

1939

# 1939-1940 Southern Illinois Normal University Bulletin

Southern Illinois State Normal University

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# SOUTHERN ILLINOIS NORMAL UNIVERSITY BULLETIN



STATE OF ILLINOIS  
HENRY HORNER  
GOVERNOR 1940  
PUBLISHED QUARTERLY  
CARBONDALE, ILL.

## CAMPUS SCENES

1. Entrance to the Campus—a Winter Night
2. (Top) Air View of the Campus  
(Bottom) Anthony Hall— Girls' Dormitory
3. Old Main
4. (Top) Wheeler Library  
(Bottom) Gymnastics
5. Gymnasium Across Lake Ridgway
6. (Top) Art Class (Training School)  
(Bottom) Civil Aeronautics Class
7. Old Science Building
8. Parkinson Laboratory



































STATE OF ILLINOIS

HENRY HORNER  
GOVERNOR

SOUTHERN ILLINOIS  
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
Charles E. McMorris.....	Marshall
William E. Sunderman.....	Charleston
Jacob Alschuler .....	Aurora
Preston Bradley.....	Chicago
Mrs. Reed Green.....	Cairo
Roswell B. O'Hara.....	Macomb







**CALENDAR****1940-41****Fall Quarter**

1940

Sept.	9-11	Monday-Wednesday	Freshman Registration
Sept.	11	Wednesday	Upperclassman Registration
Sept.	13	Friday	Instruction begun
Oct.	25-26	Friday-Saturday	Homecoming
Nov.	27-29	Wednesday-Friday	Final Examinations

**Winter Quarter**

Dec.	2	Monday	Registration
Dec.	3	Tuesday	Instruction begun
Dec.	21	Saturday	Christmas vacation begun

1941

Jan.	6	Monday	Instruction resumed
March	5-7	Wednesday-Friday	Final Examinations
March	8-16		Spring vacation

**Spring Quarter**

March	17	Monday	Registration
March	18	Tuesday	Instruction begun
June	1	Sunday	Baccalaureate Service
June	3-5	Tuesday-Thursday	Final Examinations
June	6	Friday	Sixty-sixth Annual Commencement

**Summer Session, 1941**

June	9	Monday	Registration
June	10	Tuesday	Instruction begun
July	31-	Thursday	
Aug.	1	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
John R. Mayor.....	Faculty Senate Representative
Bruce W. Merwin.....	Director of Training Schools
Edward V. Miles, Jr.....	Business Manager
Marjorie Shank .....	Registrar
F. G. Warren.....	Head, Department of Education
Lucy K. Woody.....	Dean of Women



## FACULTY

1940-41

*Date indicates first year of service with the Faculty.*

## College

- ROSCOE PULLIAM (1935) *President*  
B.Ed., Southern Illinois 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) *Professor of Chemistry, Director of Extension*  
A.B., Indiana University; A.M., Harvard University; Ph.D., University of Illinois.
- ORVILLE ALEXANDER (1938) *Assistant Professor of Political Science*  
B. Ed., Southern Illinois Normal University; M.A., Ph.D., University of Iowa.
- \*LAVERNE ARMSTRONG (1932) *Instructor, Carterville High School*  
Graduate of Anthony Wayne Institute; Southern Illinois Normal University, 74 weeks; Illinois State Normal University, 6 weeks; University of Chicago, 6 weeks.
- GLADYS W. BABCOCK (1939) *Instructor in Household Arts*  
B.S., M.S., University of Minnesota.
- LOUISE BACH (1934) *Instructor, University High School*  
A.B., Illinois Wesleyan; A.M., University of Illinois.
- WILLIAM M. BAILEY (1914) *Professor of Botany, Head of Department*  
A.B., B.S., Campbell College; M.S., Ph. D., University of Chicago.
- SARA S. BAKER (1928) *Assistant Professor of History*  
B.Ed., Southern Illinois Normal University; M.A., Columbia University.  
Additional graduate work, 1 year.
- HELEN A. BALDWIN (1918) *Associate Professor of Foreign Languages*  
A.B., Denison; A.B., University of Chicago; A.M., Denison.  
Additional graduate work, 7 majors.
- JULIA MINNETTE BARBER (1936) *Assistant Professor of English,  
Head of Anthony Hall*  
B. A., M.A., University of Illinois.  
Additional graduate work, 2 years.
- FRANCES BARBOUR (1925) *Associate Professor of 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. N. U.



- MARY LOUISE BARNES (1929) *Assistant Professor of Household Arts*  
A.B., University of Illinois; M.S., Iowa State College.  
Additional graduate work, 8 quarter hours.
- SHERMAN B. BARNES (1935) *Associate Professor of History*  
A.B., Columbia University; Ph. D., Cornell University.
- THOMAS FRANK BARTON (1935) *Professor of Geography,  
Head of Department*  
Diploma, B.Ed., Illinois State Normal University; Ph.M. University of Wisconsin; Ph.D., University of Nebraska.
- RICHARD L. BEYER (1929) *Professor of History, Head of Department*  
A.B., Allegheny College; M.A., Ph.D., University of Iowa.
- E. L. BORKON (1939) *Assistant Professor of Physiology and Health  
Education, Associate College Physician*  
B.S., Ph. D., M.D., University of Chicago.
- HOWARD E. BOSLEY (1937) *Associate Professor of Education,  
Director of the Library*  
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University.  
Additional graduate work, 1 year.
- R. D. BOWDEN (1936) *Professor of Sociology, Head of Department*  
A.B., University of Kentucky; A.M., University of Illinois; Ph. D., New York University.
- EMMA L. BOWYER (1912) *Professor of English, Head of Department*  
A.B., A.M., University of Chicago.  
Additional graduate work, University of Chicago, 1 year.
- GEORGE BRACEWELL (1932) *Assistant Professor, Acting Director,  
Rural Education*  
B.Ed., Southern Illinois Normal University; A.M., University of Michigan; residence work for Ph.D. completed, University of Michigan.
- HARRY G. BRAINARD (1937) *Associate Professor of Economics,  
Head of Department*  
B.S., M.S., University of North Carolina; Ph.D., University of Illinois.
- W. O. BROWN, A.B. (1914) *Professor,  
Superintendent of Rural Training Schools, Emeritus (1936)*
- T. L. BRYANT (1918) *Assistant Professor of Commerce,  
Head of Department*  
B. Ed., Southern Illinois Normal University; A.M., University of Iowa.
- V. A. BUBOLTZ (1937) *Instructor in Commerce*  
B.S., Iowa State Teachers College; M.A., Northwestern University.  
Additional graduate work, Northwestern University, 13 semester hours; University of Southern California, 4 semester hours.



- FRED CAGLE (1938) *Instructor, University High School*  
B.Ed., Southern Illinois Normal University; M.S., University of Michigan.
- DELIA CALDWELL, M. D. (1921) *Assistant professor,*  
*College Physician, Emerita (1935)*
- ROBERT C. CASSELL (1938) *Associate Professor of Agriculture*  
B.S., Iowa State College; M.S., University of Idaho; Ph. D., University of Minnesota.
- W. G. CISNE (1916) *Associate Professor,*  
*Superintendent of Elementary Training Schools*  
Graduate, Junior College, Southern Illinois Normal University; Ph. B., University of Wisconsin; A.M., University of Chicago.
- LULU R. CLARK (1917) *Assistant Professor,*  
*Allyn Training School, Emerita (1940)*
- FRANK H. COLYER, M.S. (1897) *Professor of Geography, Emeritus (1935)*
- MARY COMBS (1923-26; 1938) *Instructor in English*  
B.A., M.A., Indiana University.  
Additional graduate work, 1 year.
- ELIZABETH A. COX (1920) *Assistant Professor of English*  
A.B., A.M., University of Kansas.  
Additional graduate work, 24 weeks.
- FLEMIN W. COX (1929) *Associate Professor of Geography*  
A.B., A.M., University of Illinois.  
Additional graduate work, 2 years.
- C. H. CRAMER (1931) *Associate Professor of History*  
A.B., B.S. in Ed., A.M., Ph.D., Ohio State University.
- MARY CRAWFORD (1928) *Assistant Professor of English*  
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.
- WILLIAM P. DALLMANN (1936) *Associate Professor of Foreign Languages*  
B.D., Yale University; M.A., Ph. D., Washington University.
- DOROTHY R. DAVIES (1939) *Assistant Professor of Physical Education*  
*for Women*  
B.S., University of Cincinnati; M.A., Teachers College, Columbia University.  
Additional graduate work, University of Cincinnati, 3 summers.
- J. CARY DAVIS (1930) *Associate Professor of Foreign Languages*  
B.Ed., Southern Illinois Normal University; Sorbonne, 1 summer; A.M., Ph.D., University of Chicago.



- FLORENCE E. DENNY (1929) *Assistant Professor of Physiology and Health Education, School Nurse*  
B.Ed., Southern Illinois Normal University; graduate, School of Nursing, Beth-El Hospital, Colorado Springs; M.A., Teachers College, Columbia University.
- VINCENT G. DIGIOVANNA (1929) *Associate Professor of Physical Education for Men*  
B.P.E., Springfield College; M.A., New York University; residence work for Ph.D. completed, New York University.
- J. W. DILLOW (1934) *Instructor, Rural Training Schools*  
B.Ed., Southern Illinois Normal University; M. A., University of Illinois. Additional graduate work, 1 year.
- \*ELINOR DOUGLAS (1939) *Instructor, Carterville High School*  
B.A., M.A., State University of Iowa.
- \*MABEL EADS (1929) *Instructor, Brush Training School*  
B.Ed., Southern Illinois Normal University; M.A., M.S., University of Chicago.
- MARY E. ENTSMINGER (1922) *Assistant Professor, Allyn Training School*  
Graduate, Junior College, Southern Illinois Normal University; Ph.B., University of Chicago; M.A., Teachers College, Columbia University.
- FRANCES D. ETHERIDGE (1925) *Assistant Professor of Physical Education for Women, Head of Department*  
A.B., B.S., University of Illinois; M.A., Ohio State University.
- ROBERT DUNN FANER (1930) *Assistant Professor of English*  
A.B., Allegheny College; M.A., University of Iowa. Additional graduate work, 1 year.
- \*MAE L. FOX (1924) *Instructor, Brush Training School*  
B.Ed., Southern Illinois Normal University; University of Chicago, 15 semester hours; M.A., Teachers College, Columbia University.
- ERICH FRANZEN (1939) *Visiting Lecturer*  
Ph.D., Heidelberg University, Germany.
- \*ELBERT FULKERSON (1932) *Instructor, Principal of Carterville High School*  
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- RUTH HUSBAND FULTS (1929) *Instructor, Allyn Training School*  
B.S., A.M., University of Illinois.
- LOUIS W. GELLERMANN (1936) *Associate Professor of Education*  
A.B., M.A., University of Washington; Ph.D., Clark University.
- WILLARD M. GERSBACHER (1936) *Associate Professor Zoology, Acting Head of Department*  
B.Ed., Southern Illinois Normal University; A.M., Ph.D., University of Illinois.

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



- M. ALBERTA GIBBONS (1921-3; 1928) *Assistant Professor,  
University High School*  
A.B., University of Illinois; A.M., Columbia University.  
Additional graduate work, 14 semester hours.
- \*TINA GOODWIN (1925) *Instructor, Brush Training School*  
B.Ed., Southern Illinois 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) *Instructor in Sociology,  
Assistant to the Dean of Women*  
B.Ed., Southern Illinois Normal University; M.A., Washington Uni-  
versity.  
Additional graduate work, 14 semester hours.
- DILLA HALL (1924) *Assistant Professor  
Dean of Boys, University High School*  
B.Ed., Southern Illinois Normal University; M.S., University of Chicago;  
residence work for Ph.D. completed, St. Louis University.
- EMERSON HALL (1929) *Assistant Professor of Rural Education*  
B.Ed., Southern Illinois Normal University; University of Iowa, 11  
semester hours; M.S., University of Michigan; Ph.D., George Peabody  
College for Teachers.
- HAL HALL (1936) *Principal of University High School  
Principal of University High School*  
B.Ed., Southern Illinois Normal University; M.B.A., Northwestern  
University.  
Additional graduate work, Washington and New York Universities, 40  
semester hours.
- GOLDA D. HANKLA (1938) *Instructor, Librarian*  
B.Ed., Southern Illinois Normal University; M.A., B.S. in L.S., Uni-  
versity of Illinois.
- J. W. HARRIS (1939) *Assistant Professor of English*  
B.S., M.A., Ph.D., University of Illinois.
- FAY HART (1930) *Assistant Professor, Librarian*  
A.B., Illinois College; B.L.S., University of Illinois School of Library  
Service.
- MARIE A. HINRICHS (1935) *Professor of Physiology and  
Health Education, Head of Department, College Physician*  
A.B., Lake Forest College; Ph.D., University of Chicago; M.D., Rush  
Medical College.  
Additional work, 14 summers.
- AGNES J. JOHNSON (1939) *Instructor, Allyn Training School*  
B.S., Drake University; M.A., Teachers College, Columbia University.

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- THELMA L. KELLOGG (1929) *Associate Professor of English*  
 B.A., M.A., University of Maine; A.M., Ph.D., Radcliffe.  
 Additional graduate work, Oxford University, 1 summer.
- RUBY KERLEY (1935) *Instructor, Librarian*  
 B.Ed., Southern Illinois Normal University; B.S. in L.S., University  
 of Illinois Library School.
- FLORENCE R. KING (1911) *Instructor, Allyn Training School,*  
*Emerita (1936)*
- EDITH SMITH KRAPPE (1929) *Assistant Professor of English*  
 A.B., A.M., University of Iowa.  
 Additional graduate work, University of Iowa, 37 semester hours.
- ANNEMARIE E. KRAUSE (1930) *Assistant Professor of Geography*  
 B.S., University of Minnesota; M.S., University of Illinois.  
 Additional graduate work, 12 months.
- JUDSON T. LANDIS *Assistant Professor of Sociology*  
 A.B., Greenville College; A.M., University of Michigan; Ph.D., Louisiana  
 State University.
- \*FRED E. LAUDER (1934) *Instructor, Carterville High School*  
 B.S.Ed., University of Illinois; Southern Illinois Normal University,  
 12 weeks; M.A., University of Iowa.
- DOUGLAS E. LAWSON (1935) *Assistant Professor of Education*  
 A.B., M.A., Colorado State Teachers College; Ph.D., University of Chicago.
- E. G. LENTZ (1914) *Professor of History, Dean of Men*  
 A.B., Indiana University; A.M., University of Illinois.
- \*FRED K. LINGLE (1932) *Instructor, Carterville High School*  
 B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- LELAND P. LINGLE (1927) *Assistant Professor of Physical Education*  
*for Men*  
 B.Ed., Southern Illinois Normal University; M.A., University of Iowa.  
 Additional special physical education work, one-half year.
- C. C. LOGAN (1923) *Instructor, University High School*  
 B.S., University of Illinois.  
 Additional graduate work, University of Illinois, 3 semester hours.
- DOROTHY B. MAGNUS (1936) *Assistant Professor of English*  
 Graduate, State Teachers College, Winona, Minnesota; B.S., M.A., Uni-  
 versity of Minnesota.  
 Additional graduate work, University of Iowa, 1 year; Northwestern  
 University, 8 weeks.
- \*RUTH E. MANNING (1938) *Instructor, Carterville High School*  
 B.S. in Education, Massachusetts State Teachers College; M. A., Uni-  
 versity of Chicago.

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- WILLIAM M. MARBERRY (1939) *Instructor in Botany*  
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.  
Additional graduate work, 1½ years.
- WENDELL MARGRAVE (1929) *Assistant Professor of Music*  
B.Ed., Southern Illinois Normal University; A.M., University of Chicago.
- GLENN MARTIN (1938) *Instructor in Physical Education for Men*  
B.Ed., Southern Illinois Normal University; M.A., University of Iowa.
- HELEN E. MATTHES (1920) *Instructor in Music*  
Chicago Musical College, 1 year, 1 summer; Bohlman School of Music,  
1 summer.
- \*MAUDE MAYHEW (1924) *Instructor, Brush Training School*  
Ph.B., University of Chicago; M.A., Teachers College, Columbia  
University.
- JOHN R. MAYOR (1935) *Professor of Mathematics, Head of Department*  
B.S., Knox College; M.A., University of Illinois; Ph.D., University  
of Wisconsin.
- WILLIAM MCANDREW (1913) *Associate Professor of Physical Education*  
*for Men, Head of Department*  
A.B., Vincennes University; LL.B., Cumberland University.  
Additional graduate work, 8 months.
- CHARLES ROCKWELL MCCREIGHT (1938) *Instructor, University High School*  
A.B., M.A., University of Illinois.
- W. C. MCDANIEL (1939) *Assistant Professor of Mathematics*  
B.S., Kansas State College; M.Ph., Ph.D., University of Wisconsin.
- DAVID S. MCINTOSH (1927) *Associate Professor of Music,*  
*Head of Department*  
B.M.E., Northwestern University School of Music; M.A., University  
of Iowa.
- HELEN MCLANE (1939) *Instructor in Physical Education for Women*  
B.S., M.S., University of Michigan.
- ELSIE PARRISH MCNEILL (1933) *Instructor, Rural Training Schools*  
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- BRUCE W. MERWIN (1927) *Professor, Director of Training Schools*  
A.B., B.S. in Education, A.M., Ph.D., University of Kansas.
- EDWARD V. MILES (1919) *Associate Professor of Economics,*  
*Business Manager*  
B.Ed., Southern Illinois Normal University; M.A., St. Louis University.  
Additional graduate work, St. Louis University, 1 year.
- SINA M. MOTT (1936) *Assistant Professor, Allyn Training School*  
A.B., Iowa State Teachers College, Cedar Falls, Iowa; M.A., Ph.D., New  
York University.

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- R. E. MUCKELROY (1911)      *Professor of Agriculture, Head of Department*  
B.S., University of Illinois; M.S., University of Wisconsin.
- DOROTHY M. MUZZEY (1928)      *Assistant Professor of Physical Education*  
for Women  
B.A., Iowa State Teachers College; A.M., University of Iowa.
- J. W. NECKERS (1927)      *Professor of Chemistry, Head of Department*  
A.B., Hope College; M.S. Ph.D., University of Illinois.
- JULIA NEELY (1926)      *Associate Professor of English*  
A.B., A.M., Washington University, St. Louis, Mo.  
Additional graduate work, 2 years.
- SUSIE OGDEN (1931)      *Assistant Professor of Commerce*  
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.  
Additional graduate work, 32 hours.
- CHARLES J. PARDEE (1929)      *Assistant Professor of History*  
A.B., Hiram College; B.D., Union Theological Seminary; A.M., University of Chicago.  
Additional graduate work, 1 year.
- JOHN B. PARRISH (1939)      *Assistant Professor of Economics*  
A.B., Ph.D., University of Illinois.
- \*CHARLES PATERSON  
B.Ed., Southern Illinois 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)      *Professor of Foreign Languages,*  
Head of Department  
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.
- J. M. PIERCE, A.B., A.M. (1892-4; 1899)      *Associate Professor of German,*  
Emeritus (1935)
- ESTHER M. POWER (1929)      *Associate Professor of 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)      *Associate Professor of Mathematics*  
B.S., M.A., Kenyon College; Ph.D., University of Illinois.
- TED R. RAGSDALE (1925)      *Associate Professor of Education*  
B.Ed., Southern Illinois Normal University; M.A., University of Illinois; residence work for Ph. D. completed, St. Louis University.

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- VICTOR RANDOLPH (1935) *Instructor, Rural Training Schools*  
B.Ed., Southern Illinois Normal University; A.M., Teachers College,  
Columbia University.  
On leave of absence, 1940-41.
- EVELYN DAVIS RIEKE (1937) *Instructor, Dean of Girls,  
University High School*  
B.S., A.M., University of Illinois.
- LULU D. ROACH (1930) *Assistant Professor of Art*  
Graduate, Southern Illinois Normal University; Ph.B., University of  
Chicago.  
Additional graduate work, University of Chicago, 1 year.
- ORA ROGERS (1928) *Instructor, Allyn Training School*  
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.
- WILLIAM B. SCHNEIDER (1936) *Associate Professor of English*  
B.A., M.A., University of Illinois; Ph.D., University of Chicago.
- J. HENRY SCHROEDER (1923) *Assistant Professor, University High School*  
B.Ed., Southern Illinois Normal University; M.S., University of Iowa.
- MADELYN SCOTT (1937-38; 1940) *Instructor, Allyn Training School*  
B.Ed., Southern Illinois Normal University; M.A., University of Chicago.
- MARTHA SCOTT (1929) *Assistant Professor of Zoology*  
A.B., Park College; M.S., University of Chicago.  
Additional graduate work, 3 years.
- R. A. SCOTT (1923) *Associate Professor of Chemistry*  
B.S., M.S., Ph.D., University of Illinois.
- MELVIN J. SEGAL (1937) *Assistant Professor of Economics*  
A.B., Amherst College; M.A., Ph.D., University of Illinois.
- MARJORIE SHANK (1923) *Associate Professor of Geography, Registrar*  
A.B., University of North Dakota; A.M., Clark University.  
Additional graduate work, 1 year.
- BURNETT H. SHRYOCK (1935) *Assistant Professor of Art*  
A.B., University of Illinois.  
Additional graduate work, Teachers College, Columbia University, 1  
year; American Academy of Art and the Chicago Art Institute, 2 years.
- GEORGE W. SMITH (1890) *Professor of History, Emeritus (1935)*
- GLADYS L. SMITH (1931) *Instructor, University High School*  
B.Ed., Southern Illinois 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) *Instructor, Carterville High School*  
B.Ed., Southern Illinois Normal University, M.Ed., University of  
Illinois.  
Additional graduate work, University of Illinois, 8 weeks.

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- MADELEINE SMITH (1929) *Assistant Professor of Foreign Languages*  
A.B., A.M., Northwestern University.  
Additional graduate work, Sorbonne, University of Chicago, Middlebury  
3 summers.
- \*LOREN SPIRES (1932) *Instructor, Carterville High School*  
B.Ed., Southern Illinois Normal University.  
Additional work, 1 year; 1 summer, University of Illinois.
- MARY M. STEAGALL, Ph.D. (1908) *Professor of Zoology, Emerita (1938)*  
*Head of Department*
- HILDA A. STEIN (1925) *Associate Professor of Zoology*  
B.Ed., Southern Illinois Normal University; M.S., University of Illinois.  
Additional graduate work, 12 months.
- HELEN ELAINE STENSON (1939) *Assistant Professor, Rural Education,*  
*Field Supervisor*  
B.S., Western Michigan State Teachers College; M.A., University of  
Michigan.  
Additional graduate work, 1 semester, Teachers College, Columbia  
University.
- WILLIS G. SWARTZ (1930) *Professor of Political Science.*  
*Head of Department*  
B.A., M.A., Ph.D., University of Iowa.  
Additional graduate work, Clark University, 1 year.
- \*HARLEY R. TEEL (1935) *Instructor, Assistant Principal of*  
*Brush Training School*  
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.  
Additional graduate work, 1 year.
- CHARLES D. TENNEY (1931) *Associate Professor of English*  
A.B., Gooding College; A.M., Ph.D., University of Oregon.
- WELLINGTON A. THALMAN (1929) *Professor of Education*  
A.B., Ellsworth College; A.M., Ph.D., Cornell University.
- MADGE TROUTT (1924) *Assistant Professor, University High School*  
B.Ed., Southern Illinois Normal University; A.M., University of Chicago.
- \*JEWELL TRULOVE (1930) *Instructor, Brush Training School*  
B. Ed., Southern Illinois Normal University; M.A., Teachers College,  
Columbia University.
- EMERSON S. VAN CLEAVE (1938) *Instructor in Music*  
B.M., DePauw University; M.S. in Education, Indiana State Teachers  
College.
- K. A. VAN LENTE (1931) *Associate Professor of Chemistry*  
A.B., Hope College; M.S., Ph.D., University of Michigan.

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S. I. N. U.



- JOSEPH VAN RIPER (1939) *Assistant Professor of Geography*  
A.B., University of Michigan; A.M., Syracuse University; Ph.D.,  
University of Michigan.
- RUBY VAN TRUMP (1928) *Instructor, Allyn Training School*  
B.S. in Education, S.T.C. Springfield, Mo.; A.M., George Peabody College  
for Teachers.
- MARY D. VOCELLE (1939) *Instructor, Librarian*  
A.B., Nazareth College; Diploma, Wisconsin Library School.
- FLOYD V. WAKELAND (1939) *Assistant Professor of Music*  
B.Mus., Illinois Wesleyan University; M.Mus., Bush Conservatory. Ad-  
ditional Study, 4 summers; Theodore Harrison, Voice Class.
- F. G. WARREN (1913) *Professor of Education,*  
*Head of Department*  
A.B., McKendree College; A.M., University of Chicago; residence work  
for Ph.D. completed, St. Louis University.
- GEORGE H. WATSON (1939) *Instructor in Political Science*  
A.B., Miami University; M.A., University of Illinois; residence work for  
Ph.D. completed, University of Chicago.
- WALTER B. WELCH (1938) *Assistant Professor of Botany*  
A.B., Wabash College; M.S., Ph.D., University of Chicago.
- FLORENCE A. WELLS (1927) *Assistant Professor, University High School*  
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.
- GEORGE D. WHAM (1906) *Professor of Education, Head of Department,*  
*Dean of Faculty, Emeritus (1938)*
- \*GRACE WILHELM (1924) *Instructor, Brush Training School*  
B.Ed., Southern Illinois Normal University; University of Chicago,  
5 semester hours; M.A., Teachers College, Columbia University.
- GLADYS POTTER WILLIAMS (1917) *Associate Professor of Art,*  
*Head of 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.
- LUCY K. WOODY (1911) *Associate Professor of Household Arts,*  
*Head of Department, Dean of Women*  
B.S., M.A., Teachers College, Columbia University.  
Additional graduate work, Teachers College, 5 semester hours.
- ALICE KELSEY WRIGHT (1925) *Assistant Professor of Mathematics*  
A.B., Indiana University; A.M., University of Illinois.

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



- JOHN I. WRIGHT (1925) *Assistant Professor of History*  
Ph.B., A.M., University of Chicago.  
Additional graduate work, University of Chicago, 17 semester hours.
- O. B. YOUNG (1929) *Associate Professor of Physics and Astronomy,*  
*Head of Department*  
A.B., Wabash College; A.M., Ph.D., University of Illinois.
- CHARLOTTE ZIMMERSCHIED (1927) *Assistant Professor of 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 Normal University.
- CORNELIA BEACH, *Secretary to the Business Manager* (1937)  
B. Ed., Southern Illinois Normal University.
- MABEL HOWELL, *Cashier* (1939)
- W. C. FLY, *Manager of the Book Store.*



## GENERAL INFORMATION

### History

If ever a college was born of the need of the region it was destined to serve, it was the Southern Illinois Normal University. Teacher training facilities were meager in downstate Illinois in the years following the Civil War, and no one realized this more than school teachers themselves. Accordingly, meetings were held in various parts of Egypt and a drive to urge the State government to create a normal school was instituted. It is significant that in this movement, teachers, principals, and superintendents played the most active part.

In 1869 the State Legislature authorized the establishing of the school, and in the next year an appropriation was made for the construction of a building. The legislative grant was augmented by contributions from the citizens of Jackson County where the college was to be located.

By 1874 the three-story structure that was to house the new normal school was finished, and on July 1, the history of the State-supported higher education in Southern Illinois began with the dedication of the building and the inauguration of Dr. Robert Allyn as first president. A summer session in 1874 opened the instructional work of the school. Fifty-three students attended. The first regular term, starting on September 7, had approximately 150 students enrolled.

The history of the College since 1874 has been one of quantitative as well as qualitative growth. Enrollment has mounted from fifty-three students to 2045 who attended during the Fall Quarter in 1939. Southern Illinois Normal University is now the fourth largest teacher training institution in the United States. The faculty has grown from nine members to 133 resident teachers. That preparation of the teaching staff has improved is evinced by the fact that forty-eight have the Doctor of Philosophy degree or equivalent graduate work. Whereas the College in 1874 had only one building, today there are eight, the most recent being Parkinson Laboratory, which was opened in 1930.

Recognition for the College was attained during the administration of Mr. Henry W. Shryock (1913-35). In 1928 Southern Illinois Normal University was accredited by the American Association of Teachers Colleges, and three years later it was placed on the fully accredited list of Colleges and Universities of the North Central Association.

S. I. N. U. inaugurated its sixth president, Mr. Roscoe Pulliam, on October 7, 1935. This administration has been responsible for much additional progress for the College. Among the recent achievements have been the revision of the curriculum, enlargement of the faculty, creation of a Department of Sociology, revitalization of the Museum, expansion of Wheeler Library, beautification of the campus, development of an effective plan of personnel work, and dedication of a new stadium in 1938. The school was signally honored in 1939 when it was named as the only college in this



area to cooperate with the Commission on Teacher Education of the American Council on Education in a national project for the improvement of teacher training.

Today, sixty-five years old, Southern Illinois Normal University is even more necessary than it was in the post-Civil-War era. It is the only fully accredited, degree-granting institution in the lower third of Illinois, and the only State-supported college in this region.

## Terms of Admission and Advanced Standing

Graduates of any four-year recognized high school or academy with fifteen units of secondary work may be admitted to any curriculum. The recognized schools of Illinois are listed in the School Directory, published annually by the Office of the Superintendent of Public Instruction. Graduates of high schools outside of the State may be admitted to Southern Illinois Normal University if they are accredited by the university of the state in which the high school is located.

A limited number of students with incomplete high school records may make up the deficiency by examinations, provided it does not exceed 10 of the 15 year credits required for entrance. College entrance examinations may be taken only at the beginning of the student's school year. 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 to the Principal of University High School 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.

Mature students over twenty-one years of age who are not high school graduates may be granted temporary admission as unclassified students with the privilege of making up the secondary work within the first two years of college attendance. Students under twenty-one years of age may not be admitted unless they are high school graduates. They may, however, be admitted to University High School to complete the secondary record.

A person who has attended another college or university of recognized standing may be admitted to Southern Illinois Normal University with advanced standing, provided he presents a complete transcript of his college record, a statement of good standing from the institution from which he comes, and a complete record of his preparatory school record.

Students from other teachers colleges and normal schools accredited by the American Association of Teachers Colleges may receive full credit for work accomplished in such schools, insofar as the subjects taken fit into the curriculum to be pursued in this College.

Advanced standing may be allowed from a college not recognized by the regional accrediting agency only when the student takes an examination here and secures the approval of the head of the department in which the student seeks advanced standing.

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 which offered the course. Credit is not accepted, however, if a student makes a grade lower than C.

*Notice to New Students—All credentials must be filed in advance of registration.*

Friday, August 30, will be Freshman Day at Southern Illinois Normal University. Prospective freshmen will find it a great advantage to take the entrance tests and do some of the preliminary registration on that day. All freshmen are urged to report to the Old Gymnasium by nine o'clock and spend the day. They should bring two pencils.

Regular Freshman Orientation begins September 9 at seven A. M. All freshmen must report in the Old Gymnasium at that time. After ten A. M. no one will be registered without a receipt for a late registration fee of one dollar. Four days will be devoted to Freshman Orientation.

## 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 39.

## 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 within term, course not completed .....	1 grade point
N.C., Passing at time of withdrawal but course not completed.	

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 grade point 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.

Except by special permission, a first term freshman will not be allowed to register if he fails in three courses and makes a D in the fourth. This special permission may be granted only if it seems advisable after investigation by the Scholarship Committee. The student is then on probation. 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. An upper-classman placed on probation may not register again if he does not raise this the succeeding term. However, he may be readmitted after one year has elapsed if he cares to return and if his return seems advisable upon application to the Dean of Men or Dean of Women.

A student having less than a 2.75 average who wishes to attend with no possibility of securing a certificate or diploma may do so upon the approval of the Scholarship Committee and upon payment of the special fees described in point three under "Expenses."

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.

In recognition of high scholarship, a number of students in the junior class are elected each year to Kappa Delta Pi, National Honor Society in Education. The names are announced on Honors Day. Candidates for the Bachelor of Education Degree who have maintained a grade point average of 4.25 or more for all of their work through the winter term of their senior year receive honor pins. In the case of a transfer student, he must have entered Southern Illinois Normal University by the beginning of the Junior year and have maintained the 4.25 average.



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. 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 special fees include the following:

Chemistry Laboratory Breakage Fee.....	\$ 1.00
Botany 101 Laboratory Breakage Fee.....	2.00
Private Music Courses, 1 lesson a week.....	12.00
Civil Aeronautics Authority:	
Physics 250 and 251.....	20.00
Insurance .....	14.00
Medical Exam.....	6.00

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Total for Civil Aeronautics.....\$40.00

Additional fees are charged for late registration, library fines, breakage, failure to report for physical examination, etc. The first transcripts of college records are furnished free, provided the student has fulfilled all his financial obligations to the College. There is a charge of \$1.00 for each additional.

## 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 Service 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. Four programs of work are available: *Federal or NYA, State, Private, and Anthony Hall.*

*Federal Student Work*, 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 Service 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.



*Anthony Hall*, the women's dormitory, provides opportunities for twenty-four young women to earn one-half of their room and board. This work requires that they live in the dormitory. Information concerning Anthony Hall appears on page 29.

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

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 in 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 same 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 educational 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 discharged 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 a member of the junior class who has a high scholastic average. The award is 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-six 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, spreads, and one pair of double blankets. 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 a 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 believes 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.  
Florence E. Denny, 701 S. Illinois.  
Wanda N. Gum, 718 S. Normal.  
E. G. Lentz, 520 S. Normal.  
Lucy K. Woody, 703 S. Poplar.  
Annemarie E. Krause, 505 W. Mill.  
Leland P. Lingle, 424 W. Jackson

## **Church Attendance**

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**

Each year the student body elects four members of each class to serve on the student council. The council acts as a policy making body for student activities, dealing with such problems as elections, control of student publications, social functions, student health, and permanent improvements. Through the council, members of the student body are appointed to serve on important standing committees of the college, thereby integrating student and administration points of view. The council is active also in public affairs affecting the college.

The Young Men's Christian Association and the Young Women's Christian Association both have well-conducted organizations, which meet weekly. 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 visit the institution 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 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 several national professional fraternities on the campus: Kappa Phi Kappa, professional education 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, Journalistic fraternity. Local Chapters of Sigma Tau Delta, creative writing fraternity, and Kappa Pi, art fraternity, have been recently organized. 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.

Eight cooperative houses, in which the cost of room and board averages four dollars a week, have been organized and are operating under the jurisdiction of the college.

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; Future Teachers of America; 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 Camera Club, Radio Club, American Student Union, and Rural Life Club. Clubs for the purpose of fostering school spirit are the Southern Knights and the Girls' Rally Committee.

The Sphinx Club is the honorary senior activity organization. Twenty students each year are elected to membership for service to the College.

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.

## Student Publications

The two outstanding student publications of the College are the *Egyptian*, a six to eight page weekly newspaper; and the *Obelisk*, a two-hundred-page yearbook. A newly established quarterly publication is the *Southern Alumnus*. The editors of these publications are experienced student journalists yearly appointed to their positions by the student council. Staff memberships are open on trial to all student journalists.

## Alumni Association

The Alumni Association is the general organization of the alumni of Southern Illinois Normal University. Any graduate or former student of the College is invited to become a member. The Association maintains an office on the campus and publishes quarterly the *Southern Alumnus*. A complete record of the present whereabouts of former students is being compiled, so that, within the very near future, an alumni directory may be published.

Local branches of the Alumni Association have been organized throughout Illinois. For information concerning the organization, please write to the Secretary of the Alumni Association, Southern Illinois Normal University.



## School Health Service

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

E. L. BORKON, 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 physicians in charge have offices 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 exclude promptly 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 physicians are 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 44,630 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 501 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, 1936, 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:

1. One general function of the clinic is to acquaint the college students and student teachers with the nature of clinical work and with some of the diagnoses 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. Illustrations of typical problem cases are presented, together with suggested solutions of the case studies in question.

- b. During the past year the Bureau has developed a consultant service, which is offered to student teachers who would like to acquaint themselves more definitely with the procedures used in finding out the possible causes of the maladjustments. The student teacher selects some problem case from the class he is teaching, and through a consultation with the critic and the committee from the Bureau he is made acquainted with the more modern and progressive concepts which should lead to the correction of bad behavior patterns.

- II. A second general function of the clinic is to make a detailed study of individual cases by the Professional Staff and the College Committee. Some of the children are from the various school units in Carbondale; others come from different towns in Southern Illinois. The following are a few 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. At each clinic a general lecture relative to some clinical problem is presented by some member of the Professional Staff. Such topics as "Mental Hygiene"; "The Development of Personality in the Child—The Part Played by the Teacher and the Part Played by the Parents"; "Behavior Aspects and the School Child's Conduct"; and "The Effect of Family Relationships upon the School Child". These lectures are discussed and are followed by open forums. These sessions are open to the student body at large and also to the public.

On the second day of the clinic the Professional Staff conducts seminars which are open to student teachers and to the critics of all of the practice school units. In these seminars members of the Professional Staff from the Chicago Institute for Juvenile Research will present case studies of children



from another section of the State. A diagnosis is given, and following this there is a discussion by the group. Finally, the remedial program is presented relative to the case in question.

IV. Parents have also come to look upon the Bureau as offering an opportunity of discussing various types of behavior patterns with some member of the College Staff. Appointments are made by correspondence and can be arranged for at any time during the year. This service is not only for the purpose of assisting parents in correcting undesirable forms of conduct on the part of the child, but also to aid the parent in knowing how to direct the child so there is less danger of these negative patterns of behavior developing.

V. Another important feature of the Bureau is the conducting of interviews with College students who are coping with some problem. In some instances the student has had some difficulty in adjusting himself; on other occasions he has developed certain attitudes which need to be changed; and in connection with still other situations it is found that there are social problems which need consideration. These interviews may be held with any member of the local staff, and at all times the student has the assurance that these problems will be treated confidentially. This phase of the work is also extended throughout the entire year.

The three members of the Professional Staff who come here from the Chicago Institute for Juvenile Research are: Dr. Maurice Kaplan, the psychiatrist; Mrs. Augusta Jameson, the psychologist; and Miss Edith Lesser, the psychiatric social worker.

The College staff consists of Dr. Marie Hinrichs, Miss Florence Denny, Mrs. Wanda Newsum Gum, Dr. 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 certifying 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 Placements Bureau**

The Placements Bureau is maintained as a service for students, former students, and graduates of the College who desire to find teaching positions. Public school officials who have teaching vacancies to fill are assisted in finding well-qualified candidates.

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.

During the past year, graduates of the College were very successful in securing teaching positions in both secondary and elementary schools throughout Illinois and adjoining states.

The Bureau is a member of the National Institutional Teacher Placement Association and of the Teacher Placement Association of Illinois Colleges and Universities.

## Extension Division

The Southern Illinois 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 twelve years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois until during the school year 1939-40, thirty courses were offered in the following centers: Anna, Belleville, Benton, Cairo, Carmi, DuQuoin, Fairfield, Golconda, Harrisburg, Marion, McLeansboro, Mounds, Mt. Vernon, Salem, Sparta, Waterloo, West Frankfort, Vienna, and Zeigler. Approximately 1000 students were enrolled in courses offered by the following departments: Agriculture, Economics, Education, English, Geography, History, Political Science, Sociology, and Zoology. 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 (Work in 3 departments required)

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, 103—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.

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

Educ. 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.

Major and Minor Subjects:

High School—Students planning to teach on the high school level are required to select a major and two minors. A major consists of from thirty-six to fifty quarter hours of approved subjects. A minor subject consists of twenty-four quarter hours in one department. If the major includes at least forty-eight hours, only one minor is required. For specific details concerning major requirements, see departmental outlines of courses, pages 42 to 50.

The fields in which majors are available are listed here:

Agriculture	History
Art	Household Arts
Botany	Industrial Arts
Chemistry	Mathematics
Commerce	Music
Economics	Men's Physical Education
English	Women's Physical Education
French	Physics
German	Political Science
Latin	Sociology
Geography	Zoology

Students preparing to teach agriculture under the Smith-Hughes Vocational Act will need to transfer for their last year of work.

Elementary Education—Students planning to teach in the elementary schools are not required to carry majors in the separate subjects. They are considered simply as majoring in elementary education. This major should include practical courses dealing with the schools in general but more especially with elementary and rural schools. Education courses such as the following are recommended for this purpose: 235, 311, 325, 335, 337, 340, 350, and 360. In addition to the major, students will be expected to complete two minors of at least 24 hours each, and a third minor in a field of associated subjects. Several other departments are offering courses aimed primarily for the training of elementary teachers. Students should consult the suggested four-year course for those who plan to teach in the elementary schools. See page 42. It should be remembered that, by arranging one's courses properly, it is often possible to major in elementary education and at the same time to complete an academic major. Graduates whose courses have been so arranged sometimes find themselves qualified to teach in either the elementary or secondary field.

Student load—The normal student load is 16 hours a term, or 48 hours a year, in addition to physical education activities. 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 Mr. Warren, Head of the Education Department.

A number of faculty members serve as sponsors for the freshmen. Miss Bowyer is the adviser for this class. All sophomores register with Mr. Rags-



dale. 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. Bosley. Mr. Barton advises the unclassified students, and Mr. Thalman advises those who already have degrees.

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.

## 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.

A major in Elementary Education consists of a minimum of 32 quarter hours in Education and 12 quarter hours of Practice Teaching. Each student must offer in addition to his major, two minors of at least twenty-four hours credit, and a third minor in a field of associated subjects.

Students expecting to major in Elementary Education should consult the Elementary Education Adviser near the close of the last term of the sophomore year.

### FIRST YEAR

FALL		WINTER		SPRING	
Eng. 101 or 102 <sup>1</sup> .....	2	Eng. 102 or 104.....	2	Eng. 103 .....	2
Hist. 110A .....	5	Pol. Sci. 200.....	5	Field Biology 131.....	5
Music 105 <sup>2</sup> .....	4	Physics or Chem. <sup>3</sup> .....	4	Physics or Chem.....	4
Geog. 100 .....	5	Sociology 101 .....	5	H. A. 225 or 327, or	
P. Ed. ....		P. Ed. ....		Agr. 202 or 240.....	4
				P. Ed. ....	

### SECOND YEAR

Lit. <sup>4</sup> .....	3	Educ. 206 .....	4	Math. 210 .....	4
Health Ed. 202.....	4	P. Ed. 245 W, 250 M....	4	P. Ed. ....	1
Indus. Arts 203 or 334..	4	Electives .....	8	Electives .....	11
P. Ed. <sup>5</sup> .....	1				
Electives <sup>6</sup> .....	5				

Those who plan to be certificated at the end of two years should see pages 52-53.

### DIRECTED ELECTIVES

#### KINDERGARTEN-PRIMARY

Music 170<sup>7</sup>  
 Music 190, 191, 192 (Yr. Course)  
 Commerce 101, 102  
 Pol. Sci. 233 and 236  
 Health Education 200 and 203  
 Art 105<sup>8</sup>  
 P. Ed. 219—women

#### UPPER ELEMENTARY

Geog. 101  
 Art 105<sup>9</sup>  
 Educ. 215  
 Economics 205  
 Commerce 101, 102<sup>8</sup>  
 Zool. 101 or Bot. 101  
 Agri. 225 or 260  
 Literature 213  
 Hist. 208  
 Hist. 105A  
 Math. 106  
 P. Ed. 219—women

<sup>1</sup> Third term rhetoric, Eng. 390, should be taken within the junior or senior years. Speech 311 may be substituted. Those who are certificated at the end of the sophomore year may take either English 210 or 214 to make up the 9 hours of rhetoric required.

<sup>2</sup> It is advisable for all students to take appreciation courses in both Art and Music—Art 120 and Music 100. Those who desire to take their appreciation course in Art in the junior year may take Art 370 instead of Art 120.

<sup>3</sup> If the student has had neither chemistry nor physics in high school, it is recommended that he take one term of each; otherwise take two terms in one field. Those taking the Kindergarten-Primary course should take Physics 102.

<sup>4</sup> The literature courses which are advised for four year students who expect to teach in the elementary school are English 205, 209, 211, and 212.

<sup>5</sup> Selection should be made from the 200 activity courses.

<sup>6</sup> Students who have fulfilled the foreign language requirements may select other subjects.

<sup>7</sup> Music 170 students may be excused from continued courses in piano if their playing meets the standard set by the Music Department. Music 105 is substituted for Music 100 for all students preparing to do kindergarten-primary teaching.

<sup>8</sup> Credit for Limited Elementary Certificate only.

<sup>9</sup> Art 300 is advised for those who desire certification at end of two years.



## SENIOR COLLEGE COURSE FOR KINDERGARTEN-PRIMARY MAJORS

### THIRD YEAR<sup>1</sup>

FALL		WINTER		SPRING	
Ed. and P. & H. 311 <sup>2</sup> ...	4	Educ. 341 .....	4	Educ. 316 .....	5
Educ. 337 .....	4	Lit. 213 <sup>3</sup> .....	4	Educ. 321 .....	4
Speech 311 .....	3	Soc. 310 .....	3	Music 300 .....	4
Art 300 .....	4	Speech 336 .....	3	Geog. 339 .....	5
Elective .....	2	Math. 211 .....	2		
		Elective .....	2		

### FOURTH YEAR

Educ. 305 .....	4	General Language .....	4	Electives .....	16
Student Teaching <sup>4</sup> .....	8	Student Teaching .....	4		
Elective .....	4	Electives .....	8		

<sup>1</sup> Majors and minors are advisable yet not required for those taking the kindergarten-primary curriculum, inasmuch as a broad general knowledge is essential.

<sup>2</sup> This is a laboratory course, two credits of which are given by the Department of Physiology and Health Education and two by the Department of Education.

<sup>3</sup> It is recommended that the student take this course following Educ. 337.

<sup>4</sup> The student is advised to teach 8 hours in the morning in the grade of his choice and 4 hours in the afternoon in the grade of his second selection.

## SENIOR COLLEGE COURSE FOR STUDENTS WHO EXPECT TO TEACH IN THE UPPER ELEMENTARY GRADES

### THIRD YEAR

FALL		WINTER		SPRING	
Education 305 .....	4	Educ. 215, 230, 235, 335	4	Educ. 321 .....	4
Geog. 210 .....	4	Art 300 .....	4	Elective .....	12
Elective .....	8	Elective .....	8		

### FOURTH YEAR

Rem. Reading 337 .....	4	Educ. 340 or 345 .....	4	Elective .....	16
Practice .....	8	Practice .....	4		
Elective .....	4	Elective .....	8		

Electives are available in each term of the last three years. The total hours equal about one-third of the requirement for graduation which gives the student freedom in the choice of courses.

## SUGGESTED COURSE FOR AGRICULTURE MAJORS

### FIRST YEAR

FALL		WINTER		SPRING	
Rhetoric 101 .....	2	Rhetoric 102 .....	2	Rhetoric 104 .....	2
Chemistry 101 .....	4	Chemistry 102 .....	4	Chemistry 103 .....	4
Botany 101 .....	5	Free Elective .....	5	Zoology 101 .....	5
Agriculture 105 .....	4	Agriculture 102 .....	4	Agriculture Elective ..	4
Physical Education .....	—	Physical Education .....	—	Physical Education .....	—

### SECOND YEAR

Chemistry 301 .....	4	Chemistry 302 .....	4	English 300 or 390 .....	3
Agr. Geology 201 .....	4	Agr. Economics 204 .....	5	Economics 206 .....	3
Agriculture 212 .....	4	Accountancy (Com. 205) ..	4	Agriculture 231 .....	3
Agriculture 275 .....	4	Agriculture 205 .....	4	Free Elective .....	3
				Agriculture Elective ...	3

### THIRD YEAR

Agriculture 301 .....	4	Agriculture 302 .....	4	Bacteriology (P & H 301) ..	4
Agriculture 345 .....	4	Agriculture Elective ...	8	Agriculture Elective ...	8
Free Elective .....	4	Entomology (Zool. 215) ..	4	Health Ed. (P & H 202) ..	4
Agriculture Elective .....	4	Free Elective .....	4	Free Elective .....	4

## AGRICULTURE ELECTIVES

(not over 32 hours)

Agriculture 103 .....	4	Agriculture 240 .....	4	Agriculture 325 .....	4
Agriculture 112 .....	4	Agriculture 260 .....	4	Agriculture 326 .....	4
Agriculture 202 .....	4	Agriculture 265 .....	4	Agriculture 330 .....	4
Agriculture 225 .....	4	Agriculture 315 .....	4	Agriculture 350 .....	4

## FREE ELECTIVES

(not over 22 hours at S I N U or not over 10 hours if a Smith-Hughes certificate is sought)

Education 206* .....	4	Philosophy 300, 310.....	not more than 3
Eng. 305, 308, 316, 317.....	not more than 6	Pol. Science 200, 231, 235.....	not more than 5
French 101, 102, 103.....	not more than 9	Sociology 101 .....	5
German 101, 102, 103.....	not more than 9	Speech 210 .....	3
History 105A, 110A .....	not more than 5		

\* Education 206 may be used as free elective if Smith-Hughes certificate is not obtained; otherwise it is required education credit and cannot be used as elective.

Students completing three years of Agriculture at Southern Illinois 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 should take twelve hours of Education instead of free electives during the third year. Education 206, 305, and 310 are suggested. Agriculture students transferring to another institution may postpone foreign language courses until after their third year.

## SUGGESTED COURSE FOR BOTANY MAJORS

## FIRST YEAR

FALL		WINTER		SPRING	
Botany 101 .....	5	Zoology 101 .....	5	Zoology 105 .....	5
Geography 100 .....	5	History 110A .....	5	Geography 101 .....	5
English 101 .....	2	English 102 .....	2	English 103 .....	2
German or French.....	3	German or French.....	3	German or French.....	3
Physical Education ....	—	Physical Education ....	—	Physical Education ....	—

## SECOND YEAR

Botany 210 .....	4	Botany 202 .....	5	Botany 203 .....	5
Chemistry .....	4	Chemistry .....	4	Chemistry .....	4
Agriculture 202 .....	4	Economics or Pol. Sci... 5		Health Education 202..	4
English .....	3	Physical Education ....	—	Elective .....	3
Physical Education ....	—			Physical Education ....	—

## THIRD YEAR

Botany .....	4	Botany .....	4	Botany .....	4
Education 206 .....	4	Zoology .....	4	Zoology .....	4
Pol. Sci. or Sociology... 5		Education 305 .....	4	Education 315 .....	4
Physics .....	4	Physics .....	4	Elective .....	4 or 5

## FOURTH YEAR

Botany .....	4	Botany .....	5	Botany .....	5
Zoology .....	4	Zoology .....	4	Zoology .....	4
Education 310 .....	4	Education 320 .....	4	Elective .....	4
Practice Teaching .....	4	Practice Teaching .....	4	Practice Teaching .....	4

A total of 44 quarter hours is 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, 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	Chem. 102 or 152..... 4	Chem. 103 or 153 ..... 4
Mathematics 111 ..... 4	Mathematics 112 ..... 4	Mathematics 113 ..... 4
History 110a ..... 5	Geography 100 ..... 5	Zoology 101 ..... 5
Rhetoric 101 ..... 2	Rhetoric 102 ..... 2	Literature 211 ..... 3
Physical Educ. ....—	Physical Educ. ....—	Rhetoric 103 ..... 2
		Physical Educ. ....—

**SECOND YEAR**

Chemistry 201 ..... 4	Chemistry 202 ..... 4	Chemistry 253 ..... 4
*German ..... 3	Chemistry 252 ..... 4	German ..... 3
Political Science 200... 5	German ..... 3	Art or Music App.... 3
Health Education ..... 4	Economics 205 ..... 5	**Practical Arts ..... 3
		Lit. 205, 209 or 212.... 3

**THIRD YEAR**

Chemistry 301 ..... 4	Chemistry 302 ..... 4	Chemistry 303 ..... 4
Mathematics 251 ..... 4	Mathematics 252 ..... 4	Mathematics 303 ..... 4
Physics 206 ..... 4	Physics 207 ..... 4	Physics 208 ..... 4
Education 206 ..... 4	Education 305 ..... 4	Education 310 ..... 4

**FOURTH YEAR**

†Chemistry 451 ..... 4	†Chem. 452 ..... 4	†Chemistry 402 ..... 4
Education 315 ..... 4	†Chem. 401 ..... 4	Practice Teaching ..... 8
Practice Teaching ..... 4	Education ..... 4	Elective ..... 4
†Elective ..... 4	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	WINTER	SPRING
Hist. 110A ..... 5	Geog. 100 ..... 5	Physics ..... 4
Rhetoric 101 ..... 2	Rhetoric 102 ..... 2	Eng. 212 or 205..... 3
Math. .... 4	Math. 112 ..... 3	Biol. or Zool..... 5
Elec. .... 4	Elec. .... 4	Mus. or Art..... 3
Physical Education ....—	Physical Education ....—	Rhetoric 103 ..... 2
		Physical Education ....—

**SECOND YEAR**

Econ. 205 ..... 5	Eng. 205, 209 or 212... 3	Math. 206 ..... 4
*Ger. 210 ..... 3	*Ger. 211 ..... 3	*Ger. 212 ..... 3
Com. 201 ..... 4	H. Ed. 202 ..... 4	Ed. 206 ..... 4
Com. 210 ..... 4	Com. 211 ..... 4	Com. 212 ..... 4
	Elective ..... 3	

**THIRD YEAR**

Ed. 305 ..... 4	Ed. 315 ..... 4	Com. 337 ..... 4
Com. 305 ..... 4	Com. 306 ..... 4	Com. 307 ..... 4
Com. 305 ..... 4	Education ..... 4	Education ..... 4
Elective ..... 4	Com. 336 ..... 4	Com. 338 ..... 4

**FOURTH YEAR**

Econ. 360 ..... 4	Prac. H. S. .... 4	Prac. H. S. .... 4
Elec. .... 4	Elec. .... 4	Com. 325 ..... 4
Prac. .... 4	Elec. .... 4	Elec. .... 4
Elec. .... 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		WINTER		SPRING	
History 110A .....	5	Geography 100 .....	5	Physics .....	4
Rhetoric 101 .....	2	Rhetoric 102 .....	2	Literature 205, 209 ....	3
Mathematics 111 .....	4	Mathematics 112 .....	4	Mathematics 206 .....	4
Botany and Zool. ....	5	Elective .....	4	Soc. 101 .....	5
Physical Education .....	—	Physical Education .....	—	Rhetoric 103 .....	2
				Physical Education .....	—

### SECOND YEAR

Econ. 205 or Pol. Sci. ....	5	English 211 .....	3	Health Education 202..	4
*German .....	3	*German .....	3	*German .....	3
Commerce 201 .....	4	Psychology 206 .....	4	Commerce 212 .....	4
Commerce 210 .....	4	Commerce 211 .....	4	Elective .....	4
		Mus. or Art .....	3		

### THIRD YEAR

Education 305 .....	4	Education 315 .....	4	Educ. 310 .....	4
Commerce 213 .....	4	Commerce 214 .....	4	Commerce 315 .....	4
Commerce 216 .....	4	Commerce 217 .....	4	Commerce 318 .....	4
Elective .....	4	Elective .....	4	Com. 337 .....	4

### FOURTH YEAR

Commerce 335 .....	4	Commerce 336 .....	4	Commerce 325 .....	4
Economics 360 .....	4	Practice H. S. ....	4	Practice H. S. ....	4
Education .....	4	Elective .....		Elective .....	
Practice .....	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 .....	2	Rhetoric 102 .....	2	Rhetoric or Lit. 205...	2-3
Physical Science .....	4	Physical Science .....	4	Practical Arts .....	3
Physical Education .....	—	Physical Education .....	—	Elective .....	4
				Physical Education .....	—

### 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.		Psychology 206 .....	4
Biological Science .....	5	200 .....	5	Health Education 202..	4
Elective .....	3	Biological Science .....	5	Physical Education .....	—
Physical Education .....	—	Physical Education .....	—		

\* 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 hours, 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	English 390 .....	3	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

\* 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 a Language major.



## SUGGESTED FOUR-YEAR COURSE FOR MAJORS IN HISTORY

## FIRST YEAR

FALL		WINTER		SPRING	
Rhetoric 101	2	Rhetoric 102	2	Rhetoric 103	2
Chem., Math., Physics..	4	Chem., Math., Physics..	4	Chem., Math., Physics..	4
Hist. 105A	5	Geography 100	5	History 110A	5
Elective	5	Elective	5	Music or Art.....	3
Physical Education	—	Physical Education	—	Elective	2
				Physical Education	—

## SECOND YEAR

English 211	3	English 205, 209, or 212	3	Health Educ. 202.....	4
Sociology 101	5	Botany or Zoology.....	5	Economics 205	5
Practical Arts	3	Pol. Sci. 200.....	5	Education 206	4
History 208	5	Elective	3	Elective	3

## THIRD YEAR

Educ. 305	4	Educ. 315	4	Educ. 310	4
*History	3	**History	4	***History	3
Other Social Studies...	5	Other Social Studies...	5	Other Social Studies...	6
Elective	4	Elective	3	Elective	3

## FOURTH YEAR

Practice	4	Practice	4	Practice	4
Education	4	**History	4	***History	5
*History	4	English 390	3	Other Social Studies	3
Other Social Studies...	4	Elective	5	Elective	4

\* Choose courses from the following: Hist. 304, 310, 322, 325, 340, 345.

\*\* Choose courses from the following: Hist. 305, 323, 335, 342, 344, 375, 376, 400.

\*\*\* Choose courses from the following: Hist. 210, 306, 315, 324, 330, 343, 344, 350, 352, 353, 400.

History majors should use their junior college electives to meet the foreign language requirements. Senior college electives might well be used to acquire a 24-hour minor outside the field of the Social Studies.

In selecting history courses, majors should plan their schedules so as to have a balance between remote and recent fields of history, as well as a division between American and European history.

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

This course fulfills Smith-Hughes requirements.

## FIRST YEAR

Rhetoric 101	2	Rhetoric 102	2	Rhetoric 103	2
History 105a, 110a.....	5	Sociology 101	5	Bot. or Zool.....	5
Chemistry 101	4	Chemistry 102	4	Chemistry 103	4
H. A. 137.....	3	H. A. 135.....	4	Art 110	5
Phys. Educ. 101.....	1	Phys. Educ. 102.....	1	Phys. Educ. 103.....	1
	15		16		17

## SECOND YEAR

H. A. 224.....	4	H. A. 230.....	2	Educ. 206	4
H. A. 205.....	4	H. A. 206.....	4	Economics 205	5
Geography 100	5	Literature	3	Physics 101, 102	4
Language	3	Language	3	Language	3
Phys. Educ.	1	P & H 209.....	4	Phys. Educ.	1
	17	Phys. Educ.	1		17

## THIRD YEAR

Chemistry 301 .....	4	Chemistry 302 .....	4	P & H 202.....	4
Education 305 .....	4	Educ. 310 or 315.....	4	H. A. Ed. 309.....	4
P & H 301.....	4	H. A. Ed. 308.....	4	H. A. 320.....	4
H. A. 327.....	3	H. A. 360.....	3	H. A. 326 .....	4
	<u>15</u>		<u>15</u>		<u>16</u>

## FOURTH YEAR

Rhetoric 390 .....	3	P & H 210.....	3	Literature .....	3
Practice .....	4	Practice .....	4	Practice .....	4
H. A. 307.....	4	Elective .....	10	H. A. 325.....	7
H. A. 335.....	3		<u>17</u>	Elective .....	3
Elective .....	<u>4</u>				<u>17</u>
	17				

H. A. Ed. 308 suffices for Education 310, H. A. Ed. 309 for Education 315. To fulfill the Education requirements, Household Arts majors should take, in addition to H. A. Ed. 308 and H. A. Ed. 309, Education 206, 305, and one other three hundred course in Education. It should be understood that H. A. Ed. 308 and 309 do not duplicate Education 310 or 315.

## SUGGESTED FOUR-YEAR INDUSTRIAL ARTS COURSE

## FIRST YEAR

FALL		WINTER		SPRING	
Rhetoric 101 .....	2	Rhetoric 102 .....	2	Rhetoric 103 .....	2
History .....	5	Sociology 101 .....	5	Geography 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 General shop 111..	4	or General Shop 112..	4	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			Literature 212 .....	3

## THIRD YEAR

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

## FOURTH YEAR

Practice .....	4	Practice .....	4	Practice .....	4
Education		Business Science .....	4	Shop Management or Meth. of Teach .....	4
Hist. Indus. Arts.....	4	Ind. Arts Design or Adv.		Elective .....	4
Pattern Making and Foundry .....	4	Drawing .....	4	Elective .....	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 WOMEN PHYSICAL EDUCATION MAJORS

## FIRST YEAR

English 101 .....	2	English 102 .....	2	English 103 .....	2
Zoology 105 .....	5	Zool. or Geog. 100.....	5	H. Arts 120.....	4
History 110a .....	5	Pol. Sci., Economics, or History .....	5	Sociology 101 .....	5
Lang. or Elective.....	3	Lang. or Elective.....	3	Music 100 or 105.....	3-4
Phys. Educ. 104.....	1	Phys. Educ. 105.....	1	Lang. or Elective.....	3
Elective .....	<u>0-2</u>	Elective .....	<u>0-2</u>	Phys. Educ. 106.....	1
	15-17		<u>15-17</u>		<u>17-18</u>



## SECOND YEAR

Chemistry 101 .....	4	Chemistry 102 .....	4	Physics or Math.....	4
Education 206 .....	4	Speech 210 .....	3	Literature .....	3
P. & H. 202.....	4	P. & H. 201.....	4	Phys. Educ. 248.....	2
P. & H. 230.....	2	*Phys. Educ. 245.....	4	*Phys. Educ. 303.....	4
*Ph. Educ. 244.....	2	Phys. Educ. 224.....	1	Phys. Educ. 225.....	1
Phys. Educ. 223.....	1	Elective .....	0-3	Elective .....	2-4
Elective .....	0-2				
	16-18		15-18		15-17

## THIRD YEAR

Education 305 .....	4	Education 310 .....	4	Education 315 .....	4
*Phys. Educ. 305.....	4	P. & H. 200.....	2	P. & H. 303.....	2
*Phys. Educ. 351.....	3	*Phys. Educ. 306.....	2	*Phys. Educ. 307.....	4
*Phys. Educ. 313.....	1	*Phys. Educ. 308.....	2	Phys. Educ. 345.....	2
Elective .....	5-7	*Phys. Educ. 314.....	1	*Phys. Educ. 315.....	1
	16-18	Elective .....	6-8	Elective .....	4-6
			16-18		16-18

## FOURTH YEAR

Practice (In Minor)....	4	Practice (In Major)....	4	Practice (In Major)....	4
Modern Literature ....	3	Educ. 320 or 321.....	4	Education 312 .....	3-4
P. & H. 306.....	3	*Phys. Educ. 352.....	4	*Phys. Educ. 353.....	4
*Phys. Educ. 350.....	3	Phys. Educ. 311.....	1	Phys. Educ. 312.....	1
Phys. Educ. 310.....	1	*Phys. Educ. 414.....	1	*Phys. Educ. 415.....	1
*Phys. Educ. 413.....	1	Elective .....	2-4	Elective .....	3-5
Elective .....	0-3				
	14-17		15-17		15-18

\* Required Courses in the Department of Physical Education.

## SUGGESTED COURSE FOR PHYSICS MAJORS

(36 quarter hours required for a major)

## FIRST YEAR

Math. 111 .....	4	Math. 112 .....	4	Math. 113 .....	5
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 104 .....	2
Ind. Arts 101.....	4	Geography 100 .....	5	Mus. 100 or Art 120...	3
Sociology 101 .....	5	History 110a, 105a....	5	Bot. or Zoology.....	5
Phys. Educ. ....	—	Phys. Educ. ....	—	Phys. Educ. ....	—

## SECOND YEAR

Phys. 206 .....	4	Physics 207 .....	4	Physics 208 .....	4
Math. 251 .....	4	Math. 252 .....	4	Math. 303 .....	4
Econ. 205 or Pol. Sci..	5	P & H 202.....	4	Educ. 206 .....	4
Lang. (Fr. or Ger.)....	3	Literature .....	3	French or German.....	3
Phys. Educ. ....	—	French or German.....	3	Phys. Educ. ....	—
		Phys. Educ. ....	—		

## THIRD YEAR

Physics .....	4	Physics .....	4	Physics .....	4
Literature .....	3	Ind. Arts 221.....	4	Education 310 .....	4
Chem. 101 or 151.....	4	Chem. 102 or 152.....	4	Chemistry 103 .....	4
Education 305 .....	4	Elective .....	4-5	Elective .....	4-5
Elective .....	3				

## FOURTH YEAR

Physics .....	4	Physics .....	4	Physics .....	4
Education .....	4	Education .....	4	Rhetoric 390 .....	3
Practice Teaching ....	4	Practice Teaching ....	4	Practice Teaching ....	4
Elective .....	4-5	Elective .....	4-5	Elective .....	4-6

## SUGGESTED COURSE FOR ZOOLOGY MAJORS AND MINORS

## FIRST YEAR

FALL	WINTER	SPRING
History .....	Soc. 101 or Econ. 205..	Political Science 200...
Rhetoric 101 .....	Rhetoric 102 .....	Rhetoric 103 .....
Lang. or Elect. ....	Lang. or Elect. ....	Mathematics .....
Botany or Zool. ....	Botany or Zool. ....	Lang. or Elect. ....
Physical Education	Physical Education	Botany or Zool. ....
		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	Eng. 390 .....	3	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.

**THE SCHOOL OF SOCIAL WORK**

While we are not yet equipped at this institution to specialize in Social Work Studies, that being primarily study on a graduate level, we are prepared to offer, both in resident and in extension courses, all the pre-professional requirements for such work.

The courses outlined in this section are arranged specifically for those in-service workers in the various types of social work in Southern Illinois who feel it desirable to continue their professional training. Whether the worker expects to continue his formal training with a professional degree in social work as his objective or whether he is merely doing this extra work to enhance his understanding and interest in his particular job, the work will be of great value to him.

It is now realized 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 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 field of rural conditions, the vital inter-relationships 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, biological, and governmental backgrounds common to the problems with which social work deals.



## **Pre-Professional Curriculum**

### **Sociology**

- 102-S. Introductory.** This course is designed to provide a background for understanding the nature of and development of social institutions—their organization, functions, and influence on personality—and an understanding of the cultural aspects of society.
- 201-S. 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.
- 202-S. Social Disorganization.** Conditions and processes in social maladjustment. Problems studied include physical defectiveness, feeble-mindedness, insanity, alcoholism, prostitution, poverty, vagrancy, delinquency, crime, and the effects of these pathological conditions.
- 310-S. The Family.** The 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.

### **Psychology**

- 206-S. General Psychology.** An introductory course consisting of a study of the fundamental facts and principles of human behavior.
- 352-S. Mental Hygiene.** This is an advanced course dealing with the mental habits, attitudes, and ideas which prevent or promote healthy-mindedness. Emphasis is given to practical procedures for administrators and social workers in dealing with emotional and personality problems of individuals in relation to their social adjustment and progress.

### **Economics**

- 207-S. Fundamental Principles.** In this course an analysis will be made of the factors which underlie production, exchange, and distribution of wealth. The methods used will lead from problems back to causes.
- 208-S. Applied Economics.** (This is a continuation of 207-S.) Special attention will be given in this course to public finance, industrial organization, transportation, labor, and how these institutions have been affected by the economic crises of the last ten years. Various proposals for changes in the economic system will be studied.

### **Political Science**

- 366-S.** A study of the principles of Federal, State, and local governments with especial attention to the processes and effects of pressure groups on government: taxation, health, education, commerce, and industry.

## 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.

Subjects the student is required to take before he is recommended for the Limited Elementary Certificate:

Rhetoric .....	9 Qr. Hrs.	Education and Psychology....	8 Qr. Hrs.
(Speech 210 accepted)		Health Education .....	4 Qr. Hrs.
Geography 100 .....	5 Qr. Hrs.	English 213 .....	3 Qr. Hrs.
History 110a .....	5 Qr. Hrs.	Physical Science and Math ..	8 Qr. Hrs.
Econ., Pol. Sci., Sociol.....	10 Qr. Hrs.	(4 Hrs. in Chem. or Phys.)	
(Work in 2 Depts. required)		Math. for Teachers .....	4 Qr. Hrs.
Biology .....	5 Qr. Hrs.	Practice Teaching .....	8 Qr. Hrs.
Art or Music .....	3 Qr. Hrs.	*Physical Education .....	6 Qr. Hrs.

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 .....	2	History 110a .....	5	Rhetoric 103 .....	2
Social Science .....	5	Art or Music Apprec....	3	Biology 131 .....	5
Geography 100 .....	5	English 213 .....	3	Social Science .....	5
Elective .....	4	Elective .....	3	Education 206 .....	4
Physical Education ....	—	Physical Education ....	—	Physical Education ....	—
Rhetoric 102 .....	2				

### SECOND YEAR

Ed. 215 or 235.....	4	Practice .....	8	Eng. 214 or Sp. 210 ..	3
Physical Science .....	4	Physical Science .....	4	Agr., H. Arts, Ind. Arts	4
Health Education 202 ..	4	Elective .....	4	Elective .....	5
Elective .....	4	P. E. (for women) ....	1	P. E. (for women) ....	1
P.E. (for women) .....	1	Mathematics 210 .....	4		

\* Women may be excused from the sixth term if it conflicts with practice teaching.



## SUGGESTED COURSE FOR RURAL TEACHERS

## FIRST YEAR

Rhetoric 101 .....	2	Social Science .....	5	Social Science .....	5
History 110a .....	5	Geography 100 .....	5	Education 206 .....	4
Biology 131 .....	5	Physical Science .....	4	Art or Music Apprec....	3
Physical Science .....	4	Physical Education .....	—	Elective .....	2
Physical Education .....	—	Rhetoric 103 .....	2	Physical Education .....	—
Rhetoric 102 .....	2				

## SECOND YEAR

Education 215 .....	4	Practice .....	8	Agriculture .....	4
Health Education 202..	4	English 213 .....	3	Playground .....	4
Eng. 214 or Sp. 210 ..	3	Elective .....	5	Mathematics 210 .....	4
Elective .....	5	P. E. (for women) ...	1	P. E. (for women) ...	1
P. E. (for women) ...	1	Education 230 or 235...	4		

## 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, Botany 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.
112. (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. Fall. 4 hours. Cassell.
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-hour 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. Van Riper.
202. **Farm Soils.** This course is designed especially for rural and elementary school teachers, as well as for extension, answering the need for a practical application of soil fundamentals. The course covers formation of soils, soil conservation, crop rotations, farm manure, farm drainage, soil acidity and liming; phosphorus, potassium, and nitrogen deficiencies; soil testing, legumes and nitrogen-fixing bacteria, fertilizers and their application, home mixing of fertilizers, and the practical use of fertilizers for individual crops. Fall. 4 hours. Cassell.
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. Winter. 5 hours. 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 102. Winter. 4 hours. Muckelroy.
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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225. (120.) **Poultry.** Types, breeds, varieties, judging, diseases, dissecting, pigmentation, molting, poultry as a supplement and as a business in farming, advertising, and marketing. 4 hours. Muckelroy.
231. **Dairy Cattle.** Breed history, feeding, herd testing, breeding, pedigree, and management. Prerequisite, Animal Husbandry 105 or 205. 4 hours. Muckelroy.
240. **Farm Animals.** This course is planned for prospective rural teachers and includes a general survey of the classes and breeds of animals with special emphasis on care, management, and correlation of dairy cattle, swine, and poultry to improve the farm income. 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. 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.** The set-up of the farm work shop, selection of tools, care and uses as related to general repair work, the major farm machines and their relation to efficient field work; construction, repair, and depreciation as correlated with the farm income. 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 efforts on soils and plants; organic matter, plant nutrient elements, erosion, and crop rotation. Prerequisite, Soils 301. (Laboratory.) Winter. 4 hours. Cassell.
315. **Animal Husbandry.** This is an extension course in farm animals and is for teachers who are teaching and have opportunities to make practical applications. The course has four objectives: 1. Setting up community points of contact. 2. Choice of farm animals as builders of income. 3. Improved methods of management, breeding, and feeding. 4. Packaging and advertising products for consumption. 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, bacterial, 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.
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. 4 hours. Muckelroy.

## ART

GLADYS P. WILLIAMS

LULU D. ROACH

BURNETT H. SHRYOCK

Required courses for Art majors: 110, 115, 125, 131 or 220, 215, 245, 300, 365, 370. 365 is designed for teaching field, or 345 for general art majors. All other art courses count toward a major in art except 120, but all art courses count toward graduation.

105. **Freehand Drawing.** An introduction to art and to the fundamental principles of art through experimentation with different mediums. The work includes freehand brush drawing in ink, charcoal, colored chalks; freehand drawing in water colors; illustration of literature; finger painting; and murals. Students may work in their preferred medium. Prerequisite, none. Fall, Winter, Spring, and Summer.
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 everyday twentieth-century life. Prerequisite, Art 115 or 105. Fall and Spring. 4 hours. Williams.
115. **Theory of Color.** A study of the theory, harmony, and application of water color in reference to the social, civic, and home life of today. Recommended to Household Arts majors. Required of all art majors. 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 expressions of man in the past and to provide a background for comparison with the art of today. Lantern slides and prints will be used. Fall, Winter, Spring, and Summer. 3 hours.
125. **Lettering.** A course planned to teach the student well designed lettering as applied to simple layouts. Required of all art majors. Fall and Spring. 4 hours. Shryock.



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131. **Water Color.** Creative manipulation of the water color medium. Fall, Winter, and Spring. 4 hours.
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. 4 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 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 the stage. Prerequisites, 105, 115. 5 hours. Roach.
245. **Figure Drawing.** A study of the figure, for the proportion and design. Action sketches. Prerequisite, Art 105. 4 hours. Shryock.
250. **(320) Elements of Composition.** The starting point of a year's work in composition, composed of three terms, or it may be counted as the second or third term. Pure landscape, street scenes, landscape with building, or still life. Medium, oil or tempera. Prerequisite, any 100 art course. 4 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 and various craft work will be made, to illustrate the age levels. A student may work out problems related to his individual choice of grade, which may be the kindergarten or any successive age level through the junior high school. Required of all art majors. 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. 4 hours.
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. Medium, oil or water color. Prerequisite, Art 250 or 325.

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. This course is required to complete a year's work in design for students who select art as a teaching field. Winter. 4 hours. Williams.
370. (240) **Art Appreciation.** A survey of the art of today, comparing the work of significant moderns with the great masters of the past centuries. Recommended for teachers and students of related subjects. Prerequisites, none except junior standing. 4 hours. Williams.
375. **Advertising Illustration.** Layouts and finished advertising illustrations will be produced. Prerequisites, Art 120, 220, 245, 355. 5 hours. Shryock. Required of all Art majors.

## BOTANY

WILLIAM M. BAILEY

WALTER B. WELCH

WILLIAM M. MARBERRY

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. 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.
210. **Plant Anatomy.** A general course in plant anatomy, introduced by a detailed study of cell division, dealing with the origin, development and maturation of the structures of the vascular plants. Prerequisites, Botany 101, 202. 4 hours.
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, 203. 4 hours.



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. 4 hours.
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. 4 hours.
315. **Genetics.** A study of heredity and variation as illustrated by the use of breeding tests with *Drosophila*. This course is designed to meet the needs of students in Botany, Zoology, and Agriculture. Prerequisite, approval of the Head of the Department. 5 hours.
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, 202. 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, 202. Desirable antecedents, Chemistry and Physics. 5 hours.
330. **Plant Physiology.** A study of photosynthesis, plant pigments, plant foods, plant enzymes; respiration and growth and movement in plants. Prerequisites, Botany 101, 202. Desirable antecedents, Chemistry and Physics. 5 hours.
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.
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, 203. 4 hours.
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. 4 hours.
380. **History of Biology.** A short history of the biological sciences from the early Greek philosophers to the present time. This involves a study of the various theories and philosophies, and their influence upon the rise of Morphology, Embryology, Comparative Anatomy, Genetics, and Ecology. Prerequisites, one year of Botany and Zoology. Text: Nordenskiöld, *The History of Biology*. 4 hours.
410. **Bio-ecology.** A study of the composition and development of biotic communities and the relationships of the plants and animals to their environment. Prerequisites, Botany 101, 203 and Zoology 220. Not to be taken by anyone who has had Zoology 334. 4 hours.

## 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. Neckers.
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. 103. 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, 201. 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.** These 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. (215) **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 forty-five words a minute. Spring. 4 hours. Buboltz.
318. (218) **Shorthand Methods.** This course covers the latest methods in the teaching of Gregg Shorthand, 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.
341. **Principles and Problems of Office Practice.** This course covers a study of the more important office machines, their care and use, office equipment, and filing. Among the machines studied are the book-keeping machine, the comptometer, the stenotype, dictaphone, and duplicating machines. 4 hours. Bryant.

## ECONOMICS

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

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 students only. Winter.
205. **Introduction to Economics.** This course is designed to acquaint the student with the more general features of our present economic system. Included is a study of the various problems and principles of economics relating to industrial organization, finance, transportation, monopolies, proposed changes in the economic system, and allied subjects. Not recommended for freshmen. Fall, Winter, and Spring. 5 hours.
206. **Economic Behavior.** This course is a continuation of Economics 205 with special reference to a thorough study of the principles of price determination and the distribution of wealth. Prerequisite, 204 or 205. Fall, Winter, and Spring.



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, 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. Winter. 4 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. Spring. 3 hours. Parrish.
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. Fall. 3 hours. Parrish.
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. Fall. 3 hours. Segal.
330. **Public Finance and Taxation.** 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. Winter. 3 hours. Segal.
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. Winter. Parrish.
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. Fall. 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. 3 hours. Parrish.
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.
400. **Economics Seminar.** This Seminar is organized for the purpose of considering such matters as economic research and writing, sources of material, the literature of economics, and economic criticism. Recommended for students who plan to do graduate work or specialize in



the teaching of economics. Open only to seniors who are majoring in economics and to such juniors as receive the special permission of the Head of the Department. The credit hours in each case will vary from three to four. Fall, Winter, and Spring.

## EDUCATION

F. G. WARREN

WELLINGTON A. THALMAN

TED R. RAGSDALE

LOUIS W. GELLERMANN

HOWARD E. BOSLEY

DOUGLAS E. LAWSON

206. **General Psychology.** An introductory course consisting of a study of the fundamental facts and principles of human behavior. Text: Woodworth's *Psychology*, or its equivalent. Fall, Winter, and Spring. 4 hours.
215. (210) **Elementary School Methods.** 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. 4 hours.
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*. Prerequisites, Education 206. Spring. 4 hours.
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. 4 hours.
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. 4 hours.
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 organ-

- ization, 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. 4 hours.
311. **The Work of the Elementary Teacher.** A consideration of the persistent problems of the elementary school. Discussions will be centered around the professional and community relationships of the teacher, an analysis of teaching materials, and present day trends in curriculum procedures. 4 hours. Spring. Prerequisite, Education 206.
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. 4 hours.
316. **Kindergarten-Primary Methods and Curriculum.** This course is designed to aid the teacher in the placement of subject matter according to age levels and environmental experiences and in integrating this material around the child's experiences. The students will have the opportunity of planning a unit of experience and in helping a school group develop such a unit. 4 hours (3 hour theory plus 2 hour laboratory). Spring.
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. 4 hours.
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. 4 hours.
325. **School Administration.** This course is designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Text: Bolton, Cole, and Jessup's The Beginning Superintendent. Prerequisite, Education 305. 4 hours. Spring.
326. **Principles of Supervision.** A course which attempts to show the function of the principal or supervisor in the improvement of instruction. It presents as practically as possible some important activities, methods, and devices for improving the effectiveness of teaching. The course is planned for those who hold or expect to hold positions as principals and supervisors, and who wish to familiarize themselves with accepted principles of supervision now in use in elementary and secondary schools. Prerequisites, at least three courses in education, and teaching experience. 4 hours.



- 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.
- 331. History of 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.
- 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.
- 336. Field Work in Elementary Education.** This course is designed to give advanced students an opportunity to study special problems in the teaching, supervision, or administration of elementary or rural schools. Admission by consent of the instructor. 4 hours. Winter.
- 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.

- 338. Problems of Remedial Reading in the High School.** This is a course which points out characteristic weaknesses in reading ability of high school students and suggests remedial methods. Prerequisite, senior classification. 2 hours. Fall.
- 338a. Laboratory Practice in Remedial Reading on the Secondary School Level.** This course is taught in conjunction with or following Education 338 and gives actual practice in applying diagnostic and remedial techniques. Prerequisites, senior classification and Education 338. 2 hours.
- 339. The School and the Community.** A consideration of the place of the school in the community, the implications of out-of-school agencies, and educational needs growing out of the environment. Surveys of educational resources in the community will be carried out and an effective use of these resources in developing a school curriculum will be discussed. Open to juniors and to others by permission of instructor. 4 hours. Winter.
- 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.
- 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.
- 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.
- 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.



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. 4 hours.
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. 4 hours.
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.
401. **Problems in Public School Reading.** Offered during the summer session. Requirements: attendance at all sessions of the reading conference, and preparation of a paper showing practical applications of theory to the student's own teaching situation. 2 hours.
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.

**ENGLISH**

EMMA L. BOWYER

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. COMBS

J. W. HARRIS

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. No more than nine hours of rhetoric may be included in the 48. 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

An English major should choose at least two of the English history courses from the following: 322, 323, 324, and at least one philosophy course, preferably 345.

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-Freshmen 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 the Types of Composition.** Conferences over all written work. Students wishing to be excused from Rhetoric 101 may apply for examination. If excused from 101, they enter 102 the Fall Term, 104 the Winter Term, and 103 the Spring Term. 2 hours each.
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. Does not count on English major.
214. **Sophomore Rhetoric.** A review of English grammar and composition for rural and elementary schools. Open only to students applying for the limited elementary certificate.
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. 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. 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. 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. 4 hours.
321. **Victorian Poetry, 1830 to 1880.** A survey of Victorian poetry, with intensive study of Tennyson, Browning, and Arnold. Winter 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. 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. 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. 4 hours. Crawford.
354. **Development of the English Novel.** A study of representative novels from Defoe through Scott. Winter. 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. 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. 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. 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. 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. 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. 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. 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. 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. 4 hours.
385. A study of recent trends in the teaching of literature in the junior and senior high schools. Summer.
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

DOROTHY B. MAGNUS

To obtain a minor in Speech, a student must complete all of the courses listed below except 311 (which is open only to senior college students as a substitute for 210).

- 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. 3 hours.
- 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. 4 hours.
- 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.
- 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.
- 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. 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. 4 hours.
- 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.
- 341. **Advanced Speech.** The study and delivery of types of speech. Prerequisite, Speech 210 or equivalent. 4 hours .



## FOREIGN LANGUAGES

VERA L. PEACOCK, French

HELEN BALDWIN, Latin

MADELEINE SMITH, French

J. CARY DAVIS, Spanish

WILLIAM P. DALLMANN, German

For a major in a language a student must complete 36 hours in that language exclusive of 101, 102, and 103. 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, and 103.

101 and 102 will not be counted as electives toward graduation unless 103 is also completed.

### FRENCH

- 102, 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. 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. 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. 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. 2 hours.
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. 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. 3 hours. Smith.

303. **French Lyric Poetry.** French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Weekly reports on outside reading. Prerequisite, French 203. 3 hours.
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. Spring. 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. 3 hours. Smith.
340. **French Literature of the Sixteenth Century.** A study of Rabelais, Montaigne, the memoir writers, Maret, the Pléiade, and d'Aubigny. Prerequisite, French 203. 2 hours.
351. **Advanced Composition.** Rapid grammar review; study of idiomatic construction; weekly themes. Course conducted in French. Prerequisite, French 203. Fall. 4 hours. Peacock.
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. 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 352, 352. 4 hours.

## 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. 3 hours. Dallmann.
152. **Second-Year Composition and Reading (continued).** Grammar; reading; conversation; composition. Prerequisite, German 152 or three years of high school German. Winter. 3 hours. Dallmann.
153. **Intermediate Composition and Reading.** Nineteenth and twentieth century stories; composition; conversation. Prerequisite, German 152 or its equivalent. Spring. 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. 4 hours. Dallmann.
- 301, 302. **Nineteenth Century, German Drama.** Prerequisite, German 203. Fall and Winter. 3 hours each. Dallmann.



303. **Recent German Drama.** Prerequisite, German 302. Spring. 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. 5 hours. Dallmann.  
(All German 300 courses are conducted in German.)

## LATIN

- 101, 102, 103. **Elementary Course.** Grammar; composition; reading of simple prose. English derivatives and cognates are stressed. 101 is opened to students who have had no previous work in Latin. Prerequisite for 102 is 101 or one year of high school Latin. 3 hours each.
151. **Advanced Composition.** This is useful for teachers and is a convenient review for students. Prerequisite, Latin 103 or at least two years of high school Latin. Fall. 4 hours. Baldwin.
152. **Cicero's Essays.** De Senectute and part of De Amicitia. Prerequisite as for Latin 151. Winter. 4 hours. Baldwin.
153. **Livy.** Books I and XXI. Prerequisite as for Latin 151. Spring. 4 hours. Baldwin.
201. **Phormio of Terence.** Prerequisite, Latin 153 or equivalent. Fall. 4 hours. Baldwin.
202. **Horace, Odes and Epodes.** Prerequisite, Latin 153 or equivalent. Winter. 4 hours. Baldwin.
203. **Letters of Pliny.** Prerequisite, Latin 153 or equivalent. Spring. 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. 4 hours. Baldwin.
302. **Vergil's Eclogues and Georgics.** The hexameter is carefully studied and Vergil's spirit and contribution to Rome are considered. Prerequisites as for Latin 301. Winter. 4 hours. Baldwin.
303. **Tacitus.** The Agricola and Germania. Prerequisite as for Latin 301. Spring. 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 freedman; means of livelihood; death and burial. 340a, Winter. 3 hours. 340b, Spring. 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.

## SPANISH

- 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 Spanish. Prerequisite for 102 is 101 or one year of high school Spanish. 3 hours each.
151. **Second-Year Composition and Reading.** Grammar; composition; oral practice; rapid reading of modern authors. Prerequisite, Spanish 103 of two years of high school Spanish. Fall. 3 hours. Davis.
152. **Second-Year Composition and Reading (continued).** Composition; conversation; intensive class reading from modern authors. Prerequisite, Spanish 151 or three years of high school Spanish. Winter. 3 hours, Davis.
153. **Intermediate Composition and Reading.** Grammar review; conversation; themes; study of nineteenth century and contemporary prose. Prerequisite, Spanish 152 or its equivalent. Spring. 3 hours. Davis.

## 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. 4 hours. Davis.

## GEOGRAPHY AND GEOLOGY

THOMAS FRANK BARTON

MARJORIE SHANK

F. W. COX

ANNEMARIE KRAUSE

JOSEPH VAN RIPER

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 commercial or economic geography in high school with a medium preparation must have eight semester hours or twelve quarter hours of college preparation. Students should meet this requirement by taking Geography 210, 304, and 324.

Individuals expecting to teach physical geography in high school with a medium preparation must have twelve semester hours or eighteen quarter hours in college physical geography. Students should



meet this requirement by taking Geography 100, 101, Geology 300, and any other physical geography subject (see list of Geography courses listed as Physical Science below).

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.

Geography 100, 101, and 210 are required of all geography majors and minors.

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, should be taken by those who are planning to teach Nature Study, Natural Science, Social Science, General Science, and Geography, and is required of all geography majors and minors. Units of work are given on Landforms, Soil, Waterbodies, Minerals, Native Plant Life, Native Animal Life, Direction and Distance, and The Universe. These physical phenomena are described, interpreted, and treated regionally as to world distribution and as to influence upon each other and upon the four geographical cultural regions. Visual education methods are illustrated in this class. One large field trip is required. Fall, Winter, and Spring. 5 hours. Barton and Krause.
201. **Soil Geology.** A study of the genesis of soils. It includes a study of rocks and rock-forming minerals, the basic principles of rock weathering and erosion, the effects of climate and parent material on soil formation, and the origin and functions of soil colloids. Especially designed for agricultural majors, or others especially interested in soil forming processes. It does not meet the five-hour geography requirement for graduation. Fall. 4 hours. Van Riper.
210. **Economic Geography.** A course dealing with the distribution of the forms of primary production (non-manufactured products) in their environmental and cultural setting. Special emphasis is given the position of these products in the economic and social life of the world's principal cultures. Fall and Spring. 4 hours. Van Riper and 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 302 and 303. Winter. 4 hours. Van Riper.
302. **Historical Geology.** This course presents in chronologic order the procession of physical and biotic changes through which the earth has passed. It includes not only the physical history of the earth, but the evolution of life forms as evidenced by fossil records. Pre-

requisites: Geology 300 or permission of the instructor. An elementary course in Zoology or Botany is also recommended for preparation. Spring. 5 hours. Van Riper.

303. **Economic Geology.** A study of the world's mineral resources, their geologic origins, their world distribution, methods of production and processing, and economic problems resulting from their utilization. Prerequisite: Geology 300. 4 hours. 1941-42.
304. **Advanced Economic Geography (Economics 304).** This course is designed to supplement Course 210 (Geography of Primary Production), in presenting the geographic influences underlying commerce and industry. Emphasis will be placed on the discussion of the different industrial regions of the world, with their differing problems of access to raw materials and markets. Prerequisites: Geography 210 and Economics 205 and 206. Winter. 4 hours. Van Riper.
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. Winter. 4 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 and majoring or minoring in Geography or special permission. Winter. 3 hours. Krause or Barton.
314. **Geography of North America.** A detailed study of the physiographic, economic, and cultural divisions of North America. Special attention is given this regional aspect, since it is so essential in comprehending present and future national problems. Spring. 3 hours. Van Riper.
315. **Geography of Europe.** Europe is studied intensively by regions. The description, interpretation, utilization, and interdependence of regions are discussed. Present and possible future significance of the continent receives attention. Fall. 4 hours. Cox.
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. 4 hours. Krause.
317. **Economic History of the United State. (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 and Geography 100 and 101. Fall.
318. **Geography of Asia.** Life conditions and economic development as influenced by location, climate, relief, size, shape and other natural conditions. Winter. 4 hours. Cox.



- 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. 4 hours. Barton. 1941-42.
- 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. Cox.
- 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 economic and political life of the Pacific. Spring. 2 hours. Cox.
- 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, and 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 Boards reports will be used to vitalize the course. Fall. 4 hours. Barton.
- 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 world economy. Prerequisites: Economics 205 and 206 and Geography 100 and 101. Spring. 3 hours.
- 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. 1941-42.
- 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 on 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. Prerequisites, 100 and 101. Spring. 3 hours. Barton.
- 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. 3 hours. Entsminger. 1941.

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 1940-41 unless staff enlarged. 3 hours.
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. Emphasis is placed on interdependence and on relation between natural resources and present political policies. Spring. 4 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, 1500-1940.** 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, 1775-1940.** 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. Fall and Winter. 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. Spring. 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 term; 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. Fall. 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. Spring. 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, 1940; Summer, 1941. 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, 1815-1940.** An investigation of the Era of Reform, the building of the second British Empire, and England and the World Wars. 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. 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 and Spring. 3 hours. Baker.
- 335, 336. **Recent American History, 1865-1940.** 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. 335, Winter; 336 not given 1940-41. 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 1940. Prerequisite, 110a. Fall. 5 hours. Cramer.
- 342, 343. **History of the West.** A series of two courses that provides 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, Winter; 343, Spring. 3 hours each. 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 and Spring. 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 First World War. Prerequisite, 105a. Fall. 3 hours. Pardee.
350. **Europe Since 1914.** (Formerly entitled World War and Reconstruction.) This course begins with a brief review of the causes and results of the World War, followed by a study of the League, war debts, disarmament, and the problems of individual European states. Spring. 5 hours. Cramer.

- 352, 353. **History of Latin-America.** A series of two courses dealing with the development of South America, Mexico, and the West Indies. History 352 covers the period from the Age of Discovery to 1808, while History 353 treats the Nineteenth and Twentieth centuries in Latin-America. Prerequisite, 110a. Both courses offered in Spring. 3 hours each. 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. Winter, 3 hours. Barnes.
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, and the religious leaders and issues of the twentieth century. Prerequisite, 105A. Winter. 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, Cramer; Spring, Wright.

## 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. Winter. 4 hours. Beyer and Power.

## HOUSEHOLD ARTS

LUCY K. WOODY  
MARY LOUISE BARNES  
GLADYS BABCOCK

A major in Household Arts which meets Smith-Hughes requirements consists of 48 quarter hours. For those who do not care to meet Smith-Hughes requirements, a major of 36 hours may be arranged. A minor also may be planned. It is advisable for a student who wishes to complete the Smith-Hughes requirements to follow rather closely the advisory course on page 47, and it is imperative to take the chemistry in the freshman year in order to safeguard required sequence. It is highly advisable to secure the approval of a member of the Household Arts staff if a schedule other than the one outlined here is necessary.



105. **Foods and Cookery.** An introductory course in foods planned as an elective for freshmen who have not had work in the field of practical arts and crafts in high school or for anyone desiring to elect a course in the study of foods and cookery. Fall and Winter. 3 hours. Barnes.
127. **Clothing.** Making of underclothing and simple washable dresses over commercial patterns. Satisfies the three-hour practical arts requirement for freshmen who do not plan to major in Household Arts. For those freshmen who have had clothing in high school, Household Arts 137 is suggested instead. 3 or 4 hours. Woody.
135. **Textiles.** An appreciation of values in the choice of fabrics for clothing and house furnishings. Open to all freshmen. Winter. 4 hours. Woody.
137. **Clothing Construction.** Elaboration of plain dress patterns is an important part of this work which is planned especially to give experience in the basic processes of dress construction and alteration to suit individuals. Required for majors; open to all freshmen. Fall. 3 hours. Woody.
205. **Foods and Cookery.** Lectures and discussions include production, marketing, and nutritive value of foods. Laboratory work is provided in carbohydrate and in fat cookery. Majors must have one year of inorganic chemistry. Fall. 4 hours. Barnes.
206. **Foods and Cookery.** Lectures deal with the production, marketing, and food value of meat and other protein foods and wheat flour. Laboratory work includes experimentation with flour mixtures and practice in protein cookery. Winter. 4 hours. Barnes.
220. **Food in Health.** An elective course planned to help college students with their dietary problems. It includes a study of the body's need for food and how it can be met. Examination of the eating habits of students and planning of dietaries for them is included. Especially recommended for those interested in teaching physical education or health education. Winter. 3 hours. Barnes.
224. **Housing and Furnishings.** Planning and building of the home and choice of its basic furnishings, chiefly from the standpoint of cost, comfort, and service. Fall. 4 hours. Woody.
225. **Survey course in Household Arts.** A course planned especially for those electing a major in elementary education. Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing are presented as material which can be correlated with other subjects in the elementary curriculum or used in an activity type of program. Fall, Winter, and Spring. 4 hours. Barnes.
230. **Costume Selection and Design.** Dresses designed in inexpensive materials. Work done both in pencil and in materials on the dress forms. Costumes planned from the standpoint of suitability to the individual. A study of historic costume accompanies the laboratory work. Prerequisites, for majors in household arts, H. A. 127 or 137 and Art 105 or 110 or 115. Winter. 3 hours. Woody.

- 307 (237). **Child Care and Training.** A brief study of the physical and mental development of the child followed by a discussion of the practical aspects of the care and training of small children. Emphasis is placed on the pre-school child. Lectures; observations in the kindergarten. Prerequisite, Education 206. Fall. 3 hours. Babcock.
308. **Household Arts Education. Philosophy of Vocational Education.** Discussion and reports on the issues and functions of secondary education and the implications for Vocational Education. A short history of vocational education. The place of Home Economics in the educational program today; evaluation of present curriculum practices. Winter. 4 hours. Babcock.
309. **Household Arts Education. Methods of Teaching Home Economics.** Study of teaching materials and methods. Lectures, discussions, and observation. Prerequisite or parallel, H. A. 308. Spring. 4 hours. Babcock.
320. **Nutrition and Dietetics.** A study of the body's need for energy, growth and regulation. Laboratory work includes the planning of dietaries suitable for people of various ages and activities, weighing of foods to compare their value, and the setting up of diets at different cost levels. Prerequisites. H. A. 205, 206, Physiology 209 and at least one term of organic chemistry. Spring. 4 hours. Barnes.
322. **Textiles and Clothing.** A course organized to help senior college majors in Household Arts to fulfill the requirements prerequisite to senior college courses. 3 hours. Woody.
325. **Home Management; Practice House.** Lectures and laboratory. Discussion of the managerial aspects of homemaking with special emphasis upon problems involved in the use of time, energy, and money. Actual experience in a home management house with various household management problems. Prerequisite or parallel, H. A. 327, H. A. 307. Spring. 6 hours. Babcock.
326. **Art in the Home.** A course in which the principles of good taste are emphasized in the choice of many things used in the home. No prerequisite. Spring. 4 hours. Woody.
327. **Family Relationships.** A consideration of the factors that promote security, stability, and satisfaction in the immediate family group, and the responsibilities of the family in its relationship to community life. Fall. 3 hours. Babcock.
335. **Meal planning and Table Service.** One lecture per week, two laboratories. Lecture work in meal planning, selection and care of table linen, china, silverware and table decorations. Laboratory work in preparation and service of family meals and guest meals such as teas, buffet luncheons and formal luncheons or dinners. Prerequisite, H. A. 320. Fall. 3 hours. Barnes.
340. **Diet and Disease.** An elective course planned as a sequel to H. A. 220. Modifications of the normal diet as affected by diabetes, goitre, gastric ulcers, fevers, etc. are studied and dietaries are planned. Prerequisite, H. A. 220. Last half of Spring. 2 hours. Barnes.
360. **Advanced Dressmaking.** Includes tailoring in wool and developing dresses in materials chosen for variety in pattern; continues the experience in construction begun in H. A. 137 and that in design and selection of H. A. 230. Winter. 3 hours. Woody.



## INDUSTRIAL ARTS

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. For a major, 48 hours are required.

111. **General Shop.** This is a course designed for those students who have had no Industrial Arts training before coming to this college. Industrial Arts majors or minors with no previous work in this field should take this course first. Also students wishing to discover their inclinations and abilities or broaden their educational outlook should take it as their first industrial arts course. Fall. 4 hours.
112. **General Shop.** A continuation of 111. Winter. 4 hours.
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.
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.
103. **Machine Drawing.** In this course the characteristics of metals and machine parts are studied. Typical machine elements are worked out in drawings 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.
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.
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.
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.
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.
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.
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.
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.
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. Fall term. 4 hours.
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, Spring term. 4 hours.
320. (226). **Electrical Construction** Building electrical apparatus; making joints and splices; wiring bell circuits, houses, radios, and motors. Winter term. 4 hours.
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. Winter and Summer term. 4 hours.
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. Spring term. 4 hours.
336. **History of Industrial Education.** Fall term. 4 hours
337. **The Teaching of Industrial Arts.** This is a course in special methods, shop organization, class management, planning of courses. Spring term. 4 hours.
- 330, 331, and 332. **Practice Teaching.** Industrial Arts.



## MATHEMATICS

JOHN R. MAYOR

ALICE KELSEY WRIGHT

J. R. PURDY

W. C. McDANIEL

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. Students who have had trigonometry in high school should take 111, 113, and 114 in sequence.

Thirty-six quarter hours are required for a major in mathematics. These thirty-six should include 251, 252, and twelve hours in three hundred courses. All mathematics courses count toward a major or a minor in mathematics except 210 and 211.

- 106. **General Mathematics I.** Algebra with emphasis on applications to problems of business. Graphs, systems of equations, quadratic equations, simple interest and discount. 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, simple problems in life insurance. 4 hours. Prerequisite, Mathematics 106 or 111. Fall, Winter, 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.
- 112. **Elementary Mathematical Analysis II.** Trigonometry and additional topics in algebra. 4 hours. Prerequisite, Mathematics 111 or 106. 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. Spring.
- 114. **Advanced Trigonometry.** The course covers advanced topics in trigonometry and analytic geometry. It is planned for students who have had trigonometry in high school. 3 hours. Prerequisite, Mathematics 113. Spring.
- 206. **Mathematical Theory of Finance.** Application of algebra to problems of business including annuities, sinking funds, amortization, bonds, life annuities, and life insurance. 3 hours. Prerequisite, Mathematics 107. Spring. Purdy.
- 210. **Mathematics for Teachers.** A professional treatment of the subject matter of arithmetic. 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. Fall, Winter, and Spring.

211. **Mathematics for Primary Teachers.** A study of the development of number concepts; the fundamental processes used in the lower grades; incidental learning, drill, and the use of arithmetic in the child's daily experiences. 2 hours. Prerequisite, Mathematics 210. Mott.
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.
252. **Calculus II.** A continuation of Mathematics 251 extending the treatment to include other functions. Special methods of integration, use of polar coordinates. 4 hours. Prerequisite, Mathematics 251. Winter.
303. **Calculus III.** Applications of integral calculus, multiple integration, series, partial derivatives. 4 hours. Prerequisite, Mathematics 252. Spring.
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. Purdy. Not given, 1940-41.
306. **Differential Equations II.** A continuation of Mathematics 305. 3 hours. Prerequisite, Mathematics 305. Purdy. Not given, 1940-41.
307. (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, two terms college mathematics.
311. **The Teaching of Secondary Mathematics.** A consideration of problems related to the mathematics curriculum. A brief study of the origin and nature of mathematics, and of the history of the teaching of mathematics. Modern trends and general aims. 3 hours. Prerequisite, 4 terms of college mathematics.
320. **Theory of Equations I.** Solution of third and fourth degree equations, determinants, and symmetric functions. 3 hours. Prerequisite, Mathematics 251. Fall.
321. **Theory of Equations II.** A continuation of Theory of Equations I. 3 hours. Prerequisite, Mathematics 320. Winter.
330. **Synthetic Projective Geometry.** Introduction of the fundamental concepts of projective geometry, including a study of conics, poles, and polars. 4 hours. Prerequisite, Mathematics 113. Spring. Mayor.
350. **Advanced Calculus.** Additional work in infinite series, multiple integrals, and partial differentiation; elliptic integrals, Fourier series, line integrals. 4 hours. Prerequisite, Mathematics 303.
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.



## MUSIC

DAVID S. MCINTOSH  
HELEN MATTHES  
WENDELL MARGRAVE  
EMERSON S. VAN CLEAVE  
FLOYD V. WAKELAND

Fifty-two quarter hours are required for a major in music. These fifty-two hours must include the following courses, to be taken in the order designated. First year, fall term, 105 and one hour applied music; winter term, 106 and one hour applied music; spring term, 107 and one hour applied music. Second year, fall term, 225 and one hour applied music; winter term, 230 and one hour applied music; spring term, 231 and one hour applied music. Third year, fall term 300; winter term 301; spring term 302. Fourth year, fall term 312. In addition music majors must elect eight quarter hours of senior college courses in the Music Department. This additional work may be either applied work taken privately or other course offerings. Majors are also required to take Folk Dancing, course number 230. This applies to both men and women.

Scholarships amounting to ten dollars each per term are available to the most valuable and talented members of the college orchestra, the college band, the college Roland Hayes club, and the college MacDowell club. Individual try-outs for the band are given by Mr. Margrave. Mr. Van Cleave holds the try-outs for the string players of the orchestra. Mr. McIntosh holds try-outs for the other members of the orchestra and the Roland Hayes club and the MacDowell club. These try-outs are held during the days of registration.

- 100, (205). **Music Understanding.** This is an orientation course in which the principal emphasis is placed on listening to a wide range of music material. 3 hours.
105. **Introductory Music Theory, Sight Singing, and Ear Training.** 3 hours.
106. **Sight Singing and Ear Training.** 3 hours.
107. **Advanced Sight Singing and Ear Training.** 3 hours.
220. **Rural School Music.** Students planning to teach in rural schools and teachers of rural schools may take this course. Materials and problems will be studied, keeping in mind the limited time available and crowded quarters of the rural school. 4 hours.
225. **Harmony.** One period each week is given to key-board harmony so it is necessary for the student to be able to play simple hymn tunes on the piano at sight. Those students that do not play should take the class piano work the first year in preparation for this course. 4 hours.
230. **Harmony.** This is a continuation of Music 225. 4 hours.
231. **Harmony.** This is a continuation of Music 230. In these harmony courses no attempt is made to cover the field of modern harmony. The work covered in texts such as Foote and Spaulding or Goetschius is expected to be covered in these three harmony courses. Those students desiring to continue the study of harmony may elect Music 320. 4 hours.

300. **Study of Primary Music Materials.** 4 hours. Matthes.
301. **Study of Intermediate Music Materials.** Students are taken to the laboratory school where they observe the actual application of the work they have covered in class. All of the teaching is done by the teacher. This plan gives the student a clear picture of an efficient class room procedure in the presentation of the various problems confronted in the teaching of music. 4 hours. Matthes.
302. **School Music Materials.** This course is designed to meet the need of teachers in service. 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. To be given only as an extension course. 3 hours.
303. **Junior and Senior High School Music Materials and Problems.** The problems of vocal and instrumental music relating to the Junior and senior High School are studied. Considerable time is given to the study of conducting. In brief, all the work in music undertaken by the average Junior and Senior High School is studied. 5 hours.
307. **Song Leading and Community Music.** The social aspects of music are studied. Elementary instruction on simple instruments for camps and playgrounds is given. 3 hours. McIntosh.
312. **Musical Form and Harmonic Analysis.** Students are expected to write in all the harmonic forms. Considerable time is given to analysis of standard works. Prerequisite, Music 231.
320. **Modern Harmony.** 4 hours.
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.** 4 hours.
330. **Advanced Counterpoint.** 4 hours.
355. **Chamber Music.** Open to all string and piano players with sufficient technique to perform compositions of moderate difficulty. This course is designed to introduce students to the chamber music of classic and modern composers through the performance and observation of representative works. The class is divided into groups for the study and performance of duets, trios, quartets, quintettes, and general ensemble materials. Van Cleave. 2 hours.
400. **Music Understanding.** This course is designed for senior college students who have not had Music 100. Credit will not be given to those students who have had Music 100. 3 hours.

**Applied Music:**

- 150, 151, 152. **First Year Violin.** Class or private lessons. 1 hour each.
- 250, 251, 252. **Second Year Violin.** Class or private lessons. 1 hour each.
- 350, 351, 352. **Third Year Violin.** Class or private lessons. 1 hour each.
- 450, 451, 452. **Fourth Year Violin.** Private lessons only. 1 hour each.
- 160, 161, 162. **First Year Woodwind and Brass.** Class or private lessons. 1 hour each.



- 260, 261, 262. Second Year Woodwind and Brass. Class or private lessons. 1 hour each.
- 360, 361, 362. Third Year Woodwind and Brass. Private lessons only. 1 hour each.
- 460, 461, 462. Fourth Year Woodwind and Brass. Private lessons only. 1 hour each.
- 170, 171, 172. First Year Piano. Class or private lessons. 1 hour each.
- 270, 271, 272. Second Year Piano. Class or private lessons. 1 hour each.
- 370, 371, 372. Third Year Piano. Private lessons only. 1 hour each.
- 470, 471, 472. Fourth Year Piano. Private lessons only. 1 hour each.
- 190, 191, 192. First Year Voice. Class or private lessons. 1 hour each.
- 290, 291, 292. Second Year Voice. Class or private lessons. 1 hour each.
- 390, 391, 392. Third Year Voice. Private lessons only. 1 hour each.
- 490, 491, 492. Fourth Year Voice. Private lessons only. 1 hour each.
153. Violin Class Lessons. Offered summer term only. 3 hours.
163. Wind and Percussion Class Lessons. Offered summer term only. 3 hours.
173. Piano Class Lessons. Offered summer term only. 3 hours.
193. Voice Class Lessons. Offered summer term only. 3 hours.

There is a fee of twelve dollars each term for one private lesson each week. Students may take two lessons each week by paying twenty-four dollars. All students planning on private study must arrange their schedules with their instructors.

## 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 offer in lieu thereof three quarters of competition on a varsity squad, each quarter in a different sport. P. Ed. 151, 152, 153, 149, 170, 171, 172, 173, 174 do not count toward a major.

The courses numbered below, given in the Women's Department, may be taken by men and if so will count toward a major in the Men's Department: 230, 236.

145. Physical Education. The equivalent of 151, 152, 153. Baseball, track, archery, tennis. Offered summer term only. 2 hours.
149. Modified 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. 2 hours.
151. Physical Education. Group games, relays, individual combative contests, calisthenics, playground ball, volleyball, and basketball.
152. Physical Education. Boxing, wrestling, tumbling, apparatus work, and group games. Four times a week. Winter. 2 hours.
153. Physical Education. Track, baseball, tennis, and archery. Four times a week. Spring. 2 hours.

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.
174. **Gymnastics.** The same ruling applies as in courses 170, 171, 172, and 173.
201. **Boxing.** The theory and practice of boxing. Text: *Boxing*, by Jack O'Brien. Two hours a day, 4 days a week, 12 weeks. Winter. 2 hours.
202. **Wrestling.** The theory and practice of wrestling. Text: *Wrestling* by Paul Prehn. Two hours a day, four days a week, 12 weeks. Winter. 2 hours.
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. 4 hours.
210. **Techniques of Basketball.** A practical course in basketball for freshmen and sophomores. 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. 2 hours. McAndrew.
220. **Recreational Activities.** The following sports are included: roque, badminton, volley ball, and paddle tennis.
221. **Recreational Activities.** Horseshoes, shuffleboard, deck tennis, soft ball, golf, and handball.
230. **Folk Dancing.** Winter. Two days a week. 1 hour.
236. **Tap and Character Dancing.** Two days a week. 1 hour. Winter.
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. 4 hours.
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 Athletics*, by Bresnahan and Tuttle. Two hours a day, four days a week, 12 weeks. Spring. 4 hours.



**Techniques of Football.** Each student is given individual instruction and practice in all the fundamentals of the game such as passing, kicking, tackling, blocking, running with ball, etc. The student participates in actual scrimmage. Text: *Practical Football* by Lowman. 4 days a week, 12 weeks. Fall. 4 hours.

**Football Theory.** This course deals with all phases of the game. Offensive and defensive formations are analyzed, the strength and weaknesses of each is pointed out. The various types of individual play are studied. The rules of the game are discussed. Lecture and recitation. Fall. 3 days per week, one hour a day. 3 hours.

**Six Man Football.** A course designed to meet the needs of students who wish to prepare to teach the game. It will include a study of the offenses and defenses pointing out the strength and weakness of each. A study is made of individual play along with team strategy. Lecture and recitation. One hour a day, three days a week, 12 weeks. 3 hours.

**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. Ed. 203. Winter. 5 hours.

**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, and remote and immediate objectives of physical education, and the changing factors which are involved in building a school program. Text: *School Program in Physical Education*, by C. W. Hetherington. One hour a day, four days a week, 12 weeks. 4 hours.

**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. Prerequisites, one term each of *Anatomy* and *Physiology*. Spring. 4 hours.

**Recreation.** A seven weeks' course giving philosophy, 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, seven weeks. 4 hours. Summer.

**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. Prerequisite, P. Ed. 210. 2 hours.

## PHYSICAL EDUCATION FOR WOMEN

FRANCES ETHERIDGE

DOROTHY MUZZEY

DOROTHY DAVIES

HELEN McLANE

Three activity courses of the 100 group and three activity courses of the 200 group, a total of six hours, is required for graduation. Students who are advised by the medical department to restrict their activity should register in a course with an "A" following the number or one that is marked \*. A special group of students who have poorly developed motor skills are asked to register in courses with a "B" following the number.

A major in Physical Education consists of 42 quarter hours, including the following theory courses: 244, 245, 303, 305, 306, 307, 308, 350, 351, 352, 353, as well as the following activity courses: 104, 105, 106, 223, 224, 225, 313, 314, 315, 413, 414, 415. Courses 104, 105, 106, 223, 224, 225 correspond to the six quarter hours of activity required of all students and will not count on the major. Courses 313, 314, 315, 413, 414, 415 will count as academic credits only for students majoring in Physical Education.

All women who major in Physical Education must take the following courses in other departments which are not counted among the 42 required hours.

Department of Education:

315—High School Methods

320 or 321—Measurements

312—Safety Education.

Department of Physiology and Health Education:

301—Physiology

306—Teaching of Health Education in Public Schools

Other courses strongly recommended in this Department are:

200—Control of Communicable Diseases

203—Physical Handicaps to Learning

230—First Aid

300—Anatomy

303—Physiology of Exercise

A minor in Physical Education consists of 24 quarter hours, including the following theory courses: 244, 245, 303, 305, 306, 307, 308, as well as the following activity courses: 104, 105, 106, 223, 224, 225. Courses 104, 105, 106, 223, 224, 225 correspond to the six quarter hours of activity required of all students and will not count on the minor.

Activity Courses:

101. **Physical Education.** General course required of freshmen. Volley ball and soccer. Fall. Three days a week. 1 hour.

101A. **Individual Physical Education.** A course for students who are physically unable to participate in the regular physical education activities. Horseshoes, roque, miniature golf, badminton, and shuffleboard. Fall. Three days a week. 1 hour.

101B. **Physical Education.** A special course for students showing low motor ability. Volley ball and soccer. Fall. Three days a week. 1 hour.



102. **Physical Education.** Continuation of 101. Basketball and folk dancing. Winter. Three days a week. 1 hour.
- 102A. **Individual Physical Education.** Continuation of 101A. Table tennis, bowling, postural corrections. Winter. Three days a week. 1 hour.
- 102B. **Physical Education.** Continuation of 101B. Basketball and folk dancing. Winter. Three days a week. 1 hour.
103. **Physical Education.** Continuation of 102. Softball, gymnastics, and stunts. Spring. Three days a week. 1 hour.
- 103A. **Individual Physical Education.** Continuation of 102A. Paddle tennis, golf, fundamental rhythms. Spring. Three days a week. 1 hour.
- 103B. **Physical Education.** Continuation of 102B. Softball, gymnastics, and stunts. Spring. Three days a week. 1 hour.
104. **Physical Education.** A course required of all majors and minors in physical education. Volley ball and soccer. Fall. Three days a week. 1 hour.
105. **Physical Education.** A continuation of Physical Education 104. Basketball and folk dancing. Winter. Three days a week. 1 hour.
106. **Physical Education.** A continuation of Physical Education 105. Softball. Spring. Three days a week. 1 hour.
- 201B. **Physical Education.** Sophomore course continuation of 103B. Fall. Two days a week. 1 hour.
- 202B. **Physical Education.** Continuation of 201B. Winter. Two days a week. 1 hour.
- 203B. **Physical Education.** Continuation of 202B. Spring. Two days a week. 1 hour.
210. **Soccer and Volley Ball.** Fall. Two days a week. 1 hour.
211. **Hockey.** Fall. Two days a week. 1 hour.
212. **Basketball.** Winter. Two days a week. 1 hour.
213. **Baseball.** Spring. Two days a week. 1 hour.
- \*214. **Archery.** Fall and Spring. Two days a week. 1 hour.
- \*215. **Badminton.** Fall and Spring. Two days a week. 1 hour.
216. **Tennis.** Fall and Spring. Two days a week. 1 hour.
- \*218. **Individual Sports.** Tennis, archery, and other recreational sports. Fall and Spring. Two days a week. 1 hour.
- \*219. **Elementary School Group Activities.** A survey of physical education activities suitable for use in intermediate grades. This course or 219P is required of all sophomores not specializing in this department. Fall, Winter, and Spring. Two days a week. 1 hour.
- \*219P. **Primary Group Activities.** A survey of physical education activities suitable for use in primary grades. This course or 219 is required of all sophomores not specializing in this department.
- \*222. **Golf.** Spring. Two days a week. 1 hour.
223. **Physical Education.** Activity course for all sophomores planning a major or minor in physical education. Tennis techniques and skills. Fall. Four days a week. 1 hour.
224. **Physical Education.** A continuation of Physical Education 223. Tap and folk dancing. A course presenting fundamental steps and various types of dances. Winter. Four days a week. 1 hour.
225. **Physical Education.** A continuation of Physical Education 224. Skills and techniques of archery. Spring. Four days a week. 1 hour.

- \*230. **Folk Dancing.** Winter. Two days a week. 1 hour.
- 233. **Modern Dance.** Fall. Two days a week. 1 hour.
- \*236. **Tap and Character Dancing.** Two days a week. 1 hour. Winter.
- \*239. **Social Dancing.** Beginners only. Winter. Two days a week. 1 hour.
- 313. **Physical Education.** An activity course for all women majoring in physical education. Fall. Four days a week. 1 hour.
- 314. **Physical Education.** A continuation of Physical Education 313. Winter. Four days a week. 1 hour.
- 315. **Physical Education.** A continuation of Physical Education 314. Spring. Four days a week. 1 hour.
- 413. **Physical Education.** An activity course for all senior women majoring in physical education. Fall. Four days a week. 1 hour.
- 414. **Physical Education.** A continuation of Physical Education 413. Winter. Four days a week. 1 hour.
- 415. **Physical Education.** A continuation of Physical Education 414. Spring. Four days a week. 1 hour.

**Theory Courses:**

- 244. **Survey and Introduction to Physical Education.** A survey of the educational philosophy and principles underlying the modern physical education program and an introduction to the scope and significance of this field. Fall. 2 hours.
- 245. **Conduct of Play Activities.** A general course for teachers 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. Winter. 4 hours.
- 248. **Club and Community Leadership.** A course presenting programs and procedures now accepted by recognized organizations; aims and purposes of recreational activities; program planning; coordination of activities in camp and playground. Spring. 2 hours.
- 303. **Kinesiology.** This course deals with the mechanical analysis of physical education activities through the study of joint and muscle action. (Taught in the Department of Physical Education for Men.) Spring. 4 hours.
- 305. **Techniques of Teaching Seasonal Sports.** Required of all majors and minors in physical education. A course dealing with methods of teaching; construction of daily lesson plans; kinds of competition; point systems, achievements tests, and special programs. Fall. 4 hours.
- 306. **Techniques of Teaching Seasonal Sports.** A continuation of Physical Education 305. Winter. 2 hours.
- 307. **Techniques of Teaching Seasonal Sports.** A continuation of Physical Education 306. Spring. 4 hours.
- 308. **Method of Teaching Dance.** Methods of teaching modern dance showing the use of form in composition and the function of rhythmic activities in physical education. Winter. 2 hours.
- 310. **Theory of Officiating.** A study of requirements of a good official. Standards of umpiring Field Hockey as set up by the United States Field Hockey Association. Fall. 1 hour.
- 311. **Theory of Officiating.** Basketball officiating. A study of the requirements of a nationally rated official. Winter. 1 hour.



312. **Theory of Officiating.** Standards of umpiring softball and other seasonal sports. Spring. 1 hour.
345. **Supervision of Physical Education in Rural Schools.** A study of the adaptation of the physical education program in rural schools including the selection of activities, planning and supervision of curricula and the organization of special meets, play days, and recreational projects. Spring. 2 hours.
350. **Materials and Methods for Teaching in Elementary and Secondary Schools.** A course designed for teachers in elementary schools. The making of a curriculum based on grade characteristics and the suitability of activities. Dramatic and singing games, rhythms, and games of low organization, skills, skill tests, lead-up games, stunts, and tumbling. Fall. 3 hours.
351. **Recreation and Physical Education for the Atypical and Handicapped Individual.** A study of physical inspection; posture defects and their correction; activities suitable for the atypical; program building; and correlation with the physical education curriculum. Fall. 3 hours.
352. **History and Principles of Physical Education.** An historical survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. The fundamental principles, aims, and objectives of physical education will be presented and discussed with relation to other phases of education and school problems. Winter. 4 hours.
353. **Organization and Administration of Physical Education.** A study of the criteria for the selection of activities and the organization of classes; the policies and the personnel; the physical plant and its upkeep; and the planning, utilization, and care of equipment in the physical education program. Spring. 4 hours.

## 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.

250, 251. **Aeronautics I, II.** These two courses constitute the ground course which is offered as a part of the Civilian Pilot Training Program of the United States Civil Aeronautics Authority. In general, this ground course follows the **Study Outline For Primary Ground Instruction** prepared by the Civil Aeronautics Authority. However, there is further elaboration of some of the fundamental topics of the ground course which extends the credit offered to eight quarter hours and which is accepted toward graduation.

The student who takes this ground instruction may also take actual flying instruction at the Marion, Illinois Airport. This amounts to a total of 35 hours of actual flying instruction; however, the ground course may be taken by a limited number of alternates who are charged only \$20.00 due to the absence of medical fees and insurance. For those who are taking both ground and flying instruction, a fee of \$40.00 is charged to cover costs of instruction, insurance, and medical fees. The ground course covers the following courses: history of aviation, theory of flight and aircraft, civil air navigation, meteorology, parachutes, aircraft power plants, aircraft instruments, radio uses and terms. The student's total work prepares him for a Private Flying License.

This course is open to every regularly enrolled college student. He must satisfy the requirements of this school and also those specified by the Civil Aeronautics Authority.

Requirements of the Civil Aeronautics Authority:

1. He must make formal application to the Director of the Civilian Pilot Training Program.

Pilot Training Program.

2. He must pass the required medical examination.
3. He must be within the age limit of 18 to 25, inclusive.
4. If under 21, the student must have the consent of either parent or guardian to take the flying work.
5. He must be a citizen of the United States.
6. He must carry special insurance.

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 course 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. Cork'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

E. L. BORKON

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. 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.
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.
- 209a. **Introduction to Physiology.** (305, 201). 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 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.
210. **Home Nursing.** A course offering theory, practice, and demonstrations in equipment and care of the sick room, routine care of patients, recognition of more common symptoms, and giving of simple treatments. Spring. 3 hours. Denny.



- 230. Safety In Physical Education:** The Prevention and Treatment of Athletic Injuries. The course will discuss the most commonly incurred athletic injuries and infections. Methods of preventing, recognizing, and treating will be considered. Spring. 2 hours. Borkon.
- 300. Anatomy.** A course designed in cooperation with the Department of Physical Education and supplementary to the work in Kinesiology. 4 hours. Fall. Hinrichs, Borkon.
- 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.
- 303. Physiology of Exercise.** A course designed to supplement Physiology 209a 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.
- 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. 3 hours. Denny.
- 311. Child Development.** Joint course with Kindergarten Training Department. A study of child development beginning with pregnancy, prenatal care, post-natal care, and a study of the physical development of the child from birth to school age. Fall. 2 hours, Mott; 2 hours, Hinrichs.
- 315. Physiology of Blood Circulation and Respiration.** Lectures, recitations, and laboratory work upon living anesthetized animals. Prerequisites, Botany or Zoology and one term College Physiology. 4 hours. Borkon.
- 316. Advanced College Physiology, Gastro-Intestinal and Endocrine.** Lectures, recitation, and laboratory work upon living anesthetized animals. Prerequisites as for 315. May be taken independent of 315 or 317. 4 hours. Borkon.
- 317. Advanced College Physiology, Nervous System and Special Senses.** Lectures, recitations, and laboratory work upon living anesthetized animals. Prerequisites as for 315. May be taken independent of 315 or 316. 4 hours. Borkon.

## **POLITICAL SCIENCE**

WILLIS G. SWARTZ

ORVILLE ALEXANDER

GEORGE H. WATSON

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. 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. 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. Spring. 2 hours.
236. **School Law.** A study of the legal aspects of school organization and administration in Illinois. Spring. 3 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, 1940-41.
320. **Pressure Groups and Propaganda.** An analysis of the rapidly-growing number of interest groups and their techniques of political propaganda. Spring. 3 hours.
350. **Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactments. 4 hours. Not offered, 1940-41.
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. 4 hours. Not offered, 1940-41.
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, 1940-41.
367. **Municipal Government.** A study of the evolution of city government in the United States; the various types of city government; municipal election, charters, etc. 3 hours. Not offered, 1940-41.
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. 4 hours.



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. Winter. 3 hours.
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. 3 hours. Not offered, 1940-41.
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. Not offered, 1940-41.
385. **Contemporary Political Ideas.** 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. Not offered, 1940-41.
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. Not offered, 1940-41.
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. Fall. 3 hours.
395. **Constitutional Law.** A study of American constitutional principles, as illustrated by important decisions of the U. S. Supreme Court. Winter. 3 hours.

## SOCIOLOGY

R. D. BOWDEN

WANDA N. GUM

JUDSON T. LANDIS

Students interested in Social Work as a profession, see pages .....

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 cultural 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.
- 220. (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. Prerequisite, Sociology 101. Fall. 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. 4 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. 4 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. 3 hours.
- 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. 3 hours.
- 345. Current Social Problems.** A lecture course devoted to a study of the social problems being created by the present world turmoil, particularly in the United States. A review of social legislation, effective and proposed, to meet these problems. 2 hours.
- 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.
- 355. Social Psychology.** This course is primarily a study of the individual and his reaction to social accommodations. Prerequisites, Education 206 and Sociology 101. 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, 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.
- 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 101 or following it, as suits the student's convenience. Fall, Winter, and Spring. 5 hours. Stein.

200. **Comparative Vertebrate Anatomy I.** Studies of comparative skeletal and muscular structures are made from a phylogenetic and evolutionary viewpoint. Prerequisite, Zoology 101, or its equivalent. Texts: Neal and Rand's Chordate Anatomy and Walter's Biology of the Vertebrates. Manual: Hyman's Laboratory Manual for Comparative Vertebrate Anatomy. Fall and Spring. 5 hours.
201. **Comparative Vertebrate Anatomy II.** A continuation of Zoology 200 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.
- (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. Fall. 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. Spring. 4 hours. Stein.
- 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. Fall. 5 hours. Gersbacher.
305. **Comparative Anatomy of Invertebrates.** The comparative study of the anatomy, development of tissues, organs, and systems; and their phylogenetic significance in the invertebrates. Library reading and lectures. Prerequisite, Zoology 105, or its equivalent. Text: The Invertebrata, Borradaile-Potts. 4 hours.
315. **Genetics.** A study of heredity and variations as illustrated by the use of breeding tests with *Drosophila*. This course is designed to meet the needs of students in Agriculture, Botany, and Zoology. Prerequisite, approval of the Department. 5 hours.
- 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. Spring. 4 hours. Gersbacher.
- 321.\* **Histological Material in Biology.** The development of certain skills 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. 5 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.
- 380.\* **History of Biology.** A short history of the Biological Sciences from the early Greek Philosophers to the present time. This involves a study of the various theories and philosophies and their influence upon the rise of morphology, embryology, comparative anatomy, genetics, and ecology. Prerequisites, one year of Zoology and Botany. Text: Nordenskiöld, *The History of Biology*. Not to be taken by anyone who has had Zoology 330. Winter. 4 hours. Stein.
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*. Prerequisites, two years of Zoology. 4 hours.
410. **Bio-ecology.** A study of composition and development of Biotic Communities and the relationships of the plants and animals to their environment. Lectures, library readings, and field studies. Prerequisites, Zoology 220 and Botany 203. Not to be taken by anyone who has had Zoology 334. 4 hours. Gersbacher.

**PRACTICE TEACHING**

BRUCE W. MERWIN, Director

**University High School**Hal Hall, *Principal*

C. C. Logan

J. Henry Schroeder

Dilla Hall, *Dean of Boys*

Alberta Gibbons

Madge Troutt

Florence A. Wells

Louise M. Bach

Charles Paterson

Evelyn Davis Rieke, *Dean of Girls*

Fred Cagle

Rockwell McCreight

Gladys L. Smith

Leonard J. Keefe

**Carterville High School**Elbert Fulkerson, *Principal*

Laverne Armstrong

Fred K. Lingle

Gladys O. Smith

Loren C. Spires

Fred E. Lauder

Ruth E. Manning

Elinor Douglas

**Elementary Training Schools**W. G. Cisne, *Superintendent***Allyn Training School**

Lulu R. Clark

Mary E. Entsminger

Ora Rogers

Ruby Van Trump

Ruth Husband Fults

Sina M. Mott

Agnes Johnson

**Brush Training School**Harley R. Teel, *Asst. Prin.*

Mae L. Fox

Maude Mayhew

Grace Wilhelm

Tina Goodwin

Mabel Eads

Jewell Trulove

**Rural Training Schools**

Emerson E. Hall

George Bracewell

Elsie Parrish McNeill

J. W. Dillow

Victor Randolph

Helen Stenson, *Field Supervisor*

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

**300. Senior College Practice.** 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**

The University High School, the Laboratory High School of the Southern Illinois Normal University, has accepted as its work the following important functions:

1. To provide a superior educational opportunity for the boys and girls enrolled;
2. To illustrate to prospective teachers, through demonstration teaching, a skillful application of educational principles;
3. To offer facilities for apprentice teaching;
4. To exemplify to the public schools of Southern Illinois that which is best in school organization, curriculum, equipment, and methods of instruction; and possibly,
5. To do experimental teaching.

To realize more fully the fourth function, the University High School has been re-organized to include grades seven to twelve. The six year high school has come to be recognized as an ideal type of organization for the smaller school and is, therefore, well adapted to the needs of Southern Illinois. (The average high school in Southern Illinois has an enrollment of 187 pupils.) This type of organization seems desirable in the smaller communities because of economies that are possible in administration and in the use of plant and equipment. In addition to these advantages, the curriculum may be better articulated; there should be a smaller drop-out at the end of the eighth grade and, finally, an enriched program (curricular and extra-curricular) may very readily result.

The University High School has a staff of teachers of good experience and fine professional preparation. The group is regularly at work considering the problems of secondary education. Certain areas of the curriculum are being gradually adjusted and revised in terms of the preparation of adolescents for effective participation in our democratic society. In addition to a fairly large number of subject matter offerings, the high school has a well rounded program of extra-curricular activities which include band, chorus, dramatics, athletics, (inter-scholastic and intra-mural), debating, a Girls' Athletic Association, a bi-weekly assembly, a student council, a weekly newspaper, a yearbook, a library council, a variety of clubs, and a home room organization for the entire school. The home room teachers throughout the school year provide personal, educational, and vocational guidance to all students. A Dean of Girls, Mrs. Evelyn Rieke, and the Dean of Boys, Mr. Dilla Hall, are in charge of guidance and the home room service.

An Activity fee of \$8.00 per semester is charged. This fee entitles the student to the following:

- A complete set of text-books
  - Use of the college library
  - A year's subscription to a current affairs weekly paper
  - A year's subscription to the high school weekly newspaper (The Sphinx)
  - A copy of the High School Annual (The Mummy Case)
- Admittance to:
- High School athletic contests
  - Bi-weekly assemblies
  - College football games
  - College track meets.
  - College entertainment numbers that are presented in the evening.

The student teaching facilities of the University High School are used intensively. Each quarter, approximately 70 college students are assigned to the high school for student teaching. The high school also offers an opportunity to those who have not met all the college entrance requirements for making up their deficiencies. The requirements for high school graduation are 16 year credits: Three of Social Studies, three of English, and two of physical and biological sciences and/or mathematics. One year credit is required in physical education.

The following high school courses are offered:

SEVENTH GRADE	EIGHTH GRADE	NINTH GRADE	TENTH GRADE
Art	Art	Art	Art
Band	Band	Algebra	Algebra
English	English	Band	Agriculture
General Science	General Science	Biology	Biology
Glee Club	Glee Club	English I	Band
Home Economics	Home Economics	General Mathematics	Chorus
Manual Training	Manual Training	Glee Club	Com. Arithemetic
Mathematics	Mathematics	Home Economics	English II
Orchestra	Orchestra	Latin I	French I
Physical Education	Physical Education	Manual Training	General Mathematics
Social Studies	Social Studies	Orchestra	Home Economics
		Physical Education	Latin II
		World History	Library Science
			Manual Training
			Modern History
			Orchestra
			Physical Education
			Shorthand I
			World History I
ELEVENTH GRADE		TWELFTH GRADE	
Art	Home Economics	Art	Economics
Algebra	Latin III	Algebra	Home Economics
Agriculture	Library Science	Band	Library Science
Band	Manual Training	Chemistry	Orchestra
Commercial Law	Modern History	Civics	Physics
Com. Geography	Physical Education	Conservation	Physical Education
Chemistry	Physical Geography	Consumers Problems	Problems of Am. Dem.
Civics	Problems of Am. Dem.	Chorus	Safety Education
Conservation	Physics	Commercial Law	Shorthand I
Commercial Law	Safety Education	Com. Geography	Typewriting I
Chorus	Shorthand I	English IV	U. S. History
Economics	Typewriting I		
English III	U. S. History		
French II			



## **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 Elementary Training School consists of grades one to six, inclusive. In these grades there is a supervisory teacher for all lines of activity except the special lines of work, which are supervised by teachers from the regular college departments.

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 six in twelve 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 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 1940-41:

Pleasant Hill, District No. 94.

Buckles, District No. 98.

Pleasant Grove, District No. 102.

Wagner, District No. 136.

Rock Springs, District No. 135.

Buncombe, District No. 139.

Field work is being carried on for the first year in three schools in Union County.



## Enrollment by Terms, 1939-40

	Men	Women	Total	Total Registrants
Summer, 1939 .....				1,383
Freshmen .....	71	97	168	
Sophomores .....	114	179	293	
Juniors .....	191	307	498	
Seniors .....	230	165	395	
Unclassified .....	13	16	29	
Total residence .....	619	764	1383	
Fall, 1939 .....				2,511
Freshmen .....	534	430	964	
Sophomores .....	326	300	626	
Juniors .....	156	115	271	
Seniors .....	108	73	181	
Unclassified .....	2	1	3	
Total residence .....	1126	919	2045	
Extension (duplicates excluded).....	186	280	466	
Winter, 1940 .....				2,573
Freshmen .....	454	352	806	
Sophomores .....	331	336	667	
Juniors .....	141	107	248	
Seniors .....	138	84	222	
Unclassified .....	4	1	5	
Total residence .....	1068	880	1948	
Extension (duplicates excluded).....	251	374	625	
Spring, 1940 .....				2313
Freshmen .....	406	312	718	
Sophomores .....	304	307	611	
Juniors .....	151	122	273	
Seniors .....	144	92	236	
Unclassified .....	1	2	3	
Total residence .....	1006	835	1841	
Extension (duplicates excluded).....	210	262	472	

## GRADUATES, 1939

## Bachelor of Education Degree

NAME.	TOWN.	COUNTY.
David M. Aiken .....	Zeigler .....	Franklin
Bonnie Mae Allen .....	Carbondale .....	Jackson
George R. Arnold .....	Carbondale .....	Jackson
Barto Babitz .....	Christopher .....	Franklin
Florine Lucille Baker .....	Carterville .....	Williamson
Merle Willard Baker .....	Alma .....	Marion
Eugene Barger .....	Carbondale .....	Jackson
Paul George Barnickol .....	Freeburg .....	St. Clair
Thomas S. Barron .....	Marion .....	Williamson
Helen Frances Bates .....	Mt. Vernon .....	Jefferson
Bronson Beasley .....	Enfield .....	White
Norman W. Beck .....	Pana .....	Christian
Lowell Francis Belcher .....	Patoka .....	Marion
Elizabeth Louise Bell .....	Joliet .....	Will
Mary Helen Benefiel .....	Carbondale .....	Jackson
Katie Beondech .....	E. St. Louis .....	St. Clair
James A. Birchler .....	Sparta .....	Randolph
Harold V. Black .....	Fairfield .....	Wayne
E. M. Blackledge .....	Crossville .....	White
George Louis Boomer .....	Carbondale .....	Jackson
James Russell Boren .....	Carterville .....	Williamson
Dorotha M. Bosket .....	Harrisburg .....	Saline
Robert Bowie .....	Herrin .....	Williamson
Leo Udine Brannan .....	West Frankfort .....	Franklin
Myrtle Lucretia Brewer .....	Stonefort .....	Williamson
Vera Collene Brock .....	Marion .....	Williamson
Harriet Margaret Brown .....	E. St. Louis .....	St. Clair
Elizabeth Buell .....	Harrisburg .....	Saline
James E. Burton .....	Gillespie .....	Macoupin
Harland Roscoe Cade .....	Hoopeston .....	Vermilion
J. Oliver Carson .....	Oakdale .....	Washington
Freda Lois Carter .....	Boulder .....	Clinton
Harold Jackson Catt .....	Charleston, Mo. ....	Mississippi
Robert Woodrow Chamness .....	Marion .....	Williamson
Mildred LaVerne Chapman .....	Alto Pass .....	Union
Ruth Roberta Cleland .....	Cutler .....	Perry
Charles Andrew Clodfelter .....	Calhoun .....	Richland
James Edwin Cockrum .....	Christopher .....	Franklin
Helen Louise Cole .....	Lovejoy .....	St. Clair
Homer L. Cole .....	Eldorado .....	Saline
Mildred Maxine Corzine .....	Zeigler .....	Franklin
Guinna Rose Cotter .....	Grand Tower .....	Jackson
Mabel M. Cox .....	Carbondale .....	Jackson
Wilfreda Ann Cox .....	Carbondale .....	Jackson
Elizabeth Ann Crozier .....	Mound City .....	Pulaski
William Floyd Curry .....	Coulterville .....	Randolph
C. Glynn Damron .....	Carterville .....	Williamson
Evoleen Davis .....	Herrin .....	Williamson
Isaac Clark Davis .....	Benton .....	Franklin
Robert Laurence Davis .....	West Frankfort .....	Franklin
J. J. Deen .....	Irrington .....	Washington
Ruth Lenore Diekemper .....	Beckemeyer .....	Clinton
Nedra Eileen Dippel .....	Carbondale .....	Jackson
John Dohanich .....	Herrin .....	Williamson
Wayne Howard Douglas .....	Anna .....	Union
Irene Williams Duckworth .....	Belleville .....	St. Clair
Ford Robert Dunn .....	Pinckneyville .....	Perry
Marceleate E. Dye .....	Metropolis .....	Massac
Herman G. Easterly .....	Carbondale .....	Jackson
Elsie Evangeline Eaton .....	DuQuoin .....	Perry
Maurine Elder .....	Raleigh .....	Saline
Bernie Virgil Falk .....	Harrisburg .....	Saline
James J. Finley .....	Raleigh .....	Saline
Hubert W. Fox .....	Harrisburg .....	Saline
Murvil D. Frank .....	Carbondale .....	Jackson
Bernice Frech .....	Lenzburg .....	St. Clair
Vincent Elliot Freeman .....	St. Louis, Mo. ....	St. Louis
Mildred Cleo Frey .....	Marion .....	Williamson
Kenneth Earl Frieman .....	Oakdale .....	Washington
Robert L. Gallegly .....	Goreville .....	Johnson
Maurice E. Garrison .....	Springerton .....	White
Emma Elizabeth Getzie .....	Dowell .....	Jackson
Willis Rhine Gholson .....	McLeansboro .....	Hamilton
Kelly Edward Gibbons .....	Harrisburg .....	Saline



NAME.	TOWN.	COUNTY.
Billie Ruth Gill	Murphysboro	Jackson
Oveta Good	West Frankfort	Franklin
Walter S. Gray	Pekin	Tazewell
Frank Owen Green	St. Louis, Mo.	St. Louis
Rosalie Greer	Carterville	Williamson
Wayne Groves	Vandalia	Fayette
Ronald Gulley	Sesser	Franklin
Edwin Halfar	Sesser	Franklin
Hazel Bonhard Hall	Carbondale	Jackson
Walter W. Hamilton	Rosiclare	Hardin
Russell Earl Hammerschmidt	Murphysboro	Jackson
Mattie Stone Hamp	Rosiclare	Hardin
James Robert Hargrave	McLeansboro	Hamilton
Frances Lee Harrell	Murphysboro	Jackson
John Elmer Haun	Nashville	Washington
George L. Havens	Hurst	Williamson
Stanley E. Hays	Centralia	Marion
Carl W. Henson	Carbondale	Jackson
Garth M. Hinkley	Ashley	Washington
James C. Hollingsed	Chicago Heights	Cook
Melvin E. Hopfer	Gorham	Jackson
Henrietta R. Hudson	Cairo	Alexander
Leora Humphrey	Marion	Williamson
Dorothy Ferne Hungate	Benton	Franklin
Marden Eugene Irvin	Harrisburg	Saline
Charles Richard Isherwood	DuQuoin	Perry
Ferne Joan Johnson	Harrisburg	Saline
Herbert E. Johnson	Carbondale	Jackson
Martha LaVerbey Jones	Butte, Montana	Silver Bow
Charles E. Kaegi	Cave-in-Rock	Hardin
Frank Wesley Kern	Ewing	Franklin
Owen Kern	Zeigler	Franklin
Robert S. Kerr	Tamms	Alexander
Willard A. Kerr	Brookport	Massac
Harry K. Klie	E. St. Louis	St. Clair
Edith Elizabeth Kniepkamp	Belleville	St. Clair
Dora Marjorie Koons	West Frankfort	Franklin
Raymond Edward Lee	Tamaroa	Perry
Irene Lind	Anna	Union
Margaret Lipe	Carbondale	Jackson
Jack Little	Carterville	Williamson
James A. Logan	Christopher	Franklin
James Lee Love	Murphysboro	Jackson
Royce R. Lovelace	Cambria	Williamson
Mary Louise Lynn	Christopher	Franklin
Florence Gertrude Mahan	Lawrenceville	Lawrence
Glen I. Mallory	Sesser	Franklin
Otis Maricle	Galatia	Hamilton
Albert Ralph Martin	West Frankfort	Franklin
Marvin Cleo Martin	Carbondale	Jackson
Layman Daniel May	Joppa	Massac
Charles Sumner Mayfield	Harrisburg	Saline
Winston S. McAdoo	Carbondale	Jackson
Wilbert Cecil McAfee	Metropolis	Massac
Leroy McBride	Carbondale	Jackson
Margaret McCloud	Carbondale	Jackson
Paul Meek	Campbell Hill	Jackson
Elizabeth Merwin	Carbondale	Jackson
Arthur Bert Miller	Carrier Mills	Saline
Everett Etherton Miller	Carbondale	Jackson
June Mills	Keenes	Jefferson
Lannes D. Mills	Vienna	Johnson
Edward R. Mitchell	Carbondale	Jackson
James V. Moon	Gillespie	Macoupin
Marsoen Elaine Moore	Benton	Franklin
Jean Morton	Kell	Marion
Roalene Monyette Mosley	Alton	Madison
Vernon A. Naegele	Thompsonville	Williamson
Frank R. Nation	Anna	Union
Lucille Nelles	Chicago	Cook
Chloe Noonan	West Frankfort	Franklin
Roxie L. Norman	Mulberry Grove	Bond
Lela Etherton Nuernberger	Carbondale	Jackson
Laverne Martin Parker	Galatia	Saline
Emma Louise Parkinson	Zeigler	Franklin
Bess B. Pemberton	Harrisburg	Saline
Janet Perfetti	Panama	Montgomery
Robert L. Petersen	Carbondale	Jackson
William R. Phillips	Benton	Franklin
Charles Lewis Pike, Jr.	Christopher	Franklin
John Peyton Pope	Benton	Franklin
John C. Pratt	Carlinville	Macoupin

NAME.	TOWN.	COUNTY.
Ruby Sarah Price	Mulkeytown	Franklin
Leo Miles Puckett	Cisne	Wayne
Vergil M. Ragsdale	Elkville	Jackson
Byford E. Rains	West Frankfort	Franklin
A. Wayne Randolph	Columbia	Monroe
Thelma Pearl Randolph	Golconda	Pope
James L. Reed	Galatia	Saline
Carrie Elijah Reef	St. Louis, Mo.	St. Louis
Frank W. Reeves	Carbondale	Jackson
Gladys Leek Ritchey	Vienna	Johnson
Fred Miller Roberts	Carbondale	Jackson
William Wallace Robinson	Coulterville	Washington
Lenora Rodd	Marion	Williamson
Basil Eugene Rohrer	Enfield	White
Arnold Lester Ross	Mt. Vernon	Jefferson
Rolla R. Ross	Woodstock	McHenry
Autumn J. Samuels	New Windsor	Mercer
Harold L. Sanders	Mt. Vernon	Jefferson
Harvey Sanders	Marion	Williamson
Mary Katherine Seibert	Minooka	Grundy
Joseph Ruel Sheffer	Zeigler	Franklin
Robert H. Simpson	Marion	Williamson
Doris Virginia Sims	Buckner	Franklin
Tom A. Sinks	West Frankfort	Franklin
Walter Casey Skaggs	Marion	Williamson
Bluford M. Sloan	Carbondale	Jackson
Dorothy Elizabeth Sloan	Carbondale	Jackson
Walter Allen Smith	Murphysboro	Jackson
Jack Byron Spear	Carbondale	Jackson
William G. Spear	Ashley	Washington
Helen Irene Stallons	Herrin	Williamson
Ruth Stefanoff	Belleville	St. Clair
Wallace G. Stevenson	Sparta	Randolph
Mary Allegra Stiff	Carbondale	Jackson
Jesse Wham Stonecipher	Carbondale	Jackson
Arnold L. Sugg	Odin	Marion
Orma Oliya Talbert	Fairfield	Wayne
Helen Wilhelm Taylor	Carbondale	Jackson
Leonard Taylor	Carterville	Williamson
Mary Jane Teel	DuQuoin	Perry
John Henry Lewis Thomas	Carbondale	Jackson
Albert Tilendis	Zeigler	Franklin
Carroll A. Turner	Cypress	Johnson
William Ure	Harrisburg	Saline
W. A. Walker, Jr.	Zeigler	Franklin
Dale Whitehurst	Vernon	Marion
Gaylord P. Whitlock	Mt. Vernon	Jefferson
Neola Whitlock	Centralia	Marion
Phyllis Wiesman	Granite City	Madison
Marie E. Williams	E. St. Louis	St. Clair
Ruth Williams	McLeansboro	Hamilton
Jack A. Wilson	Hurst	Williamson
Paul M. Winder	Columbus, Ohio	Franklin
Charles Raymond Woodbridge	Marion	Williamson
Willard Lee Zimbleman	West Frankfort	Franklin
Mary Zwinak	Chicago	Cook



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