fall term. Physical education credit is given to the men remaining on the squad. Students who have no chance of making the team are not dropped from the squad. They are encouraged to learn the game and to participate for its inherent values.
171. **Basketball.** A basketball team represents the school during the winter term. The statements above concerning the football team hold true for basketball.
172. **Track.** The same facts hold for this course as for courses 170 and 171.
173. **Tennis.** The same ruling applies as in courses 170, 171, and 172.
201. **Boxing.** The theory and practice of boxing. Text: *Boxing*, by Jack O'Brien. Two hours a day, four days a week, 12 weeks. Winter term. 2 hours. DiGiovanna.
202. **Wrestling.** The theory and practice of wrestling. Text: *Wrestling*, by Paul Prehn. Two hours a day, four days a week, 12 weeks. Winter term. 2 hours. Lingle.
203. **Gymnasium Activities I.** This course aims principally to develop individual technique in the activities listed. The materials covered are as follows: first, the practice of single line marching maneuvers; second, the practice of calisthenics; third, the practice of simple stunts and self-testing activities on the more popular pieces of heavy apparatus and the tumbling mats. Two hours a day, four days a week, 12 weeks. Winter term. 4 hours. DiGiovanna.
210. **Techniques of Basketball.** A practical course in basketball for freshmen and sophomore. The basic fundamentals of the game for techniques and skills are studied and practiced. Text: *Better Basketball*, by Allen. One hour a day, three days a week, twelve weeks. Winter term. 2 hours. McAndrew.
230. **Folk Dancing.** Fall term. Two days a week. 1 hour.
233. **Rhythm Activities.** Winter term. Two days a week. 1 hour. Muzzey.

- 236. **Clog and Character Dancing.** Fall, Winter or Spring term. Two days a week. 1 hour. Etheridge.
- 237. **Advanced Clog and Character Dancing.** Fall, Winter or Spring terms. Two days a week. 1 hour.
- 240. **Group Games.** Fall term. Two days a week. 1 hour.

Theory Courses:

- 246. **Correctives.** A study of types of faulty body mechanics, methods of examination, and corrective procedures with emphasis on activities which counteract and prevent abnormal conditions. Prerequisite, Health Education 202. Winter term. Two days a week. 2 hours. Carpenter.
- 250. **Materials and Methods for Teaching Physical Education in the Elementary Schools.** This course is study, demonstration, and practice of the physical education activities of children from six to fourteen years of age. It includes first, a presentation and study of graded lists of activities adapted to the age periods of the child, and second, the organization, management, and methods in the leadership of the activities. Text: Physical Education for Elementary Schools, by Neilson & Van Hagen. One hour a day, four days a week, 12 weeks. Spring term. 4 hours. DiGiovanna.
- 254. (154). **Football.** Theory and practice on the field. Each student is given individual instruction and practice in all the fundamentals for linemen and backs. Team play is emphasized in the latter part of the course. Students participate in actual scrimmage. Text: Football, by K. K. Rockne; Football Technique and Tactics, by R. C. Zuppke. Two hours a day, four days a week, 12 weeks. Winter term. 4 hours. McAndrew.
- 256. **Track and Field.** Instruction and practice in all individual track and field events. Actual performance in all events required of the students. How to organize and conduct track and field meets is a part of the course. Text: Track and Field Athletic, by Bresnahan and Tuttle. Two hours a day, four days a week, 12 weeks. Spring term. 4 hours. Lingle.
- 301. **Gymnasium Activities II.** A progressive continuation of Gymnasium Activities I, which, in addition to the practice for development technique, includes the theory and pedagogy involved in the activities. Texts: Calisthenics, by S. C. Staley; Marching Tactics, by S. C. Staley; Exercises on the Apparatus, Tumbling and Stunts, by W. J. Wittich and H. C. Reuter. Two hours a day, five days a week, 12 weeks. Prerequisite, P. E. 203. Winter term. 5 hours. DiGiovanna.
- 302. **Materials and Methods for Teaching Physical Education Activities in Junior and Senior High Schools.** A study, demonstration, and practice of the "total-body" activities adapted to the age needs, interests, and capacities of junior and senior high school boys. Emphasis is placed on the principles of leadership in an organized schedule of outdoor and indoor development activities which will necessitate a thorough knowledge of the purpose, aims, the remote and immediate objectives of physical education, and the changing factors which are involved in building a school program. Texts: School Program in Physical

Education, by C. W. Hetherington. One hour a day, four days a week, 12 weeks. 4 hours.

303. **Kinesiology.** This course deals with the mechanical analysis of physical education activities through the study of joint and muscle action. Text: *The Action of Muscles*, by W. C. Mackenzie. One hour a day, four days a week, 12 weeks. Prerequisite, One term each of Anatomy and Physiology. Spring term. 4 hours. Lingle.
325. **Recreation.** A six weeks' course giving theory and practical application in leadership qualities essential for camp, club and community work and extra-curricular activities. This course includes, music, folk dancing, nature study, drama, story telling, puppetry, photography, activities, social recreation, art, and craft work in leather, bone, archery, toys, basketry, and raffia work. Materials must be furnished by the students. Two hours a day, five days a week, six weeks. 4 hours. Summer term.
330. **Theory of Basketball.** A discussion course in which the different methods of defense and offense are studied and analyzed. Coaching methods, training and officiating of the game are included. Text: *Better Basketball*, by Allen. One hour a day, two days a week, twelve weeks. 2 hours. McAndrew.

PHYSICAL EDUCATION FOR WOMEN

FRANCES ETHERIDGE

DOROTHY MUZZEY

Three courses of the one hundred group and three courses of the two hundred group, a total of six hours in activity courses, are required for graduation.

Activity Courses:

101. **Physical Education.** General course required of freshmen. Fall. Three days a week. 1 hour. Etheridge, Muzzey.
- 101A. **Physical Education.** Individual course for such students as are unable to take regular physical education work. Fall. Three days a week. 1 hour.
- 101B. **Physical Education.** Special course for the development of fundamental motor skills. Fall. Three days a week. 1 hour. Etheridge.
102. **Physical Education.** Continuation of 101. Winter. Three days a week. 1 hour. Etheridge, Muzzey.
- 102A. **Physical Education.** Continuation of 101A. Winter. Three days a week. 1 hour.
- 102B. **Physical Education.** Continuation of 101B. Winter. Three days a week. 1 hour. Etheridge.
103. **Physical Education.** Continuation of 102. Spring. Three days a week. 1 hour. Etheridge, Muzzey.
- 103A. **Physical Education.** Continuation of 102A. Spring. Three days a week. 1 hour.
- 103B. **Physical Education.** Continuation of 102B. Spring. Three days a week. 1 hour. Etheridge.

104. **Physical Education.** Continuation of 101. Required of all freshmen planning a minor in physical education. Winter. Three days a week. 1 hour. Etheridge.
105. **Physical Education.** Continuation of 104. Spring. Three days a week. 1 hour. Etheridge.
110. **Materials and Methods for Primary Teachers.** (Grades 1-3). Free rhythms, singing games, and story plays. Four days a week. 1 hour.
111. **Materials and Methods for Elementary Teachers.** (Grades 4-7). Game skills, elementary games, and self-testing activities. Four days a week. 1 hour.
112. **Materials and Methods for Junior High School Teachers.** Skills of major sports, soccer, basketball, and baseball. Games of low organization involving these skills. Discussion of rules of these sports. Four days a week. 1 hour.
- 201A. **Physical Education.** Individual course for sophomores unable to take regular physical education activity. Fall. Two days a week. 1 hour.
- 201B. **Physical Education.** Sophomore course. Continuation of 103B. Fall. Two days a week. 1 hour. Etheridge.
- 202A. **Physical Education.** Continuation of 201A. Winter. Two days a week. 1 hour.
- 202B. **Physical Education.** Continuation of 201B. Winter. Two days a week. 1 hour. Etheridge.
- 203A. **Physical Education.** Continuation of 202A. Spring. Two days a week. 1 hour.
- 203B. **Physical Education.** Continuation of 202B. Spring. Two days a week. 1 hour. Etheridge.
210. **Soccer and Volley Ball.** Two days a week. 1 hour.
211. **Hockey.** Fall. Two days a week. 1 hour. Etheridge.
212. **Basketball.** Winter. Two days a week. 1 hour. Etheridge.
213. **Baseball.** Spring. Two days a week. 1 hour. Etheridge.
214. **Archery.** Two days a week. 1 hour.
216. **Tennis.** Fall and Spring. Two days a week. 1 hour. Muzzey.
218. **Individual Sports.** Tennis, archery, and other recreational sports. Fall and Spring. 1 hour. Etheridge, Muzzey.
219. **Elementary School Group Activities.** A survey of physical education activities suitable for use in elementary schools, required of all Sophomores not in individual classes. Fall, Winter, and Spring. Two days a week. 1 hour. Etheridge, Muzzey.
220. **Gymnastics and Stunts.** Winter. Two days a week. 1 hour. Muzzey.
223. **Physical Education.** General activity course for all sophomores planning a minor in physical education. Fall and Spring. Two days a week. 1 hour. Etheridge.
224. **Physical Education.** Continuation of 223. Winter. Two days a week. 1 hour. Etheridge.
225. **Physical Education.** Continuation of 224. Spring. Two days a week. 1 hour. Etheridge.
230. **Folk Dancing.** Winter. Two days a week. 1 hour. Muzzey.
233. **Rhythm Activities.** Fall. Two days a week. 1 hour. Muzzey.
236. **Clog and Character Dancing.** Two days a week. 1 hour. Etheridge.
237. **Advanced Clog and Character Dancing.** Two days a week. 1 hour.

240. **Group Games.** Two days a week. 1 hour.

Theory Courses:

245. **Play and Recreational Leadership.** A general course for play leaders in the organization and management of play. The age interests and characteristics of childhood are studied in connection with the adaptation of games and play activities to the elementary grades. Prerequisite, two terms of physical education activity or consent of instructor. Winter and Spring. Four days a week. 4 hours. Muzzey.

246. **Correctives.** A study of types of faulty body mechanics, methods of examination, and corrective procedures with emphasis on activities which counteract and prevent abnormal conditions. Prerequisite, Health Education 202. Winter. Two days a week. 2 hours.

247. **First Aid.** A study of first aid following the outline of the Red Cross Standard Adult Course. Red Cross certificate given for satisfactory completion. Fall. Two days a week. 2 hours.

303. (308). **Kinesiology.** This course deals with the mechanical analysis of physical education activities through the study of joint and muscle action. Text: *The Action of Muscles*, by W. C. Mackenzie. Prerequisites, one term each of Anatomy and Physiology. Four days a week. 4 hours. Lingle.

305. **Physical Education Method I.** Principles, aims, and objectives of physical education. Adaptation of activities according to the age interests of elementary school children. Principles and technique of teaching and officiating hockey, volley ball, and soccer. Four periods a week of class activity. Three laboratory periods of activity a week. Prerequisite, sophomore standing. Fall. 4 hours. Muzzey.

306. **Physical Education Method II.** Principles and theory of selecting and teaching gymnastic material. Elementary rhythm and dramatic play for small children. Practice in folk and national dances, clog, and character dances. Principles and technique of teaching and officiating basketball. Four periods a week of class work. Three laboratory periods of activity a week. Prerequisite, Method I, or equivalent. Winter. 4 hours. Muzzey.

307. **Physical Education Method III.** Methods of selecting and adapting material to the building of a physical education curriculum. Principles of teaching elementary tumbling and stunts. Organization and conduct of festivals, meets, and demonstrations. Principles and technique of teaching and officiating baseball and track. Four periods a week of class work. Three laboratory periods of activity a week. Prerequisite, Method II or equivalent. Spring. 4 hours. Muzzey.

PHYSICS AND ASTRONOMY

O. B. YOUNG

CHARLOTTE ZIMMERSCHIED

Majors, and minors as far as practical, should take Mathematics courses as shown in the suggested curriculum for Physics Majors.

101, 102. **Survey Course in Physics.** Mechanics, Mechanical Vibration, Wave Motion, Light, and Sound are covered in 101, and Heat and Electricity are taken up in 102. 101 and 102 together constitute a "Survey Course

in Physics." It is planned for those whose chief interests are in the Humanities, to enable students to interpret intelligently common physical phenomena and to obtain some insight into scientific methods. Mathematics and measurements are not stressed. Since 102 relates more to the physics of the household than 101, girls who plan to take only four quarter hours in physics are advised, though not required, to elect 102. Students who have had a year of physics in high school are not admitted to the above courses. They count toward graduation, but they cannot be used to meet pre-medical or pre-engineering requirements in physics. Those who desire to meet these requirements, all who have had high school physics and desire further work in this field, all who elect physics as a major or minor must take their general college physics in courses numbered 206, 207, 208. Fall, Winter, and Spring. 4 hours.

- 206, 207, 208. These constitute a general college course in physics for those who have had high school physics, for those who plan advanced work in physics and for pre-technical students. Foley's text and Taylor, Watson and Howe's manual are used. These courses may be taken in any order.
301. **Mechanics.** An intensive study of forces, moments, translational and rotational motion, energy, friction, machine, elasticity of beams, mechanics of fluids. Supplementary material includes laboratory and demonstration experiments. Text: Jameson's *Mechanics*. 4 hours.
- 301A. **Analytical Mechanics for Engineers.** This source is patterned after the first semester's work of the corresponding course offered at the University of Illinois. No student should take both 301 and 301A. Prerequisite, Calculus or registration therein. Seely and Ensign's text. 4 hours.
303. **Heat.** A study and measurement of the fundamental quantities involved in heat. Also considerable attention to the principles and applications of thermodynamics. Cook's text. 4 hours.
305. **Magnetism and Electricity.** Intensive study of fundamentals: Gauss's theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. Culver's *Electricity and Magnetism* is the text. 4 hours.
306. **Magnetic and Electrical Measurements.** A laboratory course stressing accuracy and technique. Includes resistances, galvanometers, electrical currents, capacities, damping, potentiometers, self and mutual induction, hysteresis losses. Smith's *Manual*. 4 hours.
308. **Sound.** Theory of vibrations, vibrating systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. Sound by Watson is the text. 4 hours.
310. **Light.** A detailed study of light phenomena, including principles and theories underlying measurement of speed, propagation of light, optical instruments, spectra, interference, diffraction, polarization, radiation in general. Text: Robertson's *Physical Optics*, new edition. 4 hours.
312. **Radio.** A study of the fundamental principles of radio reception, and spark and C. W. transmission. Special attention is given to the more important receiving circuits, including the regenerative, neutrodyne,

and superheterodyne. Laboratory demonstrations and experiments are used to supplement the course. Text: Henney's Principles of Radio. 4 hours.

314. **Introduction to Modern Physics.** Recent developments in physics have been remarkable and fascinating. This course offers a general survey of these developments. It includes such subjects as the electron, thermionics, the photo-electric effect, radioactivity and isotopes, astrophysics, relativity. Hull's text. 4 hours.
316. **History of Physics.** A study of the development of physical thought, concepts and theories up through results and methods of contemporary physical research. This course should be especially valuable to those who desire to teach. Text: Cajories' History of Physics, supplemented by other and more recent material. 4 hours.

Astronomy 201 and Astronomy 202 constitute a two term course. Four recitations a week, together with frequent evening observations with and without the telescope, constitute the work. As the students go on in their study from the earth to the moon, the sun, the planets, the stars, and the nebulae, their vision is broadened perhaps as rapidly in this ennobling science as it can be in any subject. The varying phases of the moon and the inferior planets, the vast distances to the stars, their great magnitude and high velocities, their constitution, temperature, and brilliance appeal especially to those who enjoy thinking along these lines. Those who take the course will find it helpful in presenting the difficult problems of mathematical geography and in vitalizing their nature study work. Duncan's Text, third edition. 4 hours.

- 301, 302. **Astronomy.** A heavier course similar to 201 and 202, for senior college students. Baker's Text. 4 hours.

PHYSIOLOGY AND HEALTH EDUCATION

MARIE A. HINRICHS

FLORENCE DENNY

200. **Control of Communicable Diseases in Public Schools.** A study of the principles of prevention of the communicable diseases most prevalent in public schools and the application of these principles to the individual and the community. Summer. 2 hours. Denny.
202. **Health Education.** This course will teach the meaning of health, its value to the individual and to the community; how it may be attained and how preserved. Special attention will be given to the hygiene of the mouth and teeth and the organs of special sense. The principles of the prevention of communicable diseases will be taught and their application to the individual and to the community clearly demonstrated. This teaching will be adapted to the needs of the students themselves, for the improvement of their own health, and detailed instructions will be given for the application of this work to the teaching of health in all of the grades of the public schools. Lectures and recitations. Fall, Winter, Spring and Summer. Denny and Hinrichs. 4 hours. **Required.**

203. **Physical Handicaps to Learning.** A course designed for teachers to aid in detecting physical causes in some cases of scholastic failure. A study will be made of tests such as those for visual acuity, acuteness of hearing, speech defects, nasal obstruction, malnutrition, and where indicated, home problems will be considered. Alternate summer terms. 3 hours. Hinrichs and Denny.
206. **Hygiene of the Home.** Treats the subjects of child hygiene in the pre-school age, home nursing, and first aid. Summer only. 2 hours. Hinrichs.
300. **Anatomy.** A course designed in cooperation with the Department of Physical Education and supplementary to the work in Kinesiology. 4 hours. Fall. Hinrichs.
301. **Bacteriology.** An introduction to the study of sanitary science, including a study of morphology and physiology of micro-organisms and their relationship to human interests. The following phases of the subject are considered: sterilization and disinfection; preparation and use of culture media; microscopic examination of micro-organisms; bacteriology of soil, milk and water, and the pathogenic organisms and their relations to the production of communicable diseases. Lectures, recitations, and laboratory work. Prerequisites, freshman Botany or freshman Zoology or college Physiology. Fall and Spring. 4 hours. Hinrichs.
303. **Physiology of Exercise.** A course designed to supplement Physiology 305 and Physical Education 303. It includes a study of the effects of exercise on the various systems of the human body and an introductory discussion of massage and physiotherapy. Spring. 2 hours. Hinrichs.
305. (201). **College Physiology.** This course covers a study of the development of the human body and of the anatomy, physiology, and hygiene of the great systems which carry on its work. Besides giving to teachers the necessary knowledge of the human mechanism, it will form the basis for the more extended study of Human Anatomy and the Physiology for students taking the professional courses of Medicine and Dentistry. Lectures, Recitations, and Laboratory work. Prerequisites, one term of either freshman Botany or freshman Zoology. Winter. 4 hours. Hinrichs.
306. (205) **Teaching of Health Education in Public Schools.** Designed as an aid in organizing material for presentation of subject matter in grade school and high school. Summer and Mid-Spring. 3 hours. Denny.

POLITICAL SCIENCE

WILLIS G. SWARTZ
ORVILLE ALEXANDER

A major in Political Science consists of 36 quarter hours; a minor of 24 quarter hours.

A major or minor is recommended to those wishing to teach civics or political science courses, and to those wishing to qualify for the study of law.

Senior college students are permitted to take advanced courses in Political Science without any other prerequisites.

Students majoring in Political Science are urged to take as much work as possible in other social science departments, with at least one minor in a related field.

Students planning to take graduate work in political science beyond the M.A. should acquire a reading knowledge of both French and German.

Advice as to courses recommended in Political Science and related fields can be obtained from members of the departmental staff.

200. **Contemporary Political Problems.** This course is designed to furnish the five quarter-hour requirement in Political Science. It attempts to bring up for consideration and discussion those governmental problems which are of most vital and practical concern to the average citizen. Fall, Winter, and Spring terms. 5 hours.
231. (365). **American National Government.** A survey of the structure, functions, and principles of the government of the United States. The Federal Constitution; the President and his powers; congressional organization and procedure; the federal judiciary. Winter and Spring terms. 3 hours.
235. **Illinois State Government.** The historical development of the governmental system of Illinois; past and present constitutions; executive, legislative, judicial organization and procedure; local government. Not offered, 1939-40. 2 hours.
310. **Government and Business.** An historical study, with contemporary emphasis, of the increasingly important relations between government and economic institutions. 3 hours. Not offered, 1939-40.
320. **Pressure Groups and Propaganda.** An analysis of the rapidly-growing number of interest groups and their techniques of political propaganda. 3 hours. Not offered, 1939-40.
330. (Econ. 330). **Public Finance and Taxation.** A survey of the principles affecting public expenditures, the budgetary legislation, and the use of public credit. The raising of revenue, direct and indirect taxation, and the incidence of taxation. Fall term. 3 hours.
340. (Hist. 340). **History of American Diplomacy.** This is an historical treatment of the political relationship between the Government of the United States and the governments of those nations with whom we have come into contact. Winter term. 5 hours.
345. (Geog. 345). **European Geography and Politics.** An integrated study is made of the major political and geographical structure of Europe and its relation to the political affairs of the United States. Spring term. 3 hours.
350. **Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactments. 4 hours. Spring term.
360. **Public Administration.** This course deals with the increasingly important problems of national, state, and local administration of government; machinery of administration; civil service; personnel management; administrative law. 3 hours. Fall term.

366. **State and Local Government.** A study of the leading problems in government and administration in American states and localities. Problems pertaining to the executive, legislative, and judicial; taxation, public health, education, commerce, and industry. 3 hours. Not offered, 1939-40.
367. **Municipal Government.** A study of the evolution of city government in the United States; the various types of city government; municipal elections, charters, etc. 3 hours. Not offered, 1939-40.
368. **Municipal Administration.** This course deals with the increasing administrative functions and activities of the modern city, and their relationship to the individual citizen. Not offered, 1939-40. 3 hours.
370. **International Relations.** A study of the leading problems in world politics. Special consideration is given to such topics as modern imperialism, contemporary colonial systems, and post-war problems. Fall term. 4 hours. Not offered, 1939-40.
372. **International Government.** A study of the organization and development of international governmental and administrative systems; the machinery of international intercourse; the problem of war. 2 hours. Not offered, 1939-40.
375. **International Law.** A study of the legal rules and practices governing the nations in their relations in peace and war. Careful attention will be given to those legal decisions which are recognized as important precedents in international law. Not offered, 1939-40. 3 hours.
380. **Political Parties.** The development of political parties in the United States; the fundamental principles underlying party organization and functions; the party platform, nominating systems, and campaign methods. 4 hours. Fall term.
385. **Contemporary Political Thought.** An advanced survey of the leading schools of political thought in England and Europe in the 19th and 20th centuries; Socialism, Communism, Pluralism, Fascism, Nationalism, etc. 3 hours. Spring term.
387. **American Political Ideas.** An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. 4 hours. Winter term.
390. **Comparative Government.** A comparative study of the governmental systems of the leading democracies and dictatorships of Europe. England, France, Sweden, Switzerland, Italy, Germany, Russia. 3 hours. Not offered, 1939-40.
395. **Constitutional Law.** A study of American constitutional principles, as illustrated by important decisions of the U. S. Supreme Court. 3 hours. Not offered, 1939-40.

SOCIOLOGY

R. D. BOWDEN

WANDA N. GUM

Students interested in Social Work as a profession, see pages 46-47

101. **Introductory Sociology.** Designed to provide a background for understanding the nature of and development of social institutions and their influence on personality, and upon structural, functional, and cul-

- tural aspects of society. This course is a prerequisite to all other courses in Sociology. Fall, Winter, and Spring. 5 hours.
201. **Sociology of Rural Life.** This course places stress on problems peculiar to American rural life, the family-farm institution, and the conflicts with urban types. Prerequisite, Sociology 101. Winter. 3 hours.
202. **Social Pathology.** Conditions and processes in social maladjustment. Problems studied include physical defectiveness, feeble-mindedness, insanity, alcoholism, prostitution, poverty, vagrancy, delinquency, crime, and graft. Prerequisite, Sociology 101. Fall. 3 hours.
210. **Cultural Anthropology.** Origin and physical development of man; human types and their distributions; early cultures; invention and diffusion; beginnings and development of art; religion. Prerequisite, Sociology 101. Spring. 3 hours.
215. **Population Problems.** Growth and mobility of populations, urbanization, qualitative differences in stock, differential rates in increase, controls proposed for improving values, and the various proposals for improving distribution are treated in this course. Prerequisite, 101. 3 hours.
310. **The Family.** A study of the family as a social institution; the family and the community; family organization, and disorganization; the family in personality development; the changing status of the family under the impact of industrial life. Prerequisite, Sociology 101. 3 hours.
311. **Urban Sociology.** The city as dynamic stimulus; a study of the effects on individual personality of changing mores due to technological pressure and the effects of this changed personality on group behavior. Prerequisite, Sociology 101. 3 hours.
315. **Crime and Its Treatment.** Study of the nature of crime and delinquency; classifications, changing types of crime, criminal statistics, causal factors, origin and development of punishment. Prerequisite, Sociology 101. Winter. 3 hours.
320. **American Minority Peoples.** A study in racial and cultural conflicts, covering a comprehensive and analytical view of the role played by minority peoples in the United States, with special emphasis on the Negro. Prerequisites, Sociology 101 and 311. Fall. 3 hours.
325. **Industrial Sociology.** An interpretation of the theories and principles which underlie the present organization of mass production; socially disintegrating effects of unemployment, standardization, and technology. Prerequisites, Sociology 101 and Economics 310. Spring. 3 hours.
330. **Propaganda Analysis.** This course presents a study of the technique of controlling public opinion and a partial study of results of such control. Differentiation between indoctrination and propaganda will be stressed.
340. **Educational Sociology.** This course presents the application of social psychology to the problems of educational workers. The social-psychological aspects of the learning process; the techniques of attitude formation and personality development; and the means of social control in school and classroom. Prerequisites, 101 and the elementary courses in education.

- 350. History of Social Thought.** An analysis of the constant change of social attitudes and the processes of growth. Prerequisites, Sociology 101 and 311. 3 hours.

ProSeminar Courses:

The following courses are open to senior majors upon recommendation of the head of the department. The conduct of the courses is slightly different from those of others and an attempt made to develop certain methods of research work which will be needed in graduate study. The prerequisites to all these courses are as follows: Sociology 101 and two 200 courses. The credit hours in each case will vary from three to four.

- 360. Social Security.** A study of the underlying causes of social disorganization and the many amelioration programs to meet them. Measures of the New Deal as well as fundamental social plans of other countries before the era of the New Deal will be studied.
- 370. Social Implications of Religions.** A study of world religions and their development as methods of social control; their effect on personality development, and their place in group and national conflicts.
- 375. Community Organizations.** A practical approach to the complications that arise from maladjusted organizations within a community, and a study of some of the evils that arise from his maladjustment work, as well as an examination of proposed reorganizations.
- 400. The Rise and Fall of World Cultures.** Seminar method.

ZOOLOGY

MARY M. STEAGALL, Head of Department, Emerita

WILLARD M. GERSBACHER

HILDA A. STEIN

MARTHA H. SCOTT

The Zoology courses are planned primarily to give general information concerning the principles that govern all animal life. The courses so planned are termed General and include Zoology 101, 105, 210 220, and 325.

With the above courses as a basis, two other groups are planned: the group called a major offers preparation for teaching zoology in any high school; the other, which may also be a major, permits teaching zoology in small high schools, and meets the requirement for entrance to schools of medicine, dentistry, or nursing.

Zoology 101, 105, 220, 300, and 320 or their equivalents are required of all majors in Zoology.

Zoology 101, 200, 201, 300, 320, and 321 are courses which will be of great value to pre-medical and pre-dental students, and those planning to take nurses' training.

- 101. General Vertebrate Zoology.** This course deals with the salient facts of Vertebrate Zoology, taking note of evolutionary development. One form of each Chordate class will be studied with special emphasis on the Amphibian type. Open to all junior college students. Text: Hegner's College Zoology. Fall, Winter, and Spring. 5 hours. Stein, Scott, and Gersbacher.

105. **General Invertebrate Morphology.** The complex cell will be studied, its specialization into various types, and the rise of tissues, organs, and systems characteristic of the various groups of invertebrates. Text requirements as above. Zoology 105 may be taken before Zoology 101 or following it, as suits the student's convenience. Fall, Winter, and Spring. 5 hours. Stein, Gersbacher.
200. **Comparative Vertebrate Anatomy I.** Here studies of comparative skeletal and muscular structures are made from a phylogenetic and evolutionary viewpoint. Prerequisite, Zoology 101, or its equivalent. Texts: Little's *Structure of the Vertebrates* and Walter's *Biology of the Vertebrates*. Manual: Hyman's *Laboratory Manual for Comparative Vertebrate Anatomy*. Fall and Spring. 5 hours. Scott.
201. **Comparative Vertebrate Anatomy II.** A continuation of the above, taking up a phylogenetic comparison of the structures, organs, and systems of vertebrates. Prerequisite, Zoology 101, or its equivalent. Texts and Manual as above. Zoology 201 may be taken before or after Zoology 200, as suits the convenience of the student. Winter. 5 hours. Scott.

(The above courses are given every year. The courses which follow are given occasionally except those starred, which are given every year.)

210. **General Ornithology.** Objects: to recognize the local birds, and to study their calls, their feeding, nesting and migratory habits, and their relation to human welfare. Prerequisite, Zoology 101, or its equivalent. Texts: Reed's *Land Birds East of the Rockies*. Chapman's *Birds of the Eastern United States*, Second Revised Edition. 4 hours.
- 215.* **Entomology.** Identification of the local insects, the study of the critical points in the life histories of insects and their relation to man. Prerequisite, Zoology 105, or its equivalent. Text: *An Introduction to Entomology*, Comstock. Spring. 4 hours. Stein.
- 220.* **Field Zoology.** This course consists of the study of local fauna, its taxonomy and distribution. Prerequisites, Zoology 101 and 105, or their equivalents. This course is required of all majors. Fall. 4 hours. Stein.
250. **Development and Heredity.** A general course in the study of the facts and theories of the development of the plant and animal kingdoms and heredity in plants and animals. Lectures, reading, and recitations. Prerequisites, Botany 101 and Zoology 105. Spring. 4 hours. Scott.
- 300.* **Vertebrate Embryology.** Chick and pig embryos are used as types. Emphasis is placed on the ontogeny of the individual and its relation to vertebrate phylogeny. Prerequisite, Zoology 101, or its equivalent. Manual: Lillie and Moore. Required of all majors. Spring. 5 hours. Gersbacher.
305. **Comparative Anatomy of Invertebrates.** The comparative study of the development of tissues, organs, and systems; and their tendencies in the invertebrates. Library reading and lectures. Prerequisite, Zoology 105, or its equivalent. Text: *The Invertebrate*, Borradaile-Potts. Fall. 4 hours. Gersbacher.

315. **Genetics.** A general course, with experimental work in breeding strains, etc., involving the principles of evolution and genetics. Prerequisite, Zoology 250. 4 hours. Scott.
- 320.* **Histology of Organs.** Microscopic study of organs and tissues, with their origin and development. Prerequisite, one year of Zoology. Text: Maximow and Bloom. Required of Majors. Fall. 4 hours. Gersbacher.
- 321.* **Histological Material in Biology.** The development of certain skill in technique is required. Prerequisite, junior college Zoology. Texts: Guyer's Animal Micrology. Chamberlain's Methods in Plant Histology. Winter. 5 hours. Gersbacher.
322. **Advanced Histology.** Serial slide making, and the working out of special problems in technique (beginning research). Prerequisite, Zoology 321, or its equivalent, and special permission from the department. 4 hours.
- 325.* **General Morphology.** A study of the phylogenetic appearance of tissues, organs, and systems in the animal world. The appearance and disappearance of these as a force in determining the different phyla and orders of the present classification of animals. Prerequisite, senior college rank without previous college zoology. Open especially to those wishing a minor in zoology, and to graduates without previous training in zoology. Winter. 5 hours. Gersbacher.
- 330.* **History of Zoology.** A short history of the science of zoology from the time of the early Greek philosophers until the present time. This involves a study of the various theories and their influence upon the rise of physiology, embryology, comparative anatomy, genetics, and ecology. Prerequisite, one year of zoology. Text: Nordenskiöld, The History of Zoology. Winter. 4 hours. Stein.
334. **Animal Ecology.** The community relationships of animals, with emphasis on the study of local animal communities and their developments. Prerequisite, one year of zoology, including Zoology 220, or 210 and 215 or the equivalents. Library readings, lectures, field trips, and laboratory exercises. 4 hours. Gersbacher.
335. **Faunistic Zoology.** A study of the local fauna and its distribution, with special reference to life history problems, taxonomy, and environmental relations, with the objective of becoming acquainted with our local animals in their native habitats. Prerequisites, Zoology 101 and 105, or equivalents. May be taken for a minor in zoology for high school teaching by those desiring faunistic studies, and who have not had Zoology 220. Library readings, lectures, field trips, and laboratory exercises. Given in alternate years. 4 hours. Gersbacher.
340. **Advanced Ornithology.** The study, not in nesting season, of bird species both native and introduced. Much of the time is devoted to the ecological problems of habitat, association, overlapping of northern and southern species, and to those structures adapting birds to aerial and arboreal conditions. Lectures are based on Chapman's Land Birds East of the Rockies, Second Revised Edition, and on library reading. Laboratory consists of at least four week-end trips to various lake and wooded places among the Ozark Hills and along the Mississippi. Prerequisite, Zoology 210. 4 hours.

350. **Economic Zoology.** This course consists of a study of animals in relation to public welfare; as carriers or producers of disease, as increasers and destroyers of wealth, as sources of endless varieties of food, medicines, clothing, dyes, ornaments, etc. Laboratory consists of visits to a half dozen industries illustrative of the above. 4 hours.
- 370.* **Methods in Biology.** A study of methods, consisting of a consideration of objectives, different types of courses, teaching the scientific method, the laboratory method, the project method, field studies, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations, and readings. Winter. 4 hours. Bailey.
400. **Parasitology.** This course deals with the collection, identification, morphological and life-history studies, and control measures for the main groups of the parasites of Vertebrate animals. Texts: Chandler, *An Introduction to Human Parasitology*; Manter, *A Laboratory Manual in Parasitology*. Prerequisite, two years of zoology. 4 hours.

PRACTICE TEACHING

BRUCE W. MERWIN, Director

University High School

Hal Hall, *Principal*
Florence A. Wells
C. C. Logan
Gladys L. Smith
Fred Cagle

Alberta Gibbons
J. Cary Davis
J. Henry Schroeder
Evelyn Davis Rieke
Charles Patterson

Cartersville High School

Elbert Fulkerson, *Principal*
Fred E. Lauder
Loren C. Spires
Ruth E. Manning

Gladys O. Smith
Laverne Armstrong
Fred K. Lingle
Thelma K. Woodburn

Elementary Training Schools

W. G. Cisne, *Superintendent*

Allyn Training School

Dilla Hall, *Prin. Jr. H. S.*
Madge Troutt
Louise M. Bach
Ora Rogers
Mary E. Entsminger

Ruth Husband Fults
Lulu R. Clark
Ruby Van Trump
Sina M. Mott
Rockwell McCreight

Brush Training School

Douglas E. Lawson, *Asst. Prin.*
Mae L. Fox
Grace Wilhelm
Mabel Eads

Jewell Trulove
Maude Mayhew
Tina Goodwin

Rural Training Schools

Troy Stearns, *Superintendent*
George Bracewell
Emerson E. Hall
Elsie Parrish McNeill

J. W. Dillow
Harley R. Teel
Victor Randolph
Fred Barnes

The practice department includes the following five branches: University High School, Cartersville High School, Allyn Training School, Brush Training School, and the Rural Practice Schools.

300. Senior College Practice. Requirements. Three units of practice are required for graduation from the Four-Year Course. This work will usually be done on the high school level and will include one credit in

the student's major field. A fourth unit of practice work may be elected. Prerequisites: Four units of work in the subject to be taught; a total of thirty-two units of credit with grades of "C" or better in three-fourths of the work.

Exceptions to the above may be made only for administrative expediency or in the case of students with outstanding qualifications.

Past experience in teaching will receive no practice credit.

Application for practice work must be made at the beginning of the term preceding the term in which the practice teaching is desired. Assignments in practice teaching will be made on the basis of the student's scholastic attainment and demonstrated ability.

The University High School

A senior high school department is maintained on the campus. Here a well-trained faculty offers a program of studies typical of the best Southern Illinois High Schools. This school provides training facilities for the senior college practice teaching. Each quarter about 50 college students are enabled to do senior college training work. It also provides an opportunity for those who have not met all the college entrance requirements to make up their deficiencies.

The requirements for High School graduation are sixteen year credits; three of English, three of social studies, and two of physical and biological sciences and mathematics. One year credit may be made up of miscellaneous credits including extra-curricular credits.

The following senior high school courses are offered:

Sophomore Year

English II
Geometry
Agriculture
Biology
Latin II
French
World History
Manual Training I
Home Economics
Commercial Arithmetic
Bookkeeping
Music
Art

Junior Year

English III
Solid Geometry
Advanced Algebra
Chemistry
French II
U. S. History
Manual Training II
Home Economics
Commercial Law
Commercial Geography
Typewriting I
Shorthand I

Senior Year

English IV
Physics
Sociology
Economics
Civics
Conservation
Consumers Problems

The Carterville High School

The Carterville Community High School, located on the hard road ten miles east of the campus, provides opportunity for as many as twenty-four senior college students to make eight hours each of practice teaching credit per term. It is housed in a modern well-equipped building and has a faculty of nine well-qualified teachers and a student body of nearly 300. Student teaching is carried on here under conditions very similar to those encountered in the average high school. The student-teachers, in addition to regular classroom procedure, learn how to handle the study hall and to take part in chapel exercises and in other student activities.

The Allyn Training School

Organization.—The Allyn Training School consists of the elementary grades, one to six, inclusive, and the junior high school grades, seven to nine, inclusive. In the first six grades there is a supervising teacher for all activities except the special lines of work. In the junior high school there are three supervising teachers directing departmental lines of work—English, the Social Sciences, Mathematics and Science.

The Training School is organized as nearly as possible like our best public schools. The curriculum, the socializing agencies employed, the testing program, the library and other facilities for carrying out the program are typical of our most progressive city schools. It is housed in the Allyn Building for the present.

Students serve a full half day and receive eight quarter hours of credit for the work.

The practice teacher is gradually introduced to his various activities, which include supervising study, planning for individual differences, carrying out a testing program and planning and directing extra-curricular activities. He will also be given practice in using self-rating scales, and checking lists in the particular lines of work taught.

The Brush Practice School

The purpose of the Brush Practice School is to give junior college students an opportunity to practice under typical graded school conditions. The school is located in the best residential portion of the city and is a little over a half mile from the normal campus. In addition, a limited number of senior college students are given opportunity to do work in supervision. It is housed in a good substantial building, which is well lighted and decorated, and fairly well equipped as an educational work shop. The enrollment is just a little over 400. The school includes grades one to seven in thirteen rooms, seven of which are devoted to practice teaching and are in charge of a regular teacher or critic.

Students spent half of each day at the Brush and receive eight quarter hours credit. They plan their work under guidance of the critic and teach only after such plans have been corrected or approved by the supervising teacher. Directed observation is carried on twice each week during the entire term. Such observation is made after study of reading references assigned and discussion of points to be observed.

Close conferences on subject matter and methods of presentation are held as often as deemed best by the critic. These may become fewer in number as the student shows proficiency in his work. Sets of pedagogical points and teaching concepts are presented regularly by the critics so that the student may become acquainted with the commonly accepted teaching procedures. Weekly or bi-weekly teachers' meetings are held throughout the term, which serve as a clearing house for harmonizing the work of the school and for the presentation of discussions of general interest.

Students are supervised closely at all times, and especially during the beginning of the term. Gradually more responsibility is given them until they are allowed to take full charge of the room for stated periods. They

work in a typical situation and when they go out to teach they feel at home in the school room.

Last year about one hundred twenty-five students took their practice teaching work at the Brush Training School.

Rural Practice Schools

The work in rural practice will afford varied and extensive contacts with the important aspects of rural school teaching. Experiences in the following areas will be emphasized:

1. Instructional activities dealing with curriculum study, child study and guidance, setting up criteria for the selection of pupil activities in terms of their needs, interests, ability and experience; selection and organization of unit content and experiences, and techniques and methods of instruction.
2. Pupil guidance and room organization concerned with the management of routine matters, administrative problems in individual and group guidance, and reports and records.
3. The wider extension of school experiences into community life.
4. Activities relating to professional and personal development.

Students spend half of each day at a rural school and receive eight quarter hours for the term. The rural practice department includes six schools which are under the direction of a full-time superintendent and one supervising teacher for each school. The following Jackson County Schools will be included for the year 1938-1939:

Pleasant Hill, District No. 94.

Buckles, District No. 98.

Pleasant Grove, District No. 102.

Rock Springs, District No. 135.

Wagner, District No. 136.

Buncombe, District No. 139.

Enrollment by Terms, 1938-39

	Men	Women	Total	Total Registrants
Summer, 1938				1,275
Freshmen	55	72	127	
Sophomores	113	198	311	
Juniors	185	273	458	
Seniors	189	153	342	
Unclassified	12	25	37	
Total residence	554	721	1275	
Fall, 1938				2,274
Freshmen	511	457	968	
Sophomores	242	245	487	
Juniors	149	100	249	
Seniors	103	65	168	
Unclassified	3	4	7	
Total residence	1008	871	1879	
Extension (duplicates excluded) ...	190	205	395	
Winter, 1939				2,008
Freshmen	457	411	868	
Sophomores	250	246	496	
Juniors	147	99	246	
Seniors	113	68	181	
Unclassified	3	2	5	
Total residence	970	826	1796	
Extension (duplicates excluded) ...	96	116	212	
Spring, 1939				1929
Freshmen	390	367	757	
Sophomores	227	236	463	
Juniors	148	105	253	
Seniors	135	75	210	
Unclassified	1	1	2	
Total	901	784	1685	
Mid-spring	89	95	184	
Total residence	990	879	1869	
Extension (duplicates excluded)....	28	32	60	

FALL TERM, 1939
Registration Day, September 11

	1	2	3	4	5	6	7	8
Muckelroy	105-4		AGRICULTURE		350-4	105-4		
Cassell	215-4	212-4	345-2 210-2 345-2 210----	-----210-2		301----	-----301-4	
Williams		120-3	ART		250-5		120-3	
Roach		115-4	110-4		105-4			
Shryock	131----	-----131-5		125-3	245-4	120-3		
Bailey			BOTANY					
Scott	101----	-----101-5	101----	-----101-5	101----	-----101-5	325----	-----325-5
Gersbacher								
Welch	101----	-----101-5	301----	-----301-4	101----	-----101-5	131----	-----131-5
Neckers	151----	-----151-4	CHEMISTRY		201----	-----201-4		
Scott	101----	-----101-4	201----	-----201-4	101----	-----101-4		
Abbott			451----	-----451-4	101----	-----101-4		
Van Lente	151----	-----151-4	101----	-----101-4	101----	-----101-4	301----	-----301-4
			101----	-----101-4	151----	-----151-4		
Bryant	305-4	102-4	COMMERCE					
Ogden		206-4	210-4		336-4			
Buboltz	102-4	105-4		205-4 213-4		201-4 216-4	101-2	
Brainard	205-5		ECONOMICS					
Miles			310-4		206-3	330-3		
Segal		205-5	206-3	315-3	205-5	205-5		
Warren		206-4	EDUCATION				320-4	
Thalman	206-4			206-4				
Ragsdale	305-4			310-4	305-4			
Gellermann		315-4	215-4		215-4			
Stearns			305-4			206-4	206-4	
				230-4				
Bowyer	302-3	101b-3	ENGLISH					
Cox	101c-3	213-3					213-3	
Barbour			101b-3	315-4				
Crawford				101c-3		316-3	101b-3	
Power	101b-3				J.200-4	101c-3		
Kellogg	205-3				101c-3			
Krappe		324-4				212-3	101c-3	
Faner	101-3							
Tenney			Ph.316-3		101b-3			
Magnus		Sp.311-3		Sp.220-3		Sp.210-3		
Schneider				101b-3			209-3	
Barber			101c-3		211-3			
Combs		101c-3	330-4			101b-3		
Peacock			FOREIGN LANGUAGE					
Baldwin	201-4	101-3	340-2		151-3	101-3		
Smith		301-4	201-4			151-4	104-3	
Davis			101-3	151-3		301-3	101-3	
Dallmann		201-4		101-3	101-3	101-3	151-3	
Rieke		101-3						
Krappe	G.101-3				F.101-3			
Barton	324-4		GEOGRAPHY					
Shank				100-5		201-4		
Cox					100-5	100-5		
Krause	100-5	101-5	100-5	315-3	316-3		100-5	

Fall Term, 1939—Concluded

	1	2	3	4	5	6	7	8
			HISTORY					
Beyer	105A-5			325-3	Jour. 200-4	105A-5		
Lentz		322-4						
Baker	110A-5	110A-5			110A-5			
Pardee	304-3		105A-5		105A-5	345-3		
Cramer			350-5			110A-5	110A-5	
Wright			110A-5	110A-5			210-3	
Barnes		105A-5		105A-5			352-3	
			HOUSEHOLD ARTS					
Woody	127---	127-3			326---	326-4		
Barnes				327-3	205---	205-4	225-4	
			INDUSTRIAL ARTS					
Petersen			203-3		101---	101-4	221---	221-4
Schroeder	211---	211-4			306---	306-4		
			MATHEMATICS					
Mayor	106-4	112-4				111-4	106-4	
Wright		106-4	111-4		251-4	106-4		
Purdy	111-4		106-4	251-4	305-3			
			MUSIC					
McIntosh				310-4		100-3		
Matthes			301-4	225-4		190-1		
Margrave	100-3			170-1		192-1		
Van Cleave			105-4	100-3	235-4	106-4		
				150-1	160-1	230-4		
			PHYSICAL EDUCATION					
McAndrew						254---	254-4	
Lingle			149-2			151-2		
DiGiovanna		151-2		151-2			151-2	
Etheridge	101-1		101-1	211-1	101b-1	101-1		
Muzzey	201b-1		218-1		223-1			
		101-1		101-1	305-4	219-1	101-1	
		216-1					233-1	
	101a-1	101a-1			101a-1		247-2	
	201a-1	201a-1			201a-1			
			PHYSICS					
Young		314-4	101---	101-4		206---	206-4	
Zimmerschied	206---	206-4			102---	102-4	305-4	
			PHYSIOLOGY AND HEALTH EDUCATION					
Hinrichs		300-4	301-4		202-4			
Denny		202-4	202-4					
			POLITICAL SCIENCE					
Swartz		200-5		200-5		380-3		
Alexander	200-5		200-5		360-3			
			SOCIOLOGY					
Bowden	101-5	101-5		101-5				
Gum			101-5	320-3				
	101-5		101-5	210-3		202-3		
			ZOOLOGY					
Gersbacher	305---	305-4			321---	321-5	131---	131-5
Stein	220---	220-5	101---	101-5	105---	105-5		
Scott			200---	200-5	101---	101-5		

WINTER TERM, 1940
Registration Day, December 4

	1	2	3	4	5	6	7	8
Muckelroy Cassell	225-3 325-...	325-4	AGRICULTURE 205-4 102-...	102-4	120-4	330-4 302-...	302-4	
Williams Roach Shryock	220-...	120-3 115-4 220-5	ART 215-5	365-4	105-4 315-...	340-3 315-5	120-3	
Bailey Scott Welch	202-...	202-5	BOTANY 101-...	101-5 302-...	101-...	370-4 101-5 101-...	330-...	330-5
Neckers Scott Abbott Van Lente	152-... 101-... 401-...	152-4 101-4 401-4	CHEMISTRY 202-... 452-... 102-... 101-...	202-4 452-4 102-4 101-4	252-... 102-... 101-... 152-...	252-4 102-4 101-4 152-4	302-...	302-4
Bryant Ogden Buboltz	306-4 103-4	102-4 206-4 106-4	COMMERCE 211-4	205-4 214-4	337-4	339-4 217-4	101-2	
Brainard Miles Segal	205-5	205-5	ECONOMICS 320-4	206-3 328-3	206-3 205-5	325-3 205-5		
Warren Thalman Ragsdale Gellermann Bosley	310-4 305-4	206-4 215-4	EDUCATION 206-4 215-4	305-4 315-4	320-4 340-4	215-4 305-4	206-4 337-4	
Bowyer Cox Barbour Crawford Power Kellogg Krappe Faner Tenney Magnus Schneider Barber Combs	102c-3 354-4 102b-3	102b-3 104-3 102c-3 317-3	ENGLISH 366-4 102c-3 Ph.300-3 102b-3	308-4 102c-3 Sp.210-3 102b-3	102e-3 102b-3 212-3 390-3	101-3 104-3 102b-3 306-4 Sp.328-4 211-3 102c-3	205-3 102c-3 321-4 104-3 Sp.220-4 209-3 102b-3	
Peacock Baldwin Smith Davis Dallmann Rieke Krappe	F L F F G L G	202-4 102-3 302-4 320-4 202-4 102-3 102-3	FOREIGN LANGUAGE 202-4 102-3 351-5	152-3 102-3 302-3	152-3 302-5 102-3	352-5 152-4 102-3 105-3 102-3	340a-3 102-3 152-3	
Barton Shank Cox Krause	100-5	330-3	GEOGRAPHY 101-5 100-5	100-5	314-3 100-5 210-4	300-4 100-5	100-5	
Beyer Lentz Baker Pardee Cramer Wright Barnes	105A-5 110A-5 310-5	323-4 110A-5 105A-5	HISTORY 330-3 110A-5 110A-5	105A-5 205-5	110A-5 340-5 105A-5	105A-5 305-3 110A-5	400-... 344-3 110A-5	400-3

Winter Term, 1940—Concluded

	1	2	3	4	5	6	7	8
HOUSEHOLD ARTS								
Woody Barnes			325-3 206---	135-4 225-4	360--- 105---	360-4 105-3		
INDUSTRIAL ARTS								
Petersen Schroeder	212---	212-4	203-3		304--- 102---	304-4 102-4	322---	322-4
MATHEMATICS								
Mayor Wright Purdy	107-4	113-5 107-4	210-4 112-4	111-4 252-4	252-4 306-3	107-4 112-4	106-4	
MUSIC								
McIntosh				305-4		100-3 190-1 191-1		
Matthes			300-4	230-4 171-1				
Margrave	312-4		225-4		160-1 161-1 150-1	106-4		
Van Cleave			105-4	100-3 151-1		231-4		
PHYSICAL EDUCATION								
McAndrew							210-3 330-2	
Lingle DiGiovanna		152-2	149-2	202-2 152-2	152-2 203---	152-2 203-4	201-4	
Etheridge	102b-1 202b-1		102-1 219-1	212-1	301--- 104-1 224-1	301-5 102-1	102-1	
Muzzey	245-4	102-1 220-1 102a-1 202a-1	102a-1 202a-1	102-1 246-2	306-4 102a-1 202a-1	219-1	230-1	
PHYSICS								
Young Zimmerschied	207---	312-4 207-4	102--- 102-4		101---	207--- 101-4	207-4 316-4	
PHYSIOLOGY AND HEALTH EDUCATION								
Hinrichs Denny		305-4 202-4	202-4		202-4			
POLITICAL SCIENCE								
Swartz Alexander	200-5	200-5	200-5	200-5	231-3	387-3		
SOCIOLOGY								
Bowden Gum Stearns	201-3 101-5	101-5	310-3	101-5 101-5		375-4	375-4	
		101-5		311-3		215-3		
ZOOLOGY								
Gersbacher Stein Scott	101--- 105--- 201---	101-5 105-5 201-5	330-4 101---	101-5	321--- 101---	321-5 101-5	325---	325-5

SPRING TERM, 1940
Registration Day, March 18

	1	2	3	4	5	6	7	8
Muckelroy	275-4		AGRICULTURE 120-4		231-4	210-2		
Cassell	260-4	103-4		326-4	210-4	345-2 210-2 345-2		
Williams		120-3	ART 110-5		250-5	340-2		
Roach		115-4			105-4	**300-2		
Shryock	131-4	131-5		345-4	120-3	**375-4		
Bailey			BOTANY 101-4	101-5	101-4	101-5	203-4	203-5
Scott	101-4	101-5				250-5		
Welch	360-4	360-4		303-4	101-4	101-5		
Neckers	103-4	103-4	CHEMISTRY 151-4	151-4	253-4	253-4		
Scott	101-4	101-4		102-4	101-4	101-4		
Abbott				301-4	102-4	102-4	303-4	303-4
Van Lente	402-4	402-4		103-4	103-4	103-4		
Bryant	307-4	325-4	COMMERCE 212-4		340-4			
Ogden		207-4		205-4		206-4	101-2	
Buboltz	104-4	107-4		315-4		318-4		
Brainard	205-5		ECONOMICS 350-3		206-3	355-3		
Miles					205-5			
Segal		205-5	206-3	370-3		205-3		
Warren		315-4	EDUCATION 310-4		315-4		320-4	
Thalman	345-4				310-4			
Ragsdale		305-4		215-4		215-4	327-4	
Gellermann	340-4			206-4	206-4	350-4		
Bosley	**325-(4)			325-4	**325-4			
Stearns		**335-(4)		**335-4			**305-(4)	
Randolph					**305-4	235-4		
	312-4							
Bowyer	101-3	316-3	ENGLISH 213-3				213-3	
Cox	213-3				366-4	101-3		
Barbour		103-3				209-3		
Crawford				103-3		335-4		
Power	102-3			361-4	211-3			
Kellogg								
Krappe	302-3							
Faner	103-3			305-4		102-3		
Tenney		369-4		103-3		Ph.310-3		
Magnus				Sp.210-3		Sp.315-3	Sp.341-4	
Schneider				300-3	103-3		368-4	
Barber						103-3		
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GRADUATES, 1938

Bachelor of Education Degree

NAME.	TOWN.	COUNTY.
Newell M. Adams	Carmi	White
Christina Katherine Aiassi	Murphysboro	Jackson
Earl John Albers	Murphysboro	Jackson
Delmar Millard Algee	Carbondale	Jackson
Mary Ellen Anderson	Carbondale	Jackson
Frederick J. Armistead	Harrisburg	Saline
LeRoy E. Babcock	Farina	Fayette
John Emil Baker	Raleigh	Saline
Paul Barrett	Carbondale	Jackson
Cornelia L. Beach	Jerseyville	Jersey
Harold A. Beary	O'Fallon	St. Clair
James T. Beers	Carrier Mills	Saline
Betty Lou Berry	Ashley	Washington
Earl F. Bozarth	West Frankfort	Franklin
Wanda Bramlet	Eldorado	Saline
Geneva Brewer	Carbondale	Jackson
Gardner Bride	Harrisburg	Saline
Charles B. Broadway	Cobden	Union
John Brooks	Carbondale	Jackson
Kate Burkhardt	Marion	Williamson
Adam Burniski	Troy	Madison
Alice Marie Caldwell	Carbondale	Jackson
Arnold B. Casey	Cartersville	Williamson
Charles Robert Chapman	Carbondale	Jackson
Margaret Irene Cisne	Carbondale	Jackson
Maurice Palmer Clark	Salem	Marion
Charlotte Marilyn Coleman	E. St. Louis	St. Clair
Earl S. Collard	Carbondale	Jackson
Milton B. Cook	Newton, Massachusetts	Jackson
Wayne S. Corzine	Dongola	Union
Robert G. Courtney	Marion	Williamson
Mary Keller Cox	Carbondale	Jackson
Irene E. Craig	Mt. Vernon	Jefferson
Susan Crain	Carbondale	Jackson
Mary Belle Craver	Murphysboro	Jackson
Roger Hamil Davis	Murphysboro	Jackson
Vaughn Edward Davison	Johnston City	Williamson
Lester Allen Deason	Carbondale	Jackson
Harry O. Dickerson	Hurst	Williamson
Joseph R. Dillinger	Carbondale	Jackson
Alvin Gordon Dodds	West Frankfort	Franklin
George Dohanich	Colp	Williamson
Maxie R. Downen	Omaha	Gallatin
Ellen Dranginis	West Frankfort	Franklin
Kathleen R. Dudenbostel	Campbell Hill	Jackson
Edna Dunn	Metropolis	Massac
Troy Edwards	Pittsburg	Williamson
Geneva Irene Elder	Raleigh	Saline
Evelyn E. Ellis	Pamona	Jackson
Morrison Cohen England	St. Louis	St. Louis
William H. Etherton	Carbondale	Jackson
Leslie G. Flick	Xenia	Clay
Gerald Foulon	Johnston City	Williamson
Edna Fox	Carbondale	Jackson
George A. Franklin	Prairie du Rocher	Monroe
Martha Freeman	Benton	Franklin
Susan Frier	Benton	Franklin
Albert E. Frueh	Madora	Macoupin
Glen Fulkerson	Cartersville	Williamson
Edgar A. Geiger	Carlyle	Clinton
Roscoe Nell Gray	Noble	Richland
Francis J. Grisko	Christopher	Franklin
Marjorie Lipe Hamilton	Rosiclare	Hardin
Charles Horace Harbison	Equality	Saline
Ina Harrison	Christopher	Franklin
Velma A. Harvey	Thompsonville	Franklin
A. Horrell Hays	West Frankfort	Franklin
Evelyn Henry	Anna	Union
Alma Nell Henson	Grand Tower	Jackson
Sadiemazelle Hepler	Creal Springs	Williamson
Mari Lu Hetherington	Harrisburg	Saline
Georgina Lockie Hicks	Cartersville	Williamson
William Vernon Hicks	Harrisburg	Saline
Mabel S. Highsmith	Mt. Vernon	Jefferson
Dale Hill	Fairfield	Wayne
Don W. Hogue	Dongola	Union

NAME.	TOWN.	COUNTY.
Marshall Howell	McLeansboro	Hamilton
Edith Hoyer	West Frankfort	Franklin
Kenneth Hunsaker	Buncombe	Johnson
Robert Clarence Huntley	DuQuoin	Perry
Margaret Lynell Jackson	Sparta	Randolph
Robyn M. James	Centralla	Marion
Walter W. Jason	West Frankfort	Franklin
C. C. Jones	Edwardsville	Madison
Harold George Kaiser	Smithton	St. Clair
Evan Hugh Kelley	Nokomis	Montgomery
Edward S. Kelsey	Marion	Williamson
Viola Kobler	Marion	Williamson
Norman Krueger	Brookport	Massac
John Eden Lee	Tamaroa	Perry
Paul Leming	Cutler	Perry
Lawrence V. Lipe	Orient	Franklin
Henry Theodore Lohrmann	Baldwin	Randolph
E. Lavern Marietta	Carlinville	Macoupin
Ethel Inez Martin	West Frankfort	Franklin
Ralph McBride	Carbondale	Jackson
Luella McCall	Carbondale	Jackson
Florence Leah McCarrey	Centralla	Marion
Haline McCracken	Carbondale	Jackson
Francis McCormack	Murphysboro	Jackson
Blanche McCoy	Carbondale	Jackson
Paul R. McDonald	Chester	Randolph
Winifred McGuinn	Eldorado	Saline
Elizabeth Cecilia Meehan	Carbondale	Jackson
Norman A. Meinkoth	O'Fallon	St. Clair
Vincent Meinkoth	Belleville	St. Clair
James Edward Mifflin	Herrin	Williamson
Earlene H. Mitchell	West Frankfort	Franklin
James Wiley Mitchell	DuQuoin	Perry
Ruby Helen Mitchell	McLeansboro	Hamilton
Stanley Montieth	Cutler	Perry
Alma Geraldine Morgan	Mt. Vernon	Jefferson
James Edward Murphy	Eldorado	Saline
Ruth Ella Neal	Benton	Franklin
Mary Sue Nelson	Marion	Williamson
Albert J. Nerone	Virden	Macoupin
Herschel Newcomb	Norris City	White
Thomas H. North	Carbondale	Williamson
Edna M. Norton	Pinckneyville	Perry
Eva Nina Oxford	Cave-in-Rock	Hardin
Vincent S. Parednis	Chicago	Cook
Lucy Parrish	Carbondale	Jackson
Albert Patton	Panama	Bond
L. Goebel Patton	West Frankfort	Franklin
Eugene Payton	Carrier Mills	Saline
Carl G. Perry	Centralla	Marion
Thomas Arthur Phillips	Benton	Franklin
Oliver H. Press	Freeburg	St. Clair
Guy Edward Quillman	Anna	Union
Robert Johnson Rentfro	Zeigler	Franklin
Mabel Robertson	Buncombe	Johnson
John C. Robison	Carbondale	Jackson
John David Ryan	Christopher	Franklin
William Edw. Scherer	Calhoun	Richland
Lyle A. Schluter	Dongola	Union
Frances Sierakowski	West Frankfort	Franklin
Alfred Morris Simpson	Burnt Prairie	White
Evelyn Simpson	Mounds	Pulaski
Marguerite Snyder	Carbondale	Jackson
Roy Bennett Steckenrider	Herrin	Williamson
Eleanor Stefanoff	Belleville	St. Clair
Mabel R. Stewart	Thompsonville	Williamson
Veta A. Stewart	Carbondale	Jackson
Winifred M. Stone	Macedonia	Franklin
Wilma Sturm	Marion	Williamson
Virginia Kathryn Sutton	West Frankfort	Franklin
Frank Thomas	Harrisburg	Saline
S. Earl Thompson	Odin	Marion
Sybil Thompson	Elizabethtown	Hardin
Vernon Tomlinson	Carbondale	Jackson
Howard M. Thrailkill	Murphysboro	Jackson
Paul Joseph Torok	Dowell	Jackson
Genevieve Pearl Vaughn	Carterville	Williamson
J. F. Vaughn	Zeigler	Franklin
Anthony B. Venegoni	Herrin	Williamson
Richard Vernell Waldron	Carterville	Williamson
Mildred E. Walker	Collinsville	Madison
Edith Wall	Creal Springs	Williamson

NAME.	TOWN.	COUNTY.
Mary J. Ward	Ava	Jackson
Dorothy Warmack	Grantsburg	Johnson
Grayston Hess Weber	Marion	Williamson
Virgil R. Wheatley	DeSoto	Jackson
Marion L. Wiley	Harrisburg	Saline
Joseph Marion Wilkinson	Marion	Williamson
Robert Dean Willey	Alto Pass	Union
Felix Ammon Williams	Carbondale	Jackson
Helen Schilla Williams	Carbondale	Jackson
Thelma Wilson	Belleville	St. Clair
Mary F. Winks	Alma	Marion
Mary Eleanor Wright	Murphysboro	Jackson
Oscar L. Wright	Murphysboro	Jackson
Howard Logan Yowell	Carlinville	Macoupin
Elizabeth Justine Zimmer	Waterloo	Monroe

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