

1940

# 1940-1941 Southern Illinois Normal University Bulletin

Southern Illinois State Normal University

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# SOUTHERN ILLINOIS NORMAL UNIVERSITY BULLETIN



STATE OF ILLINOIS  
DWIGHT H. GREEN  
GOVERNOR 1941  
PUBLISHED QUARTERLY  
CARBONDALE, ILL.



STATE OF ILLINOIS  
DWIGHT H. GREEN, GOVERNOR

# Southern Illinois Normal University Bulletin

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VOLUME XXXV

CARBONDALE, ILLINOIS, JUNE, 1941

NUMBER 3

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CATALOG NUMBER  
1940 -1941

ANNOUNCEMENTS  
FOR  
1941-1942

PUBLISHED QUARTERLY BY THE UNIVERSITY  
JANUARY      APRIL      JULY      OCTOBER

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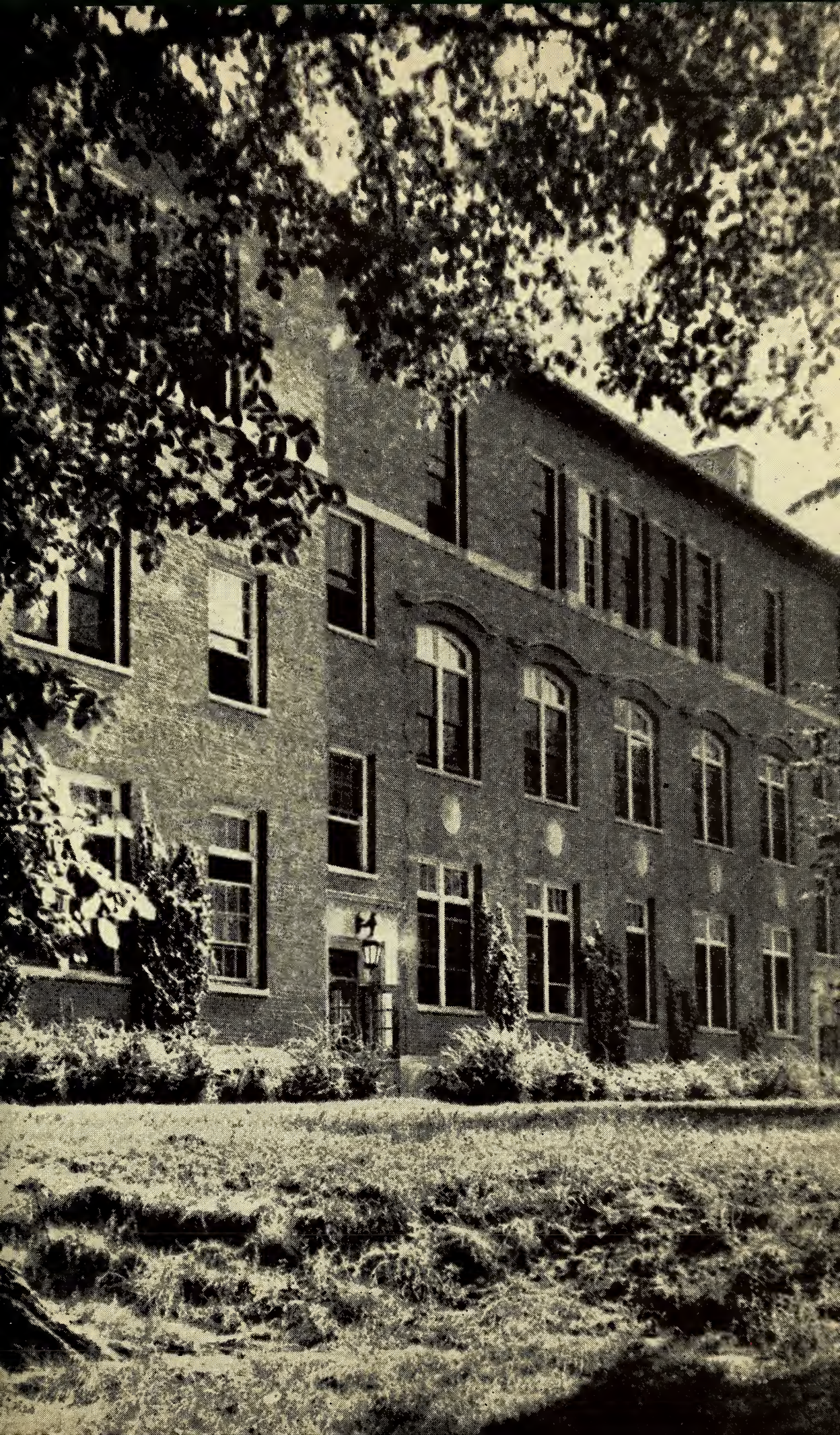
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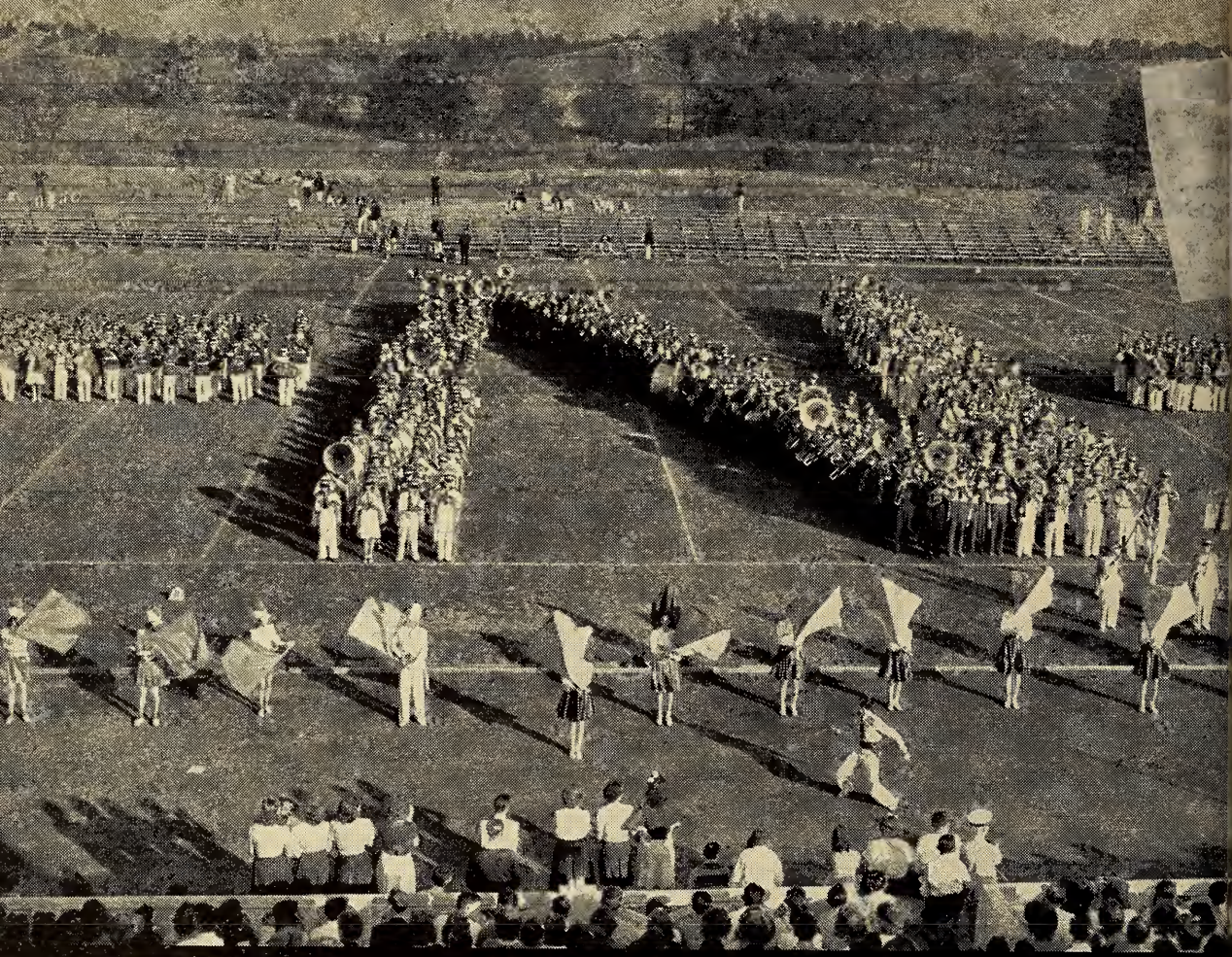
## CAMPUS VIEWS

1. Parkinson Laboratory
2. Homecoming
3. Across Lake Ridgway  
Science Building
4. The Kindergarten
5. Winter on the Campus  
Wheeler Library
6. Entrance to Library
7. Athletics
8. Women's Athletics



































STATE OF ILLINOIS  
DWIGHT H. GREEN  
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

Frank G. Thompson.....Director of Registration and Education  
Ex-Officio Chairman

John A. Wieland.....Superintendent of Public Instruction  
Ex-Officio Secretary

Jacob Alschuler .....Aurora

Otto G. Beich.....Bloomington

Preston Bradley .....Chicago

John D. Dill.....Carbondale

Russell Guin .....Danville

Harriet A. McIntire .....Mendota

Charles E. McMorris.....Marshall

Mrs. Helen Rose Pegelowe.....Mattoon

Lindell W. Sturgis .....Metropolis





**CALENDAR****1941-42****Fall Quarter****1941**

Sept. 8-10	Monday-Wednesday	Registration
Sept. 11	Thursday	Instruction begun
Oct. 24-25	Friday-Saturday	Homecoming
Nov. 26-28	Wednesday-Friday	Final Examinations

**Winter Quarter**

Dec. 1	Monday	Registration
Dec. 2	Tuesday	Instruction begun
Dec. 20	Saturday	Christmas vacation begun

**1942**

Jan. 5	Monday	Instruction resumed
March 4-6	Wednesday-Friday	Final Examinations
March 7-15		Spring vacation

**Spring Quarter**

Mar. 16	Monday	Registration
Mar. 17	Tuesday	Instruction begun
May 31	Sunday	Baccalaureate Service
June 2-4	Tuesday-Thursday	Final Examinations
June 5	Friday	Sixty-seventh Annual Commencement

**Summer Session, 1942**

June 15	Monday	Registration
June 16	Tuesday	Instruction begun
Aug. 6-7	Thursday-Friday	Final Examinations

## ADMINISTRATION

Roscoe Pulliam .....	President
T. W. Abbott.....	Director of Extension
Alice DiGiovanna.....	Secretary to the President
Hal Hall.....	Chairman, American Council Central Committee
Annemarie Krause.....	Chairman of Faculty Senate
E. G. Lentz.....	Dean of Men
Bruce W. Merwin.....	Director of Training Schools
Edward V. Miles, Jr.....	Business Manager
Marjorie Shank .....	Registrar
F. G. Warren.....	Head of Department of Education
Lucy K. Woody.....	Dean of Women

## FACULTY

1941-42

*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) *Associate Professor of Government*  
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.  
Additional work, 2½ years.
- 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, 1 semester.
- JULIA MINNETTE BARBER (1936) *Assistant Professor of English.*  
*Director 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.

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\* 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 F. 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 (1931) *Associate Professor  
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) *Assistant Professor of Commerce*  
B.S., Iowa State Teachers College; M.A., Northwestern University.  
Additional graduate work, Northwestern University, 1 semester.
- WINIFRED BURNS (1939) *English*  
A.B., M.A., University of Illinois. Bread Loaf School of English.  
Additional graduate work, University of Chicago, 1 year.



- FRED CAGLE (1938) *Assistant Professor, 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.
- EARL E. CAZEL (1940) *Instructor, University High School*  
B.S., University of Illinois; M.S., Colorado State College.
- STEWART C. CHANDLER (1940) *Consulting Entomologist*  
B.S. in Agriculture, University of Wisconsin; Field Entomologist, Illinois National History Survey.
- W. G. CISNE, (1916) *Professor, Director of Placements*  
*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, 2 years.
- 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.  
 On leave of absence, 1941-42.
- 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; residence work for D.Ed. completed, Teachers College, Columbia University.
- \*MABEL EADS (1929) *Instructor, Brush Training School*  
 B.Ed., Southern Illinois Normal University; M.A., M.S., University of Chicago.
- ROBERT W. ENGLISH (1940) *Instructor in Industrial Education*  
 B.S., James Millikin University; M.A., University of Illinois.  
 Additional graduate work, 1 year.
- 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) *Associate Professor of English*  
 A.B., Allegheny College; M.A., University of Iowa; residence work for Ph.D. completed, University of Pennsylvania.
- \*MAE L. FOX (1924) *Instructor, Brush Training School*  
 B.Ed., Southern Illinois Normal University; M. A., Teachers College, Columbia University.  
 Additional graduate work, one semester.

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

- \*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 of Zoology,*  
*Head of Department*  
B.Ed., Southern Illinois Normal University; A.M., Ph.D., University of Illinois.
- M. ALBERTA GIBBONS (1921-3; 1928) *Assistant Professor,*  
*University High School*  
A.B., University of Illinois; A.M., Columbia University.  
Additional graduate work, University of Chicago, Northwestern University, 14 semester hours.
- \*TINA GOODWIN (1925) *Instructor, Brush Training School*  
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University.  
Additional graduate work, 1 year.
- WANDA NEWSUM GUM (1935) *Instructor in Sociology,*  
*Assistant Dean of Women*  
B.Ed., Southern Illinois Normal University; M.A., Washington University; residence work for Ed.D. completed, New York University.
- 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; M.S., University of Michigan; Ph.D., George Peabody College for Teachers.
- HAL HALL (1936) *Assistant Professor,*  
*Principal of University High School*  
B.Ed., Southern Illinois Normal University; M.B.A., Northwestern University; residence work for Ed.D. completed, New York University.
- GOLDA D. HANKLA (1938) *Instructor, Librarian*  
B.Ed., Southern Illinois Normal University; M.A., B.S. in L.S., University of Illinois.
- J. W. HARRIS (1939) *Assistant Professor of English*  
B.S., M.A., Ph.D., University of Illinois.

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- 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 graduate work, 14 summers.
- AGNES J. JOHNSON (1939) *Instructor, Allyn Training School*  
B.S., Drake University; M.A., Teachers College, Columbia University.
- LEONARD J. KEEFE (1940) *Instructor, University High School*  
B.Ed., Illinois State Normal University; M.A., Colorado State College of Education.
- THELMA L. KELLOGG (1929) *Associate Professor of English*  
B.A., M.A., University of Maine; A.M., Ph.D., Radcliffe College.  
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.  
Additional graduate work, 1 year.
- 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, 37 semester hours.
- ANNEMARIE E. KRAUSE (1930) *Assistant Professor of Geography*  
B.S., University of Minnesota; M.S., University of Illinois.  
Residence work for Ph.D. completed, University of Chicago.
- JUDSON T. LANDIS (1939) *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. in Ed., University of Illinois; M.A., University of Iowa.
- DOUGLAS E. LAWSON (1935) *Associate 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.

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- 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.
- RONALD O. LIPPITT (1940) *Education*  
B.S., Springfield College; Certificate of Pedagogy, University of Geneva, Switzerland; M.A., Ph.D., University of Iowa.
- C. C. LOGAN (1923) *Assistant Professor, 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., University of Minnesota.  
Additional graduate work, 1 year.
- \*RUTH E. MANNING (1938) *Instructor, Carterville High School*  
B.S. in Education, Massachusetts State Teachers College; M. A., University of Chicago.
- WILLIAM M. MARBERRY (1939) *Assistant Professor of 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.

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- W. C. McDANIEL (1939) *Assistant Professor of Mathematics*  
B.S., Kansas State College; M.Ph., Ph.D., University of Wisconsin.
- EDWARD C. McDONAGH (1940) *Sociology*  
A.B., A.M., residence work for Ph.D. completed, University of Southern California.
- DAVID S. MCINTOSH (1927) *Associate Professor of Music,*  
*Head of Department*  
B.M.E., Northwestern University; 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, JR. (1919) *Associate Professor of Economics,*  
*Business Manager*  
B.Ed., Southern Illinois Normal University; M.A., St. Louis University.  
Additional graduate work, 1 year.
- SINA M. MOTT (1936) *Assistant Professor, Allyn Training School*  
A.B., Iowa State Teachers College; M.A., Ph.D., New York University.
- 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.  
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.
- DELMAR W. OLSON (1940) *Instructor in Industrial Education*  
B.S., Iowa State College; M.A., Ohio State University.  
Additional graduate work, 2 quarters.
- 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 *Instructor, Training Schools*  
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, Paris, 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.
- VICTOR RANDOLPH (1935) *Instructor, Rural Training Schools*  
B.Ed., Southern Illinois Normal University; A.M., Teachers College, Columbia University.  
Additional graduate work, 1 year.
- 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.
- HOMER C. ROSE (1941) *Instructor in Industrial Education*  
B.S., Stout Institute; M.S., Iowa State University.  
Additional graduate work, New York University, 2 summers.
- WILLIAM B. SCHNEIDER (1936) *Associate Professor of English*  
A.B., A.M., University of Illinois; Ph.D., University of Chicago.

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



- J. HENRY SCHROEDER (1923)      *Assistant Professor of Industrial Education,  
Head of Department*  
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; M.A., Teachers College, Columbia University.  
Additional graduate work, American Academy of Art and the Chicago Art  
Institute, 2 years.
- ESTHER SHUBERT (1940)      *Instructor, Librarian*  
B.Ed., Eastern Illinois State Teachers College; B.S., in L.S., M.S., Uni-  
versity of Illinois.
- 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; 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, 1 summer.
- MADELEINE M. SMITH (1929)      *Assistant Professor of Foreign Language*  
A.B., A.M., Northwestern University.  
Additional graduate work, Sorbonne, University of Chicago, Middlebury  
College French School, 1 year.
- \*LOREN SPIRES (1932)      *Instructor, Carterville High School*  
B.Ed., Southern Illinois Normal University.  
Additional work, 1 year.
- MARY M. STEAGALL, Ph.D. (1908)      *Professor of Zoology,  
Head of Department, Emerita (1938)*

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S. I. N. U.



- HILDA A. STEIN (1925) *Associate Professor of Zoology*  
B.Ed., Southern Illinois Normal University; M.S., University of Illinois.  
Additional graduate work, 12 months.
- WILLIS G. SWARTZ (1930) *Professor of Government,  
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.
- JOSEPH VAN RIPER (1939) *Assistant Professor of Geography*  
A.B., University of Michigan; A.M., Syracuse; Ph.D., University of Michi-  
gan.
- RUBY VAN TRUMP (1928) *Instructor, Allyn Training School*  
B.S. in Education, Southwest Missouri State Teachers College; A.M.,  
George Peabody College for Teachers.
- FLOYD V. WAKELAND (1939) *Assistant Professor of Music*  
B.Mus., Illinois Wesleyan University; M.Mus., Bush Conservatory.  
Additional study, 1 year, 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 Government*  
A.B., Miami University; M.A., University of Illinois; residence work  
for Ph.D. completed, University of Chicago.
- \*IRENE WATSON (1933-'37; 1940) *Instructor, Carterville High School*  
B.S., in Music, James Millikin University; A.M., University of Illinois.

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



- RICHARD E. WATSON (1940) *Physics and Astronomy*  
B.Ed., Southern Illinois Normal University; M.A., Ph.D., University of Illinois.
- 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*  
Bd.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University.
- GLADYS POTTER WILLIAMS (1917) *Associate Professor of Art,  
Head of Department*  
Graduate, Pratt Institute, 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.
- ALICE KELSEY WRIGHT (1925) *Assistant Professor of Mathematics*  
A.B., Indiana University; A.M., University of Illinois.
- JOHN I. WRIGHT (1925) *Assistant Professor of History*  
Ph.B., A.M., University of Chicago.  
Additional graduate work, 1 semester.
- 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, 1 year.

## Office

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

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



## 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 2181 who attended the Fall Quarter in 1940. Southern Illinois Normal University is now the third largest teacher training institution in the United States. The faculty has grown from nine members to 142 resident teachers. That preparation of the teaching staff has improved is evinced by the fact that forty-nine 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. A new training school is being constructed at the present time. Recently the school acquired thirty acres of land west of the present campus. This will be used in the future development of the College.

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. S. I. N. U. is participating in the Civilian Pilot Training Program of the United States Civil Aeronautics Administration. This is an activity of the school in the National Defense Program.

Today, sixty-seven 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. A fee of one dollar is charged for each course in which the student is examined.

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 credit 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.*

Regular Freshman Orientation begins Monday, September 8 at seven a. m. All freshmen who have not reported in the Old Gymnasium by ten o'clock of that day will be considered late registrants.

## 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 pages 40, 41.

## 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. A fee of one dollar is charged for the removal of an N. C., unless the student presents a certificate from the college doctor.



## 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.

Before a student may be graduated, he must have a 3.0 average. This same average is required in his major subject and as a prerequisite for practice teaching. At least three-fourths of the credits counted for the degree must be C or better.

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, the preliminary course must be passed before the student may be admitted to the work of the succeeding quarter.

Any student whose grade point average falls below 2.75 is automatically placed on probation. He must attain a 3.0 average the succeeding term in order to have the probationary status removed.

A freshman who fails to make the required average will be on probation through the second and third quarters, but must have at least a 2.75 average by the end of the freshman year in order to be admitted to the sophomore year. He should have a 3.0 average by the close of the sophomore year.

Any student who feels he has justifiable reasons for not having fulfilled the general scholarship requirement may present his case to the Dean of Men or the Dean of Women who in turn may refer him to the Scholarship Committee for reinstatement.

A student having less than a 3.0 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."

Any student who has attended another college or university and has an average below C is not eligible for admission to Southern Illinois Normal University. Any student who appeals his case to the President or the Scholarship Committee and obtains permission to register with an average below this must pay special fees of \$32.50 (charged of all students not preparing to teach) with the understanding that the College is under no obligation to graduate or recommend him for the Certificate.

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:

Late Registration fee .....	\$ 1.00
Chemistry Laboratory Breakage Deposit .....	1.00
Botany 101 Laboratory Breakage Deposit .....	2.00
Private Music Courses, 1 lesson a week.....	12.00
Removal of N. C. ....	1.00

Civil Aeronautics Authority:

Physics 250 .....	\$25.00
Physics 400 .....	34.00

Additional fees are charged for library fines, breakage, failure to report for physical examination, etc. The first transcripts of college records are

SOUTHERN ILLINOIS  
UNIVERSITY LIBRARY



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 the College within ten days after registration may secure a full refund of all fees. In order to receive this, a student must make application to the Business Office within ten days following the last day of registration.

## 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 ability to fit into the available positions. 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; assisting in offices, libraries, and laboratories, in the museum, and in the 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 student 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 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 a 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 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. Frank G. Thompson, 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.

## 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.

## Lions Club Student Loan Fund

The Carbondale Lions Club has made available through its Student Loan Fund financial aid sufficient to pay the tuition of four male students for each term of the regular school year. These loans are made without interest for a period not exceeding one year to needy, worthy and reliable students who intend to secure employment not later than the September following the date of the loan. These conditions do not necessarily limit the recipient to senior classification.

## 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.



## **Reid Douglas Bowden Scholarship Award**

Zeta Sigma Pi, the social science honorary fraternity, will present annually to one of its members the Memorial Award established by Mr. and Mrs. R. D. Bowden in memory of their deceased son. This award, in the amount of \$25.00, will be presented on the basis of scholarship, student leadership, and other qualities determined by the fraternity.

## **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. The college reserves 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 with the approval of the faculty:

### **A. 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. Use of parlor for students at reasonable times.
5. Reports to the College 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. 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 882L.

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., a school physician or school nurse should be notified, if time permits. Telephone school physicians: 184, Dr. Hinrichs; 768X, Dr. Borkon; school nurses: 650Y, Miss Denny; 64L, Miss Hartley.

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

B. 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 cooperation 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 four modes of living practiced by the students:

1. Board and room in the same house. The cost of board and room is usually one 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 a cost 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.
4. Cooperatives. Under this plan, students have found that they get better meals at as low cost and in some cases lower cost, than under a light-housekeeping arrangement.

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 have been 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 school term 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.

## Organizations

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 group.

The Socratic Literary Society, which dates 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 the dramatic organization on the campus. There is also an active Debate Club.

There are several national professional fraternities on the campus: Kappa Phi Kappa, professional education fraternity; 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; Sigma Tau Delta, creative writing fraternity; Kappa Pi, art fraternity. The older of the two honorary journalistic fraternities, Mu Tau Pi, is a local organization. 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 social fraternities include Chi Delta Chi, Kappa Delta Alpha, Sigma Beta Mu, Delta Delta Chi, and Alpha Gamma Mu. Alpha Phi Alpha is a fraternity for colored men, and Sigma Gamma Rho is a sorority for colored women.

Ten 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; Latin Club; Straight Line Club, made up of industrial-education 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, the Radio Club, and the 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 the *Egyptian* and of the *Obelisk* are experienced student journalists yearly appointed to their positions by the Student Council. The editor of the *Southern Alumnus* is chosen from the membership of Pi Delta Epsilon, whose project it is. 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.

REBA HARTLEY, R.N., B.S.C.

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. This procedure initiated at the beginning of the school year, 1926-27, and is a required part of the school work.

The physicians are assisted by two registered graduate nurses, who aid 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 47,124 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 also many analytical subject headings. The 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 is 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.

## Bureau of Child Guidance

In 1936 the College established a bureau for the study and diagnosis of individual cases of non-learning, maladjustment, personality conflicts, and similar difficulties. In cooperation with the Illinois Institute for Juvenile Research and the State Department of Public Welfare, this Bureau holds a quarterly staff meeting on the local campus and conducts a three-day session of lectures and demonstrations.

The local staff conducts a regular, continuous program between these quarterly sessions, holds its own staff meetings the first Saturday morning in each month, and offers a four-hour course, "Procedures in Child Guidance" (Education 426).

The general function of the Bureau is to acquaint the prospective teacher with the nature of clinical work and with some of the diagnoses of individual cases. Aside from the course offered by the staff, two other procedures are used:

a. In the introductory classes in psychology each term, a member of the Bureau presents a discussion of clinical work, illustrates typical problem cases, and describes the chief functions of the local organization.

b. The Bureau offers an opportunity to students who would like to acquaint themselves more definitely with the procedure used in finding the causes of maladjustments in specific cases. Members of the staff are always glad to hold confidential discussions with students about such problems.

The local staff consists of Dr. W. A. Thalman, director, Dr. Eli Borkon, Dr. Marie Hinrichs, Dr. Ronald Lippitt, Dr. Rosemary Lippitt, Miss Florence Denny, Mrs. Wanda N. Gum, Mrs. Evelyn Rieke, Mr. Howard Bosley, Dr. Douglas Lawson, and Mr. Arthur D. Brunk.

The clinical work of the staff includes complete medical and health examinations; psychological, aptitude, educational, and reaction tests; social case histories; home visitation; and interviews. All aspects of this work, together with remedial reading and the observation of behavior patterns under various conditions, are included in some degree for all students who take the course offered by the Bureau.

It is not necessary that a student take the course in order to attend the quarterly session meetings and lectures. These lectures, given by the professional staff of the I. J. R. from Chicago, deal largely with problems of mental hygiene, personality development, diagnostic work for teachers, child conduct, family relations, etc. Both students and the public are invited to the general lecture each quarter; and students who attend the seminars are invited to participate in the open forums that follow the



presentation of cases. The purpose of the seminar is first to present the cases, then to ask students to suggest diagnoses, and then to present the remedial programs that were actually prescribed and followed in each case.

The Bureau at Southern Illinois Normal University was the first one established in any state teachers college in this State.

## Certification

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

SEC. 6. Limited certificates shall be as follows:

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

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

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

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

hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

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

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

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

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

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

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning, including 5 semester hours in education. The examination shall include: physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State Course of Study, principles and methods of teaching,



general science, algebra, English, European history, and two of the five sciences (botany, zoology, physics, chemistry, and physiography). When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

## **The 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. Since its beginning thirteen years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois, until, during the school year 1940-41, forty courses were offered at the following centers: Anna, Belleville, Benton, Carmi, Carterville, Chester, Fairfield, Harrisburg, East St. Louis, Marion, Metropolis, Mound City, Mt. Vernon, Nashville, Pinckneyville, Salem, Waterloo, and West Frankfort. Approximately 1,500 students were enrolled in courses offered by the following departments: Agriculture, Art, Botany, Commerce, Education, English, Geography, History, Journalism, Music, Government, Foreign Languages, Sociology. Only courses that are given in residence are offered for extension work; and, when satisfactorily completed, the latter carry 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. In the case of transfers, extension credit will be accepted only from fully accredited colleges and universities.

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

## Aeronautics

Southern Illinois Normal University is participating in the Civilian Pilot Training Program of the United States Civil Aeronautics Administration. This is an activity of the school in the National Defense Program.

Southern Illinois Normal University now has a rating as an Advanced Flying School and, therefore, is giving most of the ground-school work for both the Preliminary, or Controlled-Private-Flying, Course, (Physics 250) and the Secondary, or Controlled-Restricted-Commercial, Course, (Physics 400). The actual flying instruction for both courses is given at the Marion, Illinois, airport. It should be added that the Flight Contractor is now responsible for some ground instruction.

The following information, while subject to change, is correct as of February 1, 1941.

Requirements of the Civil Aeronautics Administration for *Physics 250*.

- a. Students must be citizens of the United States.
- b. They must have reached their nineteenth but not their twenty-sixth birthday.
- c. They must neither hold nor have a pilot certificate of private grade or higher.
- d. Applicants who are undergraduates still in college must be fully matriculated for a degree at the participating institution and must have satisfactorily completed at least one full year of accredited college work, acceptable to the sponsoring institution.
- e. Those who are no longer enrolled in college must have satisfactorily completed at least two full years of accredited college work acceptable to the participating institution.
- f. They must meet the physical requirements for Student Pilot Certificates of Commercial CPT Grade, as determined by a designated Civil Aeronautics medical examiner.
- g. If they are under 21 years of age, they must have written consent from their parent or legal guardian to take the training.
- h. They must never have been disqualified from participation in the Civilian Pilot Training program by Advisory Board action.

Six quarter-hours of credit are given for the course. The ground course consists of 72 hours' work and 35 hours of actual flying instruction. Costs for the course are: \$10.00 for tuition, \$9.00 for insurance, and \$6.00 for the physical examination.

Requirements of the Civil Aeronautics Administration for *Physics 400*.

- a. Students must be citizens of the United States. If naturalized, they must have attained full status as United States citizens on or before October 1, 1930.
- b. Insofar as age requirements are concerned, graduates of the Fall Session, Private Course, College Phase, are eligible to enroll in the Spring Secondary Course without age restrictions, but all other appli-



cants must have reached their nineteenth birthday, but not their twenty-sixth birthday, by February 1, 1941, and must meet all other eligibility requirements.

- c. They must possess a currently-effective private pilot's certificate obtained through satisfactory completion of the Private Course in a previous session of the Civil Pilot Training Service.
- d. Those still enrolled in college must have satisfactorily completed at least one-half of the necessary credits leading to a degree in an institution whose credits are accepted by the United States Army or Navy from applicants for flight training.
- e. Those no longer enrolled in college must have satisfactorily completed at least one-half of the necessary credits leading to a degree in an institution whose credits are accepted by the United States Army or Navy from applicants for flight training, as evidenced by a transcript signed by the registrar for the institution where the necessary credits were completed.
- f. They must be recommended for the Secondary training by the Coordinator of Civil Pilot Training and the flight instructor or the flight instruction contractor under whom they took preliminary training.
- g. They must pass a commercial CPT flight physical examination and a complete eye examination, which includes refraction, given by designated Civil Aeronautics medical examiners.
- h. They must not have been disqualified from participation in the Civil Pilot Training service by Advisory Board action.

Twelve quarter-hours' credit are given for the course. Forty-five hours of actual flying instruction are included. Students will be required to pay a medical examination fee of \$12.00, and an insurance premium of \$12.00. Tuition fee for the course is \$10.00.

## 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.

In order to receive his bachelor's degree, a student must have maintained a 3.0 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. Forty-eight of these must be made in residence.

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)

Government 200—5 hours

Economics 205—5 hours

Sociology 101—5 hours

**Humanities—15 Quarter Hours**

English 101, 102, 103—6 hours

English 205, 209, 211, 212—6 hours

Music 100 or Art 120—3 hours\*

**Biology and Earth Sciences—14 Quarter Hours**

P. & H. 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 Education 203, Commerce  
(not required if student has had any of this work in high school, except where departments require such courses in their majors)

**Physical Education—6 quarter hours.** (See departmental requirements).

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 235-4, or 237-4), 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. He must have a C average before he may be assigned practice 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. C averages are required in the major subjects before students may be graduated. 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 45 to 51.

The fields in which majors are available are listed here:

Agriculture	Government
Art	History
Botany	Household Arts
Chemistry	Industrial Education
Commerce	Mathematics
Economics	Music
English	Men's Physical Education
French	Women's Physical Education
German	Physics
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. Students majoring in kindergarten-primary education are not required to have minors. 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 pages 43-44. 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 17 hours a term, or 48 hours a year. 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. Ragsdale. Juniors and seniors preparing for high school teaching should report to the heads of major departments at the time of registration, for approval of their assignment cards. Students who are candidates for the degree in elementary education should register with their adviser, Mr. Bosley. Mr. Barton advises the unclassified students, and Mr. Thalman advises those who already have degrees. In general, a student must have a total of forty-five quarter hours before he may register as a sophomore; ninety-five as a junior, and 145 as a senior.

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	Government 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. 235 .....	4
				P. Ed. ....	

### SECOND YEAR

Eng. <sup>4</sup> .....	3	Educ. 206 .....	4	Math. 210 <sup>10</sup> .....	4
P. & H. 202.....	4	P. Ed. 245 W, 250 M....	4	P. Ed. ....	1
Indus. Educ. 203 or 334.	4	Foreign Language .....	3	Foreign Language .....	3
P. Ed. <sup>5</sup> .....	1	Electives .....	5	Electives .....	8
Foreign Language <sup>6</sup> .....	3				
Electives .....	2				

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

### DIRECTED ELECTIVES

#### KINDERGARTEN-PRIMARY

Music 170<sup>7</sup>  
Music 190, 191, 192 (Yr. Course)  
Commerce 220, 102  
Government 235 and 236  
P. & H. 200 and 203  
Art 105<sup>9</sup>  
P. Ed. 219-p—women

#### UPPER ELEMENTARY

Geog. 101  
Art 105<sup>9</sup>  
Educ. 215  
Economics 205  
Commerce 220, 102<sup>8</sup>  
Zool. 101 or Bot. 101  
Agri. 225 or 260  
Literature 205, 209, 211, 212, 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.

<sup>10</sup> Math 210 may be counted in fulfillment of the physical science requirement for elementary education majors.

## SENIOR COLLEGE COURSE FOR KINDERGARTEN-PRIMARY MAJORS

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

Educ. 343 or P. & H. 311 <sup>2</sup> .....	4	Educ. 340 .....	4	Educ. 316 .....	5
Educ. 337 .....	4	Educ. 313 <sup>3</sup> .....	3	Educ. 321 .....	4
Speech 311 .....	3	Geog. 339 .....	5	Art 300 .....	4
Music 300 .....	4	Math. 211 .....	2	Speech 336 .....	3
Soc. 310 .....	3				

### 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.

## FOUR-YEAR COURSE FOR RURAL EDUCATION MAJORS

The requirements of the first two years of this course should be the same as the course for elementary majors, with these exceptions:

1. Rural Education majors should take Household Arts 225 instead of 327, Industrial Education 203 instead of 334, and Economics 205 in the second year.
2. Rural student teachers shall take the Rural Education Seminar (Education 237) when they take their student teaching, regardless of whether they are taking the two-year or the four-year course.

A Rural Education major must have at least four hours' work in agriculture. If he does not take this during the first or second years, he should take it during his third or fourth years.

### THIRD YEAR

Educ. 305 .....	4	Educ. 230 .....	4	Educ. 335 .....	4
Geog. 210 .....	4	Art 300 .....	4	Elective .....	12
Elective .....	8	Elective .....	8		

### FOURTH YEAR

Educ. 311 .....	4	Rural Educ. Seminar .....	4	Educ. 337 .....	4
Rural Prac. Teaching .....	8	Elective .....	12	Elective .....	12



## REQUIRED COURSE FOR SMITH-HUGHES CERTIFICATE IN AGRICULTURE

### FIRST YEAR

Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Botany 101 .....	5	Agri. 102 .....	5	Zoology 101 .....	5
Agri. 105 <sup>1</sup> .....	4	Agri. 225 .....	4	Agri. 103 .....	4
Elective <sup>2</sup> .....	4	Elective <sup>2</sup> .....	4	Elective <sup>2</sup> .....	5
Phys. Educ. ....	2	Phys. Educ. ....	2	Phys. Educ. ....	2

### SECOND YEAR

Chem. 101 .....	4	Chem. 102 .....	4	Chem. 103 .....	4
Geology 201 .....	4	Economics 204 .....	5	Agri. 260 .....	3
Agri. 212 .....	5	Educ. 206 .....	4	Agri. 205 .....	4
Eng. 390 .....	3	Agri. 303 .....	5	Elective <sup>2</sup> .....	4

### THIRD YEAR

Economics 206 .....	3	Educ. 305 .....	4	P. & H. 301 .....	4
P. & H. 202 .....	4	Agri. 330 .....	4	Agri. 350 .....	4
Agri. 231 .....	4	Agri. 370 .....	5	Educ. 310 .....	4
Elective <sup>2</sup> .....	7	Zoology 215 .....	4	Elective <sup>2</sup> .....	3

<sup>1</sup> Students who have had livestock-judging in high school are not required to take Agriculture 105.

<sup>2</sup> Electives may be selected from the Agriculture Departments or from any other department.

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. Foreign language is not required for a Smith-Hughes Certificate. (The above course is based on the requirements of the University of Illinois.)

Students following this Smith-Hughes curriculum cannot qualify for a degree or two-year certificate from Southern Illinois Normal University without taking several additional terms of work. They must have a special understanding with their respective advisers in order to be exempt from the usual freshman and sophomore requirements.

## SUGGESTED COURSE FOR BOTANY MAJORS

### FIRST YEAR

Botany 101 .....	5	Zoology 101 .....	5	Zoology 105 .....	5
Geog. 100 .....	5	History 110A .....	5	Geog. 101 .....	5
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
German or French .....	3	German or French .....	3	German or French .....	3
Phys. Educ. ....	1-2	Phys. Educ. ....	1-2	Phys. Educ. ....	1-2

### SECOND YEAR

Botany 210 .....	4	Botany 202 .....	5	Botany 203 .....	5
Chem. ....	4	Chem. ....	4	Chem. ....	4
Agri. 202 .....	4	Economics or Gov't. ....	5	P. & H. 202 .....	4
Eng. ....	3	Art 120 or Music 100 .....	3	Elective .....	3
Phys. Educ. ....	1	Phys. Educ. ....	1	Phys. Educ. ....	1

### THIRD YEAR

Botany .....	4	Botany .....	4	Botany .....	4
Educ. 206 .....	4	Zoology .....	4	Zoology .....	4
Gov't. or Sociol. ....	5	Educ. 305 .....	4	Educ. 315 .....	4
Physics .....	4	Physics .....	4	Elective .....	4-5

### FOURTH YEAR

Botany .....	4	Botany .....	5	Botany .....	5
Zoology .....	4	Zoology .....	4	Zoology .....	4
Educ. 310 .....	4	Educ. 320 .....	4	Elective .....	4
Practice .....	4	Practice .....	4	Practice .....	4

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

## FIRST YEAR

Chem. 101 or 151	4	Chem. 102 or 152	4	Chem. 103 or 153	4
Math. 111	4	Math. 112	4	Math. 113	5
Hist. 110A	5	Geog. 100	5	Zoology 101	5
Eng. 101	2	Eng. 102	2	Eng. 103	2
Phys. Educ.	1-2	Phys. Educ.	1-2	Phys. Educ.	1-2

## SECOND YEAR

Chem. 201	4	Chem. 202	4	Chem. 253	4
German <sup>1</sup>	3	Chem. 252	4	German	3
Gov't. 200	5	German	3	Art 120 or Music 100	3
P. & H. 202	4	Economics 205	5	Prac. Arts <sup>2</sup>	3
		Eng. 211	3	Eng. 205, 209, or 212	3

## THIRD YEAR

Chem. 301	4	Chem. 302	4	Chem. 303	4
Math. 251	4	Math. 252	4	Math. 303	4
Physics 206	4	Physics 207	4	Physics 208	4
Educ. 206	4	Educ. 305	4	Educ. 310	4

## FOURTH YEAR

Chem. 401 <sup>3</sup>	5	Chem. 402 <sup>3</sup>	5	Chem. 452 <sup>3</sup>	4
Educ. 315	4	Chem. 451 <sup>3</sup>	4	Prac. Teaching	8
Prac. Teaching	4	Educ.	4	Elective	4
Physics 306	4	Elective	4		

<sup>1</sup> 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.

<sup>2</sup> Not required if taken in high school.

<sup>3</sup> Either Chemistry 401 and 402, or Chemistry 451 and 452, or all four, should be taken to complete the double-major requirements.

## SUGGESTED COURSE FOR ACCOUNTING MAJOR IN COMMERCE

## FIRST YEAR

Hist. 110A	5	Geog. 100	5	Physics	4
Eng. 101	2	Eng. 102	2	Eng. 103	2
Math. 106	4	Math. 107	4	Eng. 212 or 205	3
Elective	4	Sociol. 101	5	Botany or Zoology	5
Phys. Educ.	1-2	Phys. Educ.	1-2	Music 100 or Art 120	3
				Phys. Educ.	1-2

## SECOND YEAR

Economics 205	5	Eng. 205, 209, or 212	3	Math. 206	3
German <sup>1</sup>	3	German <sup>1</sup>	3	German <sup>1</sup>	3
Commerce 201	4	P. & H. 202	4	Educ. 206	4
Commerce 210	4	Commerce 211	4	Commerce 212	4
		Elective	3		

## THIRD YEAR

Educ. 305	4	Educ. 315	4	Commerce 337	4
Commerce 305	4	Commerce 306	4	Commerce 307	4
Commerce	4	Educ.	4	Educ.	4
Elective	4	Commerce 336	4	Commerce 338	4

## FOURTH YEAR

Economics 360	4	High School Practice	4	High School Practice	4
Prac. Teaching	4	Elective	12	Commerce 325	4
Elective	8			Elective	8

<sup>1</sup> French or Spanish 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 COURSE FOR SECRETARIAL MAJOR IN COMMERCE****FIRST YEAR**

Hist. 110A .....	5	Geog. 100 .....	5	Physics .....	4
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Botany or Zoology .....	5	Math. 106 .....	4	Eng. 205 or 209 .....	3
Elective .....	4	Elective .....	4	Math. 107 .....	4
Phys. Educ. ....1-2		Phys. Educ. ....1-2		Sociol. 101 .....	5
				Phys. Educ. ....1-2	

**SECOND YEAR**

Econ. 205 or Gov't. ....	5	Eng. 211 .....	3	P. & H. 202.....	4
German <sup>1</sup> .....	3	German <sup>1</sup> .....	3	German <sup>1</sup> .....	3
Commerce 201 .....	4	Educ. 206 .....	4	Commerce 212 .....	4
Commerce 210 .....	4	Commerce 211 .....	4	Elective .....	4
		Music 100 or Art 120...	3		

**THIRD YEAR**

Educ. 305 .....	4	Educ. 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	Commerce 337 .....	4

**FOURTH YEAR**

Commerce 335 .....	4	Commerce 336 .....	4	Commerce 325 .....	4
Economics 360 .....	4	High-School Practice ...	4	High-School Practice ...	4
Educ. ....	4	Elective .....	8	Elective .....	8
Practice .....	4				

<sup>1</sup> French or Spanish may be substituted for German.

**SUGGESTED COURSE FOR LANGUAGE MAJORS****FIRST YEAR**

Language .....	3	Language .....	3	Language .....	3
Hist. 110A or 105A ....	5	Sociol. 101 .....	5	Phys. Science .....	4
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 or 205 .....	2-3
Phys. Science .....	4	Phys. Science .....	4	Practical Arts .....	3
Phys. Educ. ....1-2		Phys. Educ. ....1-2		Elective .....	4
				Phys. Educ. ....1-2	

**SECOND YEAR**

Language .....	3	Language .....	3	Language .....	3
Eng. 211 or 212 .....	3	Humanities <sup>1</sup> .....	3	Humanities <sup>1</sup> .....	5
Music 100 or Art 120...	3	Economics or Gov't. ....	5	Educ. 206 .....	4
Biological Science .....	5	Biological Science .....	5	P. & H. 202 .....	4
Elective .....	3	Phys. Educ. ....	1	Phys. Educ. ....	1
Phys. Educ. ....	1				

<sup>1</sup> 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
Education 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 <sup>2</sup> .....	4
Practice .....	4	Extra Language <sup>3</sup> .....	6	Extra Language <sup>3</sup> .....	3

<sup>2</sup> Possibly not necessary.

<sup>3</sup> Required for those beginning the language in college. Desirable for those planning graduate work.

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

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

Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Chem., Math., Physics..	4	Chem., Math., Physics..	4	Chem., Math., Physics..	4
Hist. 105A .....	5	Geog. 100 .....	5	Hist. 110A .....	5
Elective .....	5	Elective .....	5	Music or Art .....	3
Phys. Educ. ....		Phys. Educ. ....		Elective .....	2
				Phys. Educ. ....	

**SECOND YEAR**

Eng. 211 .....	3	Eng. 205, 209, or 212...	3	P. and H. 202.....	4
Sociol. 101 .....	5	Botany or Zoology ....	5	Economics 205 .....	5
Practical Arts .....	3	Gov't. 200 .....	5	Educ. 206 .....	4
Hist. 208 .....	5	Elective .....	3	Elective .....	3

**THIRD YEAR**

Educ. 305 .....	4	Educ. 315 .....	4	Educ. 310 .....	4
*Hist. ....	3	**Hist. ....	4	***Hist. ....	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
Educ. ....	4	**Hist. ....	4	***Hist. ....	5
*Hist. ....	4	Eng. 390 .....	3	Other Social Studies ...	3
Other Social Studies ...	4	Elective .....	5	Elective .....	4

\* Choose courses from the following: Hist. 210, 304, 315, 320, 325, 345, 350.

\*\* Choose courses from the following: Hist. 208, 305, 310, 330, 340, 342, 380, 400.

\*\*\* Choose courses from the following: Hist. 208, 304, 306, 322, 336, 343, 344, 375, 376, 380, 400.

The following courses are not offered in 1941-42, but may be taken the next academic year: 323, 324, 335, 352, 353.

A major in the Department of History requires 36 hours of work in "content courses"; 39 hours, if History 210 is included. A minor requires 24 hours of work.

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 COURSE FOR HOUSEHOLD-ARTS MAJORS**

This course fulfills Smith-Hughes requirements.

**FIRST YEAR**

Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Hist. 105A, 110A .....	5	Sociol. 101 .....	5	Botany or Zoology .....	5
Chem. 101 .....	4	Chem. 102 .....	4	Chem. 103 .....	4
Household Arts 127....	3	Household Arts 135 ...	4	Art 110 .....	4
Women's P. Ed. 101....	1	Women's P. Ed. 102....	1	Women's P. Ed. 103....	1

**SECOND YEAR**

Household Arts 224 ....	4	Household Arts 206 ....	4	Economics 205 .....	5
Household Arts 205 ....	4	Eng. ....	3	Physics 101 or 102....	4
Geog. 100 .....	5	Foreign Language .....	3	Foreign Language .....	3
Foreign Language .....	3	P. & H. 209 .....	4	Educ. 206 .....	4
Women's Phys. Educ....	1	Household Arts 230 ....	2	Women's Phys. Educ....	1
		Women's Phys. Educ....	1		

**THIRD YEAR**

Chem. 301 .....	4	Chem. 302 .....	4	P. & H. 202 .....	4
Educ. 305 .....	4	Educ. 310 or 315 .....	4	Household Arts 327 ...	4
P. & H. 301 .....	4	Household Arts Ed. 309.	4	Household Arts 320 ...	4
Household Arts Ed. 308.	4	Household Arts 360 ....	3	Household Arts 326 ....	4

**FOURTH YEAR**

Eng. 390 .....	3	P. & H. 210 .....	3	Practice .....	4
Practice .....	4	Practice .....	4	Household Arts 325A ..	4
Household Arts 307 ....	3	Household Arts 325 ....	3	Eng. ....	3
Household Arts 335 ....	3	Electives .....	6	Elective .....	5
Elective .....	4				

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

**SUGGESTED COURSE FOR INDUSTRIAL-EDUCATION MAJORS****FIRST YEAR**

Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Hist. 105A or 110A ....	5	Chem. or Physics .....	4	Geog. 100 .....	5
Chem. or Physics .....	4	Indus. Educ. 141 or 103.	4	Indus. Educ. 142 or 102.	4
Indus. Educ. 140 or 101.	4	Elective .....	4	Elective .....	4
Phys. Educ. ....	2	Phys. Educ. ....	2	Phys. Educ. ....	2

**SECOND YEAR**

Botany 101 or 202 ....	5	Eng. 209 .....	3	Gov't. 200 .....	5
Math. 111 .....	4	Economics 205 .....	5	Eng. 212 .....	3
P. & H. 202 .....	4	Educ. 206 .....	4	Art 120 .....	3
Indus. Educ. 211 or 221.	4	Indus. Educ. 212 or 225.	4	Indus. Educ. 313, 314 or 226 .....	4
				Elective .....	3

**THIRD YEAR**

Educ. 305 .....	4	Eng. 390 .....	3	Educ. 310 .....	4
Indus. Educ. 322 or 304.	4	Educ. 315 .....	4	Indus. Educ. 320, 324, or 306 .....	4
Electives .....	8	Indus. Educ. 323 or 305.	4	Electives .....	8
		Elective .....	4		

**FOURTH YEAR**

Practice .....	4	Practice .....	4	Practice .....	4
Foreign Language .....	3	Indus. Educ. 333.....	4	Indus. Educ. 337 .....	4
Educ. ....	4	Foreign Language .....	3	Foreign Language .....	3
Electives .....	6	Electives .....	6	Electives .....	6

Preferred Minors: Art, Physics, Chemistry, Mathematics, or Agriculture.

## SUGGESTED COURSE FOR WOMEN PHYSICAL-EDUCATION MAJORS

### FIRST YEAR

Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Zoology 105 .....	5	Geog. 100 .....	5	Household Arts 120 ....	4
Hist. 110A .....	5	Gov't., Econ., or Hist....	5	Sociol. 101 .....	5
Language or Elective...	3	Language or Elective...	3	Music 100 or 105 .....	3
Phys. Educ. 104 .....	1	Phys. Educ. 105 .....	1	Language or Elective...	3
Elective .....	0-2	Elective .....	0-2	Phys. Educ. 106 .....	1

### SECOND YEAR

Chem. 101 .....	4	Chem. 102 .....	4	Physics or Math. ....	4
Educ. 206 .....	4	Speech 210 .....	3	Eng. ....	3
P. & H. 202 .....	4	P. & H. 201 .....	4	Phys. Educ. 248 .....	2
P. & H. 230 .....	2	Phys. Educ. 245 <sup>1</sup> .....	4	Phys. Educ. 303 <sup>1</sup> .....	4
Phys. Educ. 244 <sup>1</sup> .....	2	Phys. Educ. 224 .....	1	Phys. Educ. 225 .....	1
Phys. Educ. 223 .....	1	Elective .....	0-3	Elective .....	2-4
Elective .....	0-2				

### THIRD YEAR

Educ. 305 .....	4	Educ. 310 .....	4	Educ. 315 .....	4
Phys. Educ. 305 <sup>1</sup> .....	4	P. & H. 200 .....	2	P. & H. 303 .....	2
Phys. Educ. 351 <sup>1</sup> .....	3	Phys. Educ. 306 <sup>1</sup> .....	2	Phys. Educ. 307 <sup>1</sup> .....	4
Phys. Educ. 313 <sup>1</sup> .....	1	Phys. Educ. 308 <sup>1</sup> .....	2	Phys. Educ. 345 .....	2
Elective .....	5-7	Phys. Educ. 314 <sup>1</sup> .....	1	Phys. Educ. 315 <sup>1</sup> .....	1
		Electives .....	6-8	Elective .....	4-6

### FOURTH YEAR

Practice (in Minor)....	4	Practice (in Major)....	4	Practice (in Major)....	4
Eng. ....	3	Educ. 320 or 321 .....	4	Educ. 312 .....	4
P. & H. 306 .....	3	Phys. Educ. 352 <sup>1</sup> .....	4	Phys. Educ. 353 <sup>1</sup> .....	4
Phys. Educ. 350 <sup>1</sup> .....	3	Phys. Educ. 311 .....	1	Phys. Educ. 312 .....	1
Phys. Educ. 310 .....	1	Phys. Educ. 414 <sup>1</sup> .....	1	Phys. Educ. 415 <sup>1</sup> .....	1
Phys. Educ. 413 <sup>1</sup> .....	1	Elective .....	2-4	Elective .....	3-5
Elective .....	0-3				

<sup>1</sup> Required courses in the Department of Physical Education.

## SUGGESTED COURSE FOR PHYSICS MAJORS

### FIRST YEAR

Math. 111 .....	4	Math. 112 .....	4	Math. 113 .....	5
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Indus. Educ. 101 .....	4	Geog. 100 .....	5	Music 100 or Art 120...	3
Sociol. 101 .....	5	Hist. 110A or 105A....	5	Botany or Zoology....	5
Phys. Educ. ....	1-2	Phys. Educ. ....	1-2	Phys. Educ. ....	1-2

### SECOND YEAR

Physics 206 .....	4	Physics 207 .....	4	Physics 208 .....	4
Math. 251 .....	4	Math. 252 .....	4	Math. 303 .....	4
Economics or Gov't....	5	P. & H. 202 .....	4	Educ. 206 .....	4
French or German .....	3	Eng. (Literature) .....	3	French or German....	3
Phys. Educ. ....	1	French or German....	3	Phys. Educ. ....	1
		Phys. Educ. ....	1		

### THIRD YEAR

Physics .....	4	Physics .....	4	Physics .....	4
Eng. (Literature) .....	3	Indus. Educ. 221 .....	4	Educ. 310 .....	4
Chem. 101 or 151 .....	4	Chem. 102 or 152 .....	4	Chem. 103 .....	4
Educ. 305 .....	4	Elective .....	4-5	Elective .....	4-5
Elective .....	3				

### FOURTH YEAR

Physics .....	4	Physics .....	4	Physics .....	4
Educ. ....	4	Educ. ....	4	Eng. 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

## FIRST YEAR

Hist. ....	5	Sociol. or Economics...	5	Art 120 or Music 100...	3
Eng. 101 .....	2	Eng. 102 .....	2	Eng. 103 .....	2
Language or Elective...	3	Language or Elective...	3	Math. ....	4
Botany or Zoology.....	5	Botany or Zoology.....	5	Language or Elective...	3
Phys. Educ. ....	1-2	Phys. Educ. ....	1-2	Botany or Zoology.....	4-5
				Phys. Educ. ....	1-2

## SECOND YEAR

Geog. 100 .....	5	Geog. 101 .....	5	Eng. 205, 209, or 211...	3
Botany or Zoology.....	4-5	Botany or Zoology.....	4-5	Botany or Zoology.....	4-5
Chem. ....	4	Chem. ....	4	Chem. ....	4
Eng. 212 .....	3	P. & H. 202.....	4	Gov't. 200 .....	5
Phys. Educ. ....	1	Phys. Educ. ....	1	Phys. Educ. ....	1

## THIRD YEAR

Botany or Zoology.....	4-5	Botany or Zoology.....	4-5	Botany or Zoology.....	4-5
Chem. ....	4	Chem. ....	4	Chem. ....	4
Physics ....	4	Geology 300 .....	4	Geology 302 .....	4
Educ. 206 .....	4	Physics or Elective....	4	Educ. 305 .....	4

## FOURTH YEAR

Botany or Zoology.....	4-5	Botany or Zoology.....	4-5	Botany or Zoology.....	4-5
Educ. ....	4	Educ. ....	4	Educ. ....	4
Practice ....	4	Practice ....	4	Practice or Elective...	4
Minor .....	4	Eng. 390 or Speech 311.	3	Minor .....	4

## 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. A student who has had Education 350 should not take this course.

### 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.

### Government

- 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-six quarter-hours, 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 3.0. This is to be based on all courses taken.

Before being eligible to take a course in Practice Teaching a student must have 48 quarters hours of credit, with grades of C or better in 36, and a grade point average of 3.0.

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., Gov't., 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 course in the subject. A student who has credit in two terms of college mathematics may be exempt from Math. 210.

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

## AGRICULTURE

R. E. MUCKELROY

ROBERT C. CASSELL

If the candidate is graduated from S. I. N. U., 36 quarter-hours of Agriculture are required for a major and 24 quarter-hours for a minor. If a Smith-Hughes certificate is sought, 82 quarter-hours of agriculture must be taken during the four-year period. Consult the suggested course for Agriculture majors, page 45.

In order to obtain a Smith-Hughes certificate in four years, the suggested course (page 45) must be rigidly adhered to.

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 fee, \$2.15. Winter. 5 hours. (Juniors receive only 3 hours of credit.) Cassell.
103. **Forage Crops.** Adaption, culture, requirements, and character 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 care, feeding and management, judging, and the relation of stock 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. **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. 4 hours. Cassell.
201. **Agricultural Geology.** (Geology 201.) 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 the 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 students; it answers the need for a practical application of soil fundamentals. The course covers formation of soils, soil-conservation, crop rotation, farm manure, farm drainage, soil acidity and liming; phosphorus, pottassium, 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, Winter, and Summer. 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.** Inter-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 economical feeding and management. Prerequisites, Agriculture 105 or equivalent 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. This course is primarily concerned with peach and apple culture, but some time is also devoted to the small fruits. Field trips. Prerequisite, Botany 101. Fall. 5 hours. Cassell.
225. **Poultry.** Types, breeds, varieties, incubation, brooding, feeding, breeding, judging, diseases, dissecting, pigmentation, and molting. Poultry as a business in farming, advertising, and marketing. 4 hours. Muckelroy.
231. **Dairy Cattle.** Breed history, feeding, herd testing, breeding, pedigrees, and management. Prerequisite, 105 or 205. 4 hours. Muckelroy.
235. **Introductory Agriculture for Teachers.** A survey course dealing with selected major fields of Agriculture. Soil conservation, soil testing, and building, and the home vegetable garden. Survey of types and breeds of farm animals, selection, feeding, care, and management as profitable units of income. Milk and cream testing, culling and feeding poultry and egg grading. Organization of 4-H clubs, project work and community activities. Laboratory and field work. This is a non-credit course for majors and minors in Agriculture. 4 hours. Muckelroy or Cassell.
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 the selection, feeding, care, and management of dairy cattle, swine, and poultry, and their relation to the improvement of the farm income. 4 hours. Muckelroy.
260. **Vegetable Gardening.** Home and commercial gardens, locations, types of soil, and fertility; seed-selection, climatic conditions, time of planting, balanced production, tillage, harvesting, grading, packing, transportation, and marketing. Spring. 3 hours. Cassell.
265. **Swine Husbandry.** Numbers, importance, distribution, market classes; 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 for home consumption. Prerequisite, 105. 4 hours. Muckelroy.

275. **Farm Machinery.** The set-up of the farm workshop, selection of tools and machines, care and use as related to general repair work, the major farm shop activities and their relation to efficient field and farm work; the value of construction and repair as related to the farm income. Recitations and laboratory. 4 hours. Muckelroy.
301. **Soil Fundamentals.** Origin and formation of soil; 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. 4 hours. Cassell.
302. **Soil Fertility.** Soil reactions; determining the need of liming, of fertilizers, and the effect of these on soils and plants; organic matter, plant nutrient elements, erosion, and crop rotation. Laboratory. Prerequisite, 301, 4 hours, Cassell.
- 303 **Drainage and Surveying.** Drainage of fields, roads, cellars, etc.; tiling; dam and pond construction; irrigation; control and reclamation of gullies; land clearing; chaining; surveying, mapping, and use of the level and other equipment; dimensions and locations of terraces, and terracing machinery. Recitation and field work. Prerequisite, Sophomore standing. Spring. 5 hours. Cassell.
315. **Animal Husbandry.** This is an extension course in farm animals and is for teachers who have opportunities to make practical applications. The course has four objectives: 1. Setting-up of 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 of products for consumption. 4 hours. Muckelroy.
320. **Farm Poultry.** Six weeks' survey of types and breeds, incubation, housing, brooding, feeding, culling, and better farm management. Six weeks' turkey management: varieties, natural and artificial brooding, feeding-on-range and confinement, disease-prevention and sanitation, marketing. 4 hours. (Those who have credit for course 225 may take the six-weeks on turkeys and receive 2 hours of credit.) 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 methods of control are emphasized. Prerequisites, Botany 101, Agriculture 212, Agriculture 260. Laboratory. (Given upon request.) 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 methods of control are emphasized. Prerequisites, Botany 101 and Agriculture 102. Laboratory. (Given upon request.) 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, 102 and 105. 4 hours. Muckelroy.
350. **Farm Management.** Factors in production, types of farming, organization and direction, economical use of farm machinery, balance of crops and livestock, market conditions, sectional and seasonal production, farm tenancy and leases. Prerequisites, 102 and 105. 4 hours. Muckelroy.
370. **Marketing of Farm Products.** Functions, methods of sale, middle-men, storage, transportation, quotations, standardization, packaging, advertising, cooperatives, financing, and farm relief. 5 hours. Muckelroy.

## ART

GLADYS P. WILLIAMS

LULU D. ROACH

BURNETT H. SHRYOCK

Forty-eight quarter-hours are required for a major in art, thirty-two of which must be three-hundred courses. Art minors must have a total of twenty-four hours, twelve of which must be three-hundred courses. All art courses count toward a major in art, except 120. Suggested courses for art majors: 110, 115 or 131, 220 or 250, 215, 245, 300, 365, 370, 345, 335 or 375, 325, 355.

105. **Freehand Drawing.** An introduction to art through experimentation with different media, and to the fundamental principles of art. The work includes free-hand brush drawing in ink and water-color, charcoal, colored chalk, and pencil. This course is recommend for teachers.
110. **Principles of Design.** A study of the modern movement in design, with reference to: textiles for home and clothing, rugs, door-panels and wood-block prints; to provide a background of art experience and an ability to cooperate with modern efforts on the part of artists to raise the general standards of taste. Recommended to all household-arts majors. Required of all art majors. 4 hours. Williams and Roach.
115. **Theory of Color.** A study of the theory of color-harmony, and an application of water-color to the civic and home life of today. Recommended to household-arts majors. Required of all art majors. 4 hours. Roach.
120. **Art Appreciation.** A survey course illustrated with lantern slides and colored prints, and treating of the great epochs and personalities in painting, sculpture, and architecture. Period styles of home arrangement and costume will also be considered, stressing contemporary work and visits to museums. 3 hours. Williams and Roach.
- 120a. **Art and Life.** An appreciation-course covering the different artistic developments and the bearing of art on all phases of everyday life. It includes the theater, the dance, photography, furniture and household accessories, good buying combined with good taste, city and home

planning, contemporary paintings and painters. Slides, visits to homes and museums, demonstrations, and other illustrative methods, 3 hours. Shryock.

125. **Lettering.** A course planned to teach the student well-designed lettering, as applied to simple layouts. Shryock.
131. **Water Color.** Creative manipulation of the water-color medium. The class will work out of doors and in the studio. No prerequisite. Shryock.
215. **Advanced Design.** A continuation of 110. Block printing for illustrational purposes for school year-books, textiles, screens, etc. Introductory instruction in modelling and in dry-point etching is included in the course. Prerequisite, 110. Required of all art majors. 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, 131. 4 hours.
225. **History of Art.** A study of American art, from its beginnings in the Eighteenth Century to the present day, the greater part of the time being devoted to Twentieth-Century architecture, sculpture, and painting. Prerequisite, 120. 4 hours. Williams.
245. **Figure Drawing.** A study of the human figure for proportion and design. Action sketches. Prerequisite, 105. 4 hours.
250. **Elements of Composition.** A year's work in composition, of which the three terms may be taken in any sequence, 250, 320, 325, 355. The courses include pure landscape, street scenes, and landscape with buildings. Oil or tempera paints may be used. Prerequisite, any 100 pictorial art-course, or junior or senior standing. 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 the principles to children on the various age-levels. Pictorial plates and various other craft articles will be made, to illustrate the kind of work appropriate for children at each level. A student may work out problems related to his individual choice of grade, which may be any one, from the kindergarten through the junior high school. Required of all art majors. 4 hours. Roach.
- 300a. **Art Education.** For students who have a credit in course 205. 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 250, including still life, landscape composition, and illustrational uses of the costumed figure in water-color or oil. Prerequisite, 220 or 245. Winter. 5 hours. Williams.



330. **General Design.** A course organized to help senior-college students fulfill prerequisites. 4 hours.
331. **Renaissance.** Painting, sculpture and architecture, from the 13th through the 16th centuries, with some attention to the influence of this period on the art of our own day. Slides, demonstrations of techniques, and other illustrative devices are used. One trip to the St. Louis Art Museum is a part of the course. It is recommended that this course be combined with History 315, which covers the historical and political background of the period. 4 hours. Shryock.
335. **The Workshop.** Art as recreation. A course planned to give all students an opportunity to play with art materials—leather, clay, wood blocks, metal, weaving, oils, water color, and dyes. An excellent course for those especially interested in 4H Clubs, Boy Scouts, Girl Scouts, etc. No prerequisite. 4 hours. Roach.
345. **The Modern Movement.** Painting, architecture, sculpture, and interiors, with emphasis on the contemporary arts. Junior or senior standing required. Especially recommended to be taken concurrently with course 355. 4 hours.
355. **Composition in Oil or Water-Color.** This course applies different modern theories to practice. Especially recommended to be taken concurrently with 345. 4 hours. Shryock.
365. **Art Education with Reference to High-School Teaching.** General principles underlying the teaching of art in high schools. Creative-art problems designed to build an integrated art course related to the social studies and to the students' school and social life. Required of all majors. 4 hours. Williams.
370. (240). **Art in the Twentieth Century.** 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. No prerequisite. 4 hours. Williams.
375. **Advertising Illustration.** Layouts and finished advertising illustrations will be produced. Prerequisites, 120, 220, 245, 355. 5 hours. Shryock.

## BOTANY

WILLIAM M. BAILEY

WALTER B. WELCH

WILLIAM M. MARBERRY

For a major in botany, nine courses are required; for a minor, six courses.

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, introduced by a detailed study of cell division, dealing with the origin, development and maturation of the structures of the vascular plants. Prerequisites, 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, 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. Prerequisite, 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. Prerequisite, 302. 4 hours.
305. (360) **Fungi.** 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, 101, 202, 203. 5 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. Pre-Requirement, 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, 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. 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.
370. **Methods in Biology.** A study of objectives and of different types of courses; the scientific method, the laboratory method, the project method, field studies, measurements and evaluation, and other phases of 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. 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 and 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

A teaching major in chemistry requires 36 quarter-hours, a double major in chemistry consists of 48 quarter-hours, a minor of 24.

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. All terms. 4 hours.
102. **General Chemistry.** A continuation of Chemistry 101, completing a survey of the non-metals, following this with a study of the metals and of simple organic and biological chemistry. Appropriate laboratory exercises in preparations, properties, and analytical tests are a part of both these survey courses, 101 and 102. Prerequisite, 101. Winter, Spring and Summer. 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, 102 or 152. Spring and Summer. 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. Appropriate laboratory exercises in preparations, properties, and analytical tests are a part of both these survey courses, 151 and 152. Prerequisite, 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, 103. (Mathematics 113 also desirable). Fall. 4 hours. Neckers.
202. **Qualitative Analysis.** A continuation of Chemistry 201, including analysis of alloys, anions, and soluble and insoluble inorganic compounds and mixtures. Prerequisite, 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. Prerequisites, 201, Mathematics 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, 202 or 252, Mathematics 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, 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, 301. Winter. 4 hours.
303. **Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds which is begun in Chemistry 302 as well as special synthetic methods. Prerequisites, 201 and 302. Spring. 4 hours. Abbott.
401. **Physical Chemistry.** A study of some of the physical aspects of chemical reactions, including gases, liquids, solids, solutions, homogeneous



and heterogeneous equilibria, and fundamental thermodynamics. Lecture and laboratory. Prerequisites, Chemistry 253; Mathematics 252; Physics 206, 207, 208. Fall. 5 hours. VanLente.

402. **Physical Chemistry.** A continuation of Chemistry 401 to include the study of chemical kinetics, electro-chemistry, colloids, the quantum theory, atomic structure, and chemical thermodynamics. Lecture and laboratory. Prerequisites, Chemistry 401, Physics 306. Winter 5 hours. VanLente.
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, 253 and 302. 5 hours. VanLente.
451. **Biological Chemistry.** A study of proteins, fats, carbonhydrates, tissues, digestion, and metabolism, accompanied by appropriate laboratory preparations and analyses of blood, urine, gastric contents, etc. Prerequisite, 302. Winter. 4 hours. Scott.
452. **Biological Chemistry.** A continuation of the course of study outlined in the preceding course. Prerequisite, 451. Spring. 4 hours. Scott.
475. **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. Prerequisite, Chemistry major, junior standing. 1 hour.

## COMMERCE

T. L. BRYANT  
SUSIE E. OGDEN  
V. A. BUBOLTZ

A major in Commerce requires 48 quarter-hours; a minor consists of 24 quarter-hours.

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. No credit. Fall, Winter, and Spring. Ogden.
102. **Personal Typewriting.** This course is for any student who has not had typewriting in high school. Credit is allowed toward graduation for all students. 4 hours. Fall, Winter, Summer. Buboltz, Bryant.
- 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.
220. **Handwriting Methods.** This course includes the development of manuscript skill, its application in the first and second grades, principles of development in cursive handwriting, practices in diagnostic and remedial work in both manuscript and cursive handwriting and practices in the use of scales and progress charts in measuring skill and progress. This work is designed for persons taking a two-year course and persons taking a four-year course preparing to teach in the elementary grades. No textbook is used in this work but the teacher's board demonstrations and duplicated copies take the place of the textbook. 2 hours.
- 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. 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, adding machines, and calculators. 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.

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. 5 hours. Segal.



205. **Introduction to Economics.** This course is designed to give the beginning student a general survey of economic problems. Included are problems of business organization, money, taxation, agriculture, monopoly, population change, economic insecurity, and conflicting economic systems. Not recommended for freshmen. Fall, Winter, and Spring. 5 hours.
206. **Advanced Economic Problems.** This course is a continuation of 205. Included are selected advanced economic problems of the consumer, management, labor, and government. Prerequisite, 204 or 205. Fall, Winter, and Spring. 3 hours.
210. **An introduction to Economic Geography.** (Geography 210.) Geographic conditions affecting industries, production, and world trade. Winter 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. Van Riper.
307. **Elementary Mathematical Statistics.** (Math. 307) 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, time series, and analysis of variances. 5 hours. Prerequisite, two terms of college mathematics.
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 latter part of the course is concerned with the attempts to solve these problems, special emphasis being placed on the activities of government. Prerequisites, 205 and 206. Fall, 4 hours. Brainard.
315. **Money and Banking.** A study is made of the principles of money and banking and the development of the present monetary and banking systems, including an analysis of the relationship of money to prices and of recent monetary legislation in the United States. Included, also, is a study of the development of banking procedure in the United States, covering the State banking system, the national banking system, the Federal Reserve System, and recent banking legislation. Prerequisites, 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 emergence of the United States as a world power. The historical background of the economic problems of agriculture, transportation, banking, manufacture, and labor is stressed. Prerequisites, 205 and 206. Spring. 3 hours. Parrish.

320. **Corporation Finance.** 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, 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, mineral, forest, grass, soil, and wild-life resources. State and National Resources Planning board reports will be used to vitalize the course. Fall. 4 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, 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, 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 revenue, direct and indirect taxation, and the incidence of taxation. Prerequisites, 205 and 206. Winter. 3 hours. Segal.
340. **Public Utilities.** This course considers some of the major problems of public utilities, with emphasis on the expanding nature of this field. Studied also are sound policies of public regulation, control, and ownership; and effects of recent trends on consumers, investors, and the public. Prerequisites, 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 of casualty and surety bonds. Prerequisites, 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, 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, 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, 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  
SINA M. MOTT  
RONALD O. LIPPITT

- 206. General Psychology.** An introductory course consisting of a study of the fundamental facts and principles of human behavior. 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. Prerequisite, 206. 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. Prerequisite, 206. 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. Prerequisite, 206. 4 hours.

237. **Rural Education Seminar.** A seminar course in education, to accompany rural student-teaching. Discussions and readings will, in the main, be based upon, and grow out of, real problems that arise in actual student-teaching. Smaller groups within the class may work on special problems of mutual interest. 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. Prerequisite, 206. 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 organization, management, and discipline peculiar to the high school. Prerequisite, 305. 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. Prerequisite, 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.
313. **Literature in the Kindergarten-Primary Grades.** This course is planned for students majoring in Kindergarten-Primary Education. It deals mainly with a study of the principles of selection and presentation, rather than the content, of literature for young children. Actual practice in selecting and presenting the literature to children in the training school is an essential part of the course work. Prerequisite, English 213. 3 hours.
315. **High School Method.** A detailed study of the various processes of learning and teaching involved in high school education. Prerequisite, 305. Not open to those who have had 215 (210). 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).
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. Prerequisite, 305. Not open to those who have taken 321. 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. Prerequisite, 206. Not open to those who have had 320. 4 hours.
- 323. School Law.** Offered jointly by the department of Government and the department of Education. A study of the constitutional and statutory provisions for education and the basic principles governing court decisions concerning the rights and status of teachers, boards, and school officers.
- The course will place chief emphasis upon Illinois school law. The teacher's contractual status and obligations, problems in school finance, and the legal requirements for certification, bonding, and organization will be studied with specific relation to conditions and needs in Illinois. 4 hours.
- 325. School Administration.** This course is designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Prerequisite, 305. 4 hours.
- 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. Prerequisite, 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. Prerequisite, 305. 4 hours.
- 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. Prerequisite, 305. 4 hours.
- 333. Problems of Industrial Education.** (See under Industrial Education, page 99.)

- 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 of Psychology and at least one course in Education. 4 hours.
- 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.
- 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. Prerequisites: Psychology 206 and 305; and Education 215 or 315. 4 hours.
- 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.
- 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.
- 338b. Reading Case Studies and Clinic Practice.** Individual case diagnoses will be made by the students, and direct corrective aid administered. Students will learn to use reading tests, interest surveys, the telebinocular, metronoscope, ophthalmograph, audiometer, and other diagnostic and corrective devices. Prerequisite, 337 or 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.



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. Prerequisite, 305. 4 hours.
343. **Child Development.** A joint course with the Physiology and Health Education Department. Studies of child development, beginning with pregnancy, prenatal care, post-natal care, and physical development from birth to school age, and of social, mental, and emotional development from infancy to adolescence are made. This course also includes the psychology of parent-child and the teacher-child relationships. Prerequisite, 206. 2 hours Health Education and 2 hours Education.
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 amnesia, disintegrations, psychopathy, dementia praecox, and some forms of psychoses; hygiene of adolescence; juvenile delinquency, and guidance. Prerequisite, 305. 4 hours.
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. Prerequisite, 305. 4 hours. No credit given to students for this course, if they have credit in Sociology 352s.
351. **The School Library and the School Program.** A course designed to give a knowledge of the place, function, and use of the library in the school. Emphasis is on the integrated use of library materials in the school program; reading interests and habits of children and adolescents; principles of book-selection; reading guidance. Fall. 4 hours.
- 352, 353. **School Library Organization and Management.** A series of two courses designed to give the teacher-librarian the techniques in planning and organizing the small school library, and in making it function in the school. Attention will be directed to equipment, records, library activities, and to the acquisition, classification, and simplified cataloguing of books. Prerequisite, 351. These courses must be taken in sequence: 352, Winter. 353, Spring. 4 hours each. Hankla.
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. Prerequisite, 305. 4 hours.
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. For advanced students only. 4 hours.

- 361, 362. **Rural and Elementary Curriculum.** A field laboratory course. This course is designed especially for in-service teachers who are teaching in rural areas. The class will meet as an ordinary extension class. The instructor, however, will visit the schools represented, consult with the teachers, become familiar with their curriculum problems, and make these problems the basis of discussions in the extension class. It is expected that the teachers will improve and enrich the curriculum of their schools as a result of these discussions. From time to time, college subject matter specialists will be invited to assist the class in curriculum revision. Opportunities for extensive reading will be provided. 8 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, 206, 305, and 215 or 315. 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.
390. **Workshop in Rural Education.** To provide opportunity for a limited number of rural teachers and supervisors to work on group and individual problems as related to the rural school in meeting child and community needs. The work will include class discussion of general problems, individual and group conferences, observation in a rural demonstration school, excursions, and participation in other activities with the guidance of specialists in these fields. Special consideration will be given to ways of utilizing environmental resources in providing for child growth and development. Arrangements for enrollment should be made by May 1, with the head of the Department of Rural Education. This will be a full-time course for the first four weeks of the summer session.



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. Prerequisites, 206, 305, 310, and 320 or 321. 4 hours.
425. **Diagnosis and Treatment of School Behavior Problems.** This course deals with the etiological factors, differential diagnosis, and methods of treatment of behavior problem children. The maladjusted child in relation to the problem of individual differences and the education of exceptional children will be considered, methods of diagnosis employed in various clinics and schools exemplified, and both intra-community and extra-community facilities available in treatment programs will be considered. Attacking behavior problems through liaison of school, home, and community will be exemplified and emphasized. The course will consist of lectures, discussions, and in-service field work in the students' schools and communities. Enrollment limited to 25. 4 hours.
426. **Procedure in Child Guidance.** This course is offered to selected students who are interested in the type of work done by the Bureau of Child Guidance. Experience will be given in the use of psychological tests, and the student will observe actual behavioral problems, will make genetic case histories, do some supervised home visitation, become acquainted with certain techniques in remedial teaching, and gain experience in the practical study of health problems, both mental and physical. The student also will participate in some of the clinical staffings of the Bureau of Child Guidance. Students do not register for this course without permission of the Director of the Bureau. Prerequisites, 320 or 321; 215 or 315; and either 340, 345, or 350. The course will be taught by members of the Staff of the Bureau of Child Guidance. 4 hours.

## ENGLISH

EMMA L. BOWYER  
 ELIZABETH COX  
 FRANCES BARBOUR  
 JULIA NEELY  
 MARY CRAWFORD  
 ESTHER M. POWER  
 THELMA L. KELLOGG  
 J. W. HARRIS

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

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 the 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 in the above 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: History 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. Especially recommended courses are 316, 317, 366, and a modern course.

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 and for students who have not had sufficient drill in grammar and punctuation. If a student is reported for this course, he must pass it before he can be graduated.
101. Study of the expository paragraph. The one-paragraph essay.
102. Use of the library as preparatory work for the research paper. Two or three paragraph expository essays based upon a thesis sentence and an outline.
103. A research project with emphasis on the writing of a research paper.
104. **Modern Readings with Practice in Composition.** A study of current literature with related writing practice. Winter and Spring. 2 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. Does not count on English major.
214. **Sophomore Rhetoric.** A review of English grammar and composition for rural and elementary schools. Letter-writing and composition based upon an essay collection. Open only to students applying for the limited elementary certificate.
217. **English Grammar for Teachers.** A review of elementary-school grammar. 3 hours.
218. **Composition for Elementary-School Teachers.** A study of the problems of composition in grade schools. 3 hours.

290. **Creative Writing.** A course designed to interest further those students who wish to pursue writing either as a trade or as a hobby. The course may be taken to fulfill the advanced rhetoric requirement, and it may count toward a major in English. Consideration is given in the course to original poetry, short stories, informal essays, one-act plays, etc. Requisite: Consent of the instructor. Winter term. 3 hours. Burns.
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. Credit will not be given for both 300 and 390.
302. **A Survey of English Literature from the Beginning to 1550.** Required of majors. 3 hours.
305. **American Poetry.** A study of the chief trends in American poetry and of the works of individual poets. 4 hours.
306. **American Drama.** A study of the rise of the theater in America with a survey of the drama of the early period and intensive reading of contemporary plays. 4 hours.
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. 4 hours.
314. **Ideas in Seventeenth Century Literature.** A study of religious, scientific, political, and aesthetic trends in seventeenth-century literature. 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. 4 hours.
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. 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. 3 hours.
318. **A Survey of American Literature.** A general course recommended for students not planning to major in English. 4 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. 4 hours.
321. **Victorian Poetry, 1830 to 1880.** A survey of Victorian poetry, with intensive study of Tennyson, Browning, and Arnold. 4 hours.
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. 4 hours.



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. 4 hours.
335. **The Short Story.** A comparative study of the growth of the short story as a literary form. 4 hours.
354. **Development of the English Novel.** A study of representative novels from Defoe through Scott. 4 hours.
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. 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. 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. 4 hours.
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. 4 hours.
363. **Modern British Drama.** A survey of the drama since 1832, with intensive study of the most important plays after Ibsen. Winter, 1941-42.
366. **Shakespeare.** A selection of plays for intensive study and for outside reading. 4 hours.
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. 4 hours.
369. **Criticism of Literature.** The study, appreciation, and criticism of literature and literary techniques. Spring, 1941-42. 4 hours.
370. **Milton.** A study of the poetry of Milton, with emphasis on the forms, influences, and ethical values. 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. 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. 4 hours.
379. **Comparative Literature, from the Time of the Renaissance.** A study of literature other than English and American in translation: the works of Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenev, Dostoevsky, and others. 4 hours.
385. A study of recent trends in the teaching of literature in the junior and senior high schools.
390. **Advanced Composition.** Required of students who wish to teach and who have not had nine quarter hours of rhetoric. 3 hours. Credit will not be given for both 300 and 390.

## 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 and may be taken to fulfill the third-term rhetoric requirement. 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.
224. **Inter-Collegiate Debate.** This course ordinarily follows Speech 220 and is intended to give further training to students interested in debate as well as to all members of the varsity debate squad. No prerequisite. 2 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. This course includes a summary of the techniques of all the major theater arts involved in play production. This course or 230 is accepted on an English major. 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

- 101-102-103. Elementary Course.** Grammar, composition, conversation, reading of simple prose. 101 is open to students who have had no previous work in French. The prerequisite for 102 is 101 or one year of high-school French. 3 hours each.
- 151, 152, 153. Intermediate Composition and Reading.** More rapid reading in the standard classics and modern writers, progressing in difficulty and designed to give the student a definite assurance in the reading of French, as well as some insight into literary values. One play and one novel are studied as a minimum each term. Outside reading is also required. Two periods a week are devoted to literature, and one to grammar, word-study, and composition. Prerequisite, 103 or two years of high-school French. Unlike 101, 102, 103, these courses may be taken separately (in proper sequence) for full credit. 3 hours each. Peacock, Smith.
- 201, 202, 203. Survey of French Literature.** A chronological 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. These courses may be taken separately for credit, and not necessarily in regular sequence. 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.** The beginnings of the novel in France, briefly treated; the various tendencies of fiction through the eighteenth century; the novel and the short story in the Romantic, Realist, and Naturalist literary movements, down to about 1880. Lectures, collateral reading, and reports. Prerequisite, French 202. Fall. 3 hours. Smith.
- 302. Seventeenth and Eighteenth Century French 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 1885 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 special attention to the pièce à thèse, the Théâtre Libre, symbolistic drama, and the drama of modern social problems. Emphasis is placed on the most recent plays available and on the latest trends in production, up to the cessation of theatrical activity with the War of 1939. Drill on the stylistic difficulties of contemporary French. Lectures, reports, term papers, Prerequisite, French 203. Spring. 3 hours. Smith.
340. **French Literature of the Sixteenth Century.** A study of Rabelais, Montaigne, the memoir writers, Marot, the Pléiade, and d'Aubigny. Prerequisite, French 203. 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. 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, 152, 153. **Intermediate Composition and Reading.** Continuation grammar, reading, conversation, composition. Prerequisite, 103 or two years of high-school German. Unlike 101, 102, and 103 these courses may be taken separately (in proper sequence) for credit. 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. 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's 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.** Two courses, comprising, a personal study of the average family; housing, food, and clothing; marriage, education, and amusements; slaves and freedom; means of livelihood; death and burial. Open to all students, whether they have had Latin or not. Either course may be taken separately. 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 VII-XII.** 4 hours.
- 341. **Method Latin.** A discussion and training course for teachers. 4 hours.
- 342. **Advanced Composition.** A careful study based on classic prose-writers. 4 hours.

## SPANISH

- 101-102-103. **Elementary Course.** Grammar, pronunciation, composition, conversation, reading of simple 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, 152, 153. **Intermediate Composition and Reading.** Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite, Spanish 103 or two years of high-school Spanish. Unlike 101, 102, and 103, these courses may be taken separately (in proper sequence) for credit. 3 hours each. Davis.
- 201, 202, 203. **Survey of Spanish Literature.** Rapid survey of the field of Spanish literature down to the present day. Lectures, and reading of representative authors. Composition one day a week. Prerequisite, Spanish 153. 4 hours each. Davis.

## LANGUAGE

- 320. **General Language.** The course presents 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 borrowing 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. Requisite, advanced sophomore standing. Winter. 4 hours. Davis.

## GEOGRAPHY AND GEOLOGY

THOMAS F. 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. A minor requires 24 quarter-hours.

Individuals expecting to teach commercial or economic geography in high-school with a medium preparation must have twelve quarter-hours of college study. Students should meet this requirement by taking courses 210, 304, and 324.

Individuals expecting to teach physical geography in high school with a medium preparation must have eighteen quarter-hours in college physical geography. Students should meet this requirement by taking courses 100, 101, 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.

Courses 100, 101, and 210 are required of all geography majors and minors who enrolled after 1939. A major requires 36 quarter-hours.

**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 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 major 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. Winter and Spring. 4 hours. Van Riper and Krause.
300. **Physical Geology.** This course takes into consideration the 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 302 and 303. Fall. 4 hours. Van Riper.
302. **Historical Geology.** This course presents in chronological 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. Prerequisites, course 300 or permission of the instructor. An elementary course in Zoology or Botany is also recommended for preparation. Winter. 5 hours. Van Riper. Offered in alternate years.
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, 300. 4 hours. Spring. Offered in alternate years.
304. **Advanced Economic Geography (Economics 304).** This course is designed to supplement course 210 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. Open to geography majors and minors and to others having special permission. 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. 4 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. Winter. 4 hours. Krause.
317. **Economic History of the United States.** (Economics 317). An economic analysis of the colonial development, the westward movement, industrialization, and the emergence of 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. Spring. 3 hours. Parrish.
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. Spring. 3 hours. Barton.
320. **Geography of Africa.** Life conditions as influenced by location, relief, climate, soils, and minerals. Vast mineral resources and rapid development of South Africa. Ascendancy of European influence in Africa. Spring. 4 hours. Cox.
321. **Australia.** A study of the only continent, which lies wholly in the Southern Hemisphere, its unusual climatic and economic conditions, its importance in the British Empire and its 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 exploration, their influence on the development of the nation, and the problems of their conservation and restoration, especially water, mineral, 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. Fall. 3 hours. Segal.
330. **Problems of Political Geography.** A study of the political units of the world, which set forth the location and resources of independent political units, dominions, colonies, and mandates; and the effect of geographic factors upon the commercial social, and other relations that exist among the various political units. Winter. 3 hours. Cox.
339. **Physical Geography for Kindergarten and Primary Teachers.** Probably offered in the winter term.
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, if staff load permits. 3 hours.
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 in 1941-42. 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. Not offered 1941-42.

## GOVERNMENT

WILLIS G. SWARTZ  
ORVILLE ALEXANDER  
GEORGE H. WATSON

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

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

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

Students majoring in Government 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 Government beyond the M.A., should acquire a reading knowledge of both French and German.

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

200. **Contemporary Political Problems.** This course 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.
201. **Contemporary Political Problems.** A continuation of Government 200, with emphasis upon problems pertaining to economic and social security. 3 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.
310. **Government and Business.** An historical study, with contemporary emphasis, of the increasingly important relations between government and economic institutions. 3 hours.
320. **Pressure Groups and Propaganda.** An analysis of the rapidly-growing number of interest groups and their techniques of political propaganda. Spring. 3 hours.
323. **School Law.** Offered jointly by the department of Government and the department of Education. A study of the constitutional and statutory provisions for education and the basic principles governing court decisions concerning the rights and status of teachers, boards, and school officers.

The course will place chief emphasis upon Illinois school law. The teacher's contractual status and obligations, problems in school finance, and the legal requirements for certification, bonding, and organization will be studied with specific relation to conditions and needs in Illinois. Text: Edwards, *The Courts and the Public Schools*. 4 hours.
330. (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. 2 hours.
350. **Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactments. 4 hours.
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.



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 branches; taxation, public health, education, commerce, and industry. 3 hours.
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.
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 system; 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.
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.
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.
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.
390. **Comparative Government.** A comparative study of the governmental systems of the leading democracies and dictatorships of Europe, England, France, Sweden, Switzerland, Italy, Germany, Russia, 3 hours.
395. **Constitutional Law.** A study of American constitutional principles, as illustrated by important decisions of the United States Supreme Court. 3 hours.

## 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, 1500-1941.** 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, 1775-1941.** A survey of the major phases of American history from the Revolutionary War to the present time. Required of all history majors. Fall, Winter, and Spring. 5 hours.
208. **History of Illinois.** A course in the history of this State from 1818 to modern times. Recommended for history majors and those who expect to teach in elementary schools. Winter and Spring. 5 hours. Wright.
210. **Methods of Teaching History.** Designed to aid history instructors by providing actual contacts with historical material and by suggesting means for the presentation of history to grade-school and high-school students. Fall. 3 hours. Wright.
304. **History of the Ancient Near East.** This course is a review of the political, economic, social, and religious history of Africa and South-western Asia from about 3000 B. C. to the time of Christ. It includes Egypt, Babylonia, Assyria, the Hittites, and the nations of Syria and Palestine. Particular attention is paid to the history of the Hebrews. Fall and Spring. 3 hours. Pardee.
305. **History of Greece.** This is a careful study of the cradle of civilization. In addition to the political and economic development of the Greeks, attention is called to the higher cultural developments, such as philosophy, education, religion, art, and architecture. Winter. 3 hours. Pardee.
306. **History of Rome, (509 B.C. to 500 A.D.)** This course deals with the political, economic, and social history of Rome with particular emphasis on Roman law, as well as the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity is also stressed. Spring. 3 hours. Pardee.
310. **The Middle Ages.** This is an examination of Europe from the Ancient World to approximately 1300. Feudalism is emphasized, but a treatment of the religious and intellectual life of Europe is included. Winter. 5 hours. Barnes.
315. **Renaissance and Reformation.** This is a treatment of the Renaissance of culture and humanism, and of the tremendous social and political influences growing out of the Reformation. The course is sometimes fused with Art 331 and offered as a five-hour class called Renaissance Culture. Prerequisite, 105A. Fall. 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. Fall. 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. Spring. 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. Summer, 1942. 4 hours. Lentz.
324. **English History, 1815-1941.** 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. Summer, 1941. 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. 3 hours. Baker.
- 335, 336. **Recent American History, 1865-1941.** Two courses devoted to a study of the major developments in American life since the Civil War. Students may take either or both courses. Prerequisite, 110A. 336, Spring; 335 not offered in 1941-42. 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 1941. Prerequisite, 110A. Winter. 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. 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 I, followed by a study of the League, war debts, disarmament, and World War II. Fall. 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. Not offered in 1941-42. 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. Spring. 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. Spring. 3 hours. Barnes.
380. **The Far East, 1850-1941.** This is a new course which has been added to the departmental curriculum because of the growing interest in the Orient. An intensive study will be made of a few of the major powers in the Pacific and a survey of the rest of the area. Winter and Spring. 3 hours. Baker.
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, Lentz; Spring, Beyer.

## 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, a 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.
400. **Journalism.** A seminar, for a limited number of students, in the study of contemporary newspapers, journals of opinion, and important government and private documents giving information on national affairs. Students must have had two years of experience in college publication work, or credit for Journalism 200, and must have the instructors' consent to enroll. The class meets one evening a week. Not offered in 1941-42. 3 hours. Beyer, Schneider, and Parrish.



## HOUSEHOLD ARTS

LUCY K. WOODY

MARY LOUISE BARNES

GLADYS BABCOCK

A major in Household Arts which meets Smith-Hughes requirements consists of 49 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 49, 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 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 studied clothing in high school, Course 137 is suggested instead. May be taken for 3 or 4 hours' credit. Woody.
135. **Textiles.** Appreciation of values in the choice of fabrics for clothing and house furnishings. Open to all freshmen. Winter. 4 hours. Woody.
205. **Foods and Cookery.** Lectures and discussions include production, marketing, and nutritive value of foods. Laboratory work is provided in carbohydrate-and fat-cookery. Majors must have one year of inorganic chemistry as a prerequisite to this course. Fall. 4 hours. Barnes.
206. **Foods and Cookery.** Lectures deal with the production, marketing, and food-value of meat and other protein foods, and of 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 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. 2 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. Fall. 4 hours. Babcock.
309. **Household Arts Education. Methods of Teaching Home Economics.** Study of teaching materials and methods. Lectures, discussions, and observation. Prerequisite, or concomitant 308. Winter. 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, the 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 meet the requirements prerequisite to senior-college courses. 3 hours. Woody.
325. **Home Management. Lectures.** Discussion of the managerial aspects of homemaking, with special emphasis upon problems involved in the use of time, energy, and money. Winter. 3 hours. Babcock.
- 325A. **Practice House.** Actual experience in a house, with various household management problems. Prerequisites or required concomitants, 327, 307. Spring. 4 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. Spring. 3 hours. Babcock.
- 335. Meal planning and Table Service.** One lecture per week, two laboratory periods. Lecture work in meal-planning and the selection and care of table linen, china, silverware, and table decorations. Laboratory work in the preparation and serving of family meals and guest meals, such as teas, buffet luncheons, and formal luncheons or dinners. Prerequisite, 320. Fall. 3 hours. Barnes.
- 340. Diet and Disease.** An elective course planned as a sequel to 220. Modifications of the normal diet as necessitated by diabetes, goitre, gastric ulcers, fevers, etc., are studied; and dietaries are planned. Prerequisite, 220. Last half of the Spring term. 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 127 or 137, and that in design and selection of 230. Winter. 3 hours. Woody.

## INDUSTRIAL EDUCATION

J. HENRY SCHROEDER

ROBERT W. ENGLISH

DELMER W. OLSON

HOMER C. ROSE

The department is equipped with tools and machines, so that students may gain direct experience in the care and operation of industrial equipment and in the fundamental construction processes involved in industrial shops.

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.

Forty-eight quarter-hours are required for an Industrial-Education major.

- 101. Mechanical Drawing.** A study of drawing as the universal language of industry. This course is on the college level for beginners. It includes lettering, orthographic projection, developed surfaces, sectional views, working drawings, and blue printing. Fall. 4 hours. English or Rose.
- 102. Architectural Drawing.** A course in the study of houses. It includes architectural lettering and conventions, plans and elevations, and a study of building materials and specifications. Spring. 4 hours. English or Rose.
- 103. Machine Drawing.** Characteristics of metals and machine parts are studied. Typical machine elements, such as screw threads, cams, and gears, are drawn and blue-printed. Winter. 4 hours. English or Rose.

140. (111). **General Shop.** This course is designed for those students who have had no industrial-education training before coming to this college. Industrial-education 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 to broaden their educational outlook should take this course as their first industrial education course. Fall. 4 hours. Schroeder.
141. (112). **General Shop.** A continuation of 140. Winter. 4 hours. Schroeder.
142. **General Shop.** Students who have discovered their inclinations or abilities in courses 140 and 141 or in previous experience may choose in this course the particular phase of shop work in which they are most interested. Spring. 4 hours. Schroeder.
211. **Woodwork.** Instruction in the use and care of woodworking tools and machines. Study of trees and wood, joinery, and wood finishes. Construction of projects embodying typical tool operations. Fall. 4 hours. Olson.
212. **Furniture Design and Construction.** Study of the principles of design as applied in furniture manufacture. Practice in designing and constructing furniture that can be built in the school shops. Winter 4 hours. Olson.
221. **Art Metal.** A beginning course in metal. Design and construction of useful articles involving such process as forming curves, stretching and raising, punching, drilling, riveting, sawing, filing, soldering, etching, coloring, and electroplating. Use of various metals as copper, brass, aluminum, pewter, and iron. Fall. 4 hours. Schroeder.
225. **Sheet Metal.** Instruction in laying out surface patterns, making useful articles involving typical joints, wiring, soldering, and riveting. Winter. 4 hours. Schroeder or Rose.
226. **General Metal.** This is a course for the student who desires a variety of experiences in the metal-working field. It will include instructional units in art metal, bench metal, sheet metal, forge work, lathe operation and welding. Spring. 4 hours. Schroeder.
230. (203). **Elementary Handwork.** Handwork for the elementary teacher. Use of handwork in the teaching of all elementary subjects. Actual construction of objects and projects, illustrative of work to be done in elementary schools. Study of industrial processes and products as they may influence the lives of the pupils. Fall, Winter, and Spring. 4 hours. Schroeder.
231. **Laboratory of Arts and Industries.** This is a course planned for teachers and supervisors, to acquaint them with modern program-development and teaching practices in the industrial arts. Laboratory activity centers about work with basic materials and processes used in modern arts and industries. Summer. 4 hours. Olson.



304. **Advanced Architectural Drawing.** Design of houses, perspective shades and shadows, specifications, building materials, and cost of construction. Prerequisite, 102. Spring. 4 hours. English or Rose.
305. **Advanced Machine Drawing.** Study of machine design, properties and strengths of metals and alloys; designing of tools and simple machines. Prerequisite, 103 or equivalent. Winter. 4 hours. English or Rose.
306. **Industrial Arts Design.** Study of principles of design. Design of projects suitable for industrial-arts classes of elementary secondary, or college rank. Spring. 4 hours. English or Rose.
313. **Furniture Construction.** Practice in the tool processes used by skilled wood turners and cabinet makers. Care and operation of power machinery. Spring. 4 hours. Olson.
314. **Pattern Making and Foundry.** Practice in making patterns; molding and casting. Spring. 4 hours. Rose.
320. **Electric Construction.** Study of the principles of electricity. Construction and repair of electrical devices. Spring. 4 hours. Schroeder or Rose.
322. **Machine Metal Work.** Study and operation of the lathe, the drill press, the planer, the grinder, and gas and electric welders. Fall. 4 hours. Rose.
323. **Machine Metal Work.** A continuation of 322. Winter. 4 hours. Rose.
324. **Machine Tool Operation.** Intensive training in the operation of one of the metal working machines—lathe, planer, gas welder, electric arc welder. Spring. 4 hours. Rose.
333. **Problems of Industrial Education.** The historical background of industrial education, in Europe and the United States, is studied. National, State, and local participation in vocational education are traced from their origins, to date. Student participation is encouraged by dividing class time between lectures and student round-table discussions. The philosophy underlying industrial education is studied. Departments of industrial education in public schools are visited and discussed.
- This is a non-laboratory class planned for students interested in school administration, as well as for majors in industrial education. Credit may be applied in the Education department. Requisite, junior standing. Winter. 4 hours. English.
337. **Planning Industrial Education Shops.** This course is planned primarily for graduating industrial-education majors. Study of school buildings, various industrial-education shops, buying of tools, buying equipment, arrangement of benches, machines, cabinets, and tool rooms. Spring. 4 hours. Schroeder.

## MATHEMATICS

JOHN R. MAYOR  
ALICE KELSEY WRIGHT  
J. R. PURDY  
W. C. McDANIEL

Students who are beginning college mathematics may choose Mathematics 106 or Mathematics 111. Either course satisfies part of the physical-science requirement and counts toward either a major or a minor in mathematics. Mathematics 111 is recommended for students who may want to take more than two mathematics courses, including all who expect to major in chemistry, physics, or mathematics. No student is allowed credit for both 106 and 111. Students who have had trigonometry in high school should take 114 instead of 112.

Thirty-six quarter-hours are required for a major in mathematics. These thirty-six hours should include 251, 252, and twelve hours in three-hundred courses. Twenty-four quarter-hours are required for a minor in mathematics. 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 the mathematics of annuities, probability, simple problems in life annuities and life insurance. 4 hours. Prerequisite, 106 or 111. Fall, Winter, and Spring.
111. **Elementary Mathematical Analysis I.** Introduction to trigonometry, use of trigonometric ratios in solving right triangles, review of algebra with algebraic manipulation of trigonometric functions, and graphing. Topics in exponents, radicals, and linear equations. 4 hours. Prerequisite, high-school mathematics (2 years). Fall.
112. **Elementary Mathematical Analysis II.** Trigonometry and additional topics in algebra. 4 hours. Prerequisite, 111 or 106. Winter and Spring.
113. **Elementary Mathematical Analysis III.** A study of the straight line, the circle, conic sections, curves in polar coordinates, and transformations. 5 hours. Prerequisite, 112. Spring.
114. **Elementary Mathematical Analysis IIA.** This is a review course with emphasis on the more advanced topics in trigonometry. It is planned for students who have had trigonometry in high school. 3 hours.
206. **Mathematical Theory of Finance.** Application of algebra to problems of business, including annuities, sinking funds, amortization, bonds, life annuities, and life insurance. Not offered in 1941-42. This course is planned for students who desire work in business mathematics beyond course 107 and for mathematics majors and minors. 3 hours.



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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, 210. Mott.
251. **Calculus I.** The elements of both differential and integral calculus, with applications to geometry, physics, and other sciences. 4 hours. Prerequisite, 113. Fall.
252. **Calculus II.** A continuation of 251, extending the treatment to include other functions. Special methods of integration, use of polar coordinates. 4 hours. Prerequisite, 251. Winter.
303. **Calculus III.** Applications of integral calculus, multiple integration, series, partial derivatives. 4 hours. Prerequisite, 252. Spring.
305. **Differential Equations I.** A study of the more common type of ordinary differential equations, with emphasis on applications to problems of physics and geometry; a few topics in partial differential equations. 3 hours. Prerequisite, 252.
306. **Differential Equations II.** A continuation of 305. 3 hours. Prerequisite, 305.
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, time series, and analysis of variance. 5 hours. Prerequisite, two terms of 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.
313. (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, 113. Spring. Mayor.
320. **Theory of Equations I.** Solution of third- and fourth-degree equations, determinants, and symmetric functions. 3 hours. Prerequisite, 251. Fall.
321. **Theory of Equations II.** A continuation of Theory of Equations I. 3 hours. Prerequisite, 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, 113. Spring. Mayor.

351. **Infinite Series.** The theory of infinite sequences and series of constants and tests for convergence. Variable term series, including Fourier series. Prerequisite, 303. 3 hours.
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 Physical Education 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 Roland Hayes Club, and the 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 for the Roland Hayes and the MacDowell Clubs. 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 the crowded quarters of the rural school. 4 hours.



225. **Harmony.** One period each week is devoted to key-board harmony; so that it is necessary for the student to be able to play simple hymn-tunes on the piano at sight. Students that do not play should take class piano during their first year, in preparation for this course. 4 hours.
230. **Harmony.** This is a continuation of 225. 4 hours.
231. **Harmony.** This is a continuation of 230. In these harmony courses no attempt is made to cover the field of modern harmony. The work covered in texts such as those of Foote and Spaulding or of Geotschius is expected to be covered in these three harmony courses. Students desiring to continue the study of harmony may elect 320. 4 hours.
300. **Primary Music Materials.** 4 hours. Matthes.
301. **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 instructor. This plan gives the student a clear picture of an efficient classroom procedure for handling the various problems confronted in the teaching of music. 4 hours. Matthes.
302. **School Music Materials.** This course is designed to meet the needs of teachers in service. The course will deal only with those phases of vocal music that the regular grade school teacher is expected to teach. 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. 5 hours.
304. **Music Appreciation.** Emphasis is given in this course to the methods of presentation and choice of material for junior and senior high school students. Prerequisites, 100 and 303. 3 hours. McIntosh.
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 analyze musical compositions, using the standard notation for harmonic structure. Considerable time is given to analysis of standard works. Prerequisite, 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.

**335. Music History.** This is a survey course which treats of the subject from early times, to the beginning of the modern movement. 3 hours. Margrave.

**336. Music History.** The study of modern trends in music, beginning with the nationalistic composers of the last part of the nineteenth century. Special emphasis is placed on the study of new harmonic and structural effects as revealed through actual study of scores and recorded performances. Prerequisites, 335, and either 320 or 312. 3 hours. Margrave.

**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. 2 hours. Van Cleave.

**400. Music Understanding.** This course is designed for senior-college students who have not had 100. Credit will not be given to students who have had 100. 3 hours.

**Applied Music:**

**150, 151, 152. First-Year Violin.** Class or private lessons. 1 hour each.

**153. Violin Class Lessons.** Offered during the summer term only. 3 hours.

**160, 161, 162. First-Year Woodwind and Brass.** Class or private lessons. 1 hour each.

**163. Wind and Percussion Class Lessons.** Offered during the summer term only. 3 hours.

**170, 171, 172. First-Year Piano.** Class or private lessons. 1 hour each.

**173. Piano Class Lessons.** Offered during the summer term only. 3 hours.

**190, 191, 192. First-Year Voice.** Class or private lessons. 1 hour each.

**193. Voice Class Lessons.** Offered during the summer term only. 3 hours.

**250, 251, 252. Second-Year Violin.** Class or private lessons. 1 hour each.

**260, 261, 262. Second-Year Woodwind and Brass.** Class or private lessons. 1 hour each.

**270, 271, 272. Second-Year Piano.** Class or private lessons. 1 hour each.

**290, 291, 292. Second-Year Voice.** Class or private lessons. 1 hour each.

**350, 351, 352. Third-Year Violin.** Class or private lessons. 1 hour each.



360, 361, 362. **Third-Year Woodwind and Brass.** Private lessons only. 1 hour each.

370, 371, 372. **Third-Year Piano.** Private lessons only. 1 hour each.

390, 391, 392. **Third-Year Voice.** Private lessons only. 1 hour each.

450, 451, 452. **Fourth-Year Violin.** Private lessons only. 1 hour each.

460, 461, 462. **Fourth-Year Woodwind and Brass.** Private lessons only. 1 hour each.

470, 471, 472. **Fourth-Year Piano.** Private lessons only. 1 hours each.

490, 491, 492. **Fourth-Year Voice.** Private lessons only. 1 hour each.

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, and 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. E. 145, 149, 151, 152, 153, 170, 171, 172, 173, 174 do not count toward a major.

Courses 230 and 236, given in the Women's Department, may be taken by men and will count toward a major in the Men's Department.

36 quarter-hours in the Department of Physical Education and approval of the head of the department are required for a major.

It is required that regulation gym suits be worn in all activity classes in Physical Education. These may be purchased at the book store for approximately one dollar (trunks and jersey). Combination locks for lockers may be rented or bought at the book store.

The following courses in the Physiology Department are recommended for majors and minors: 209a, 230, 300, and 303.

145. **Physical Education.** The equivalent of 151, 152, 153. Baseball, track, archery, tennis. Summer. 2 hours.

149. **Modified Gymnastics.** For students with functional or structural disorders. (Credit equivalent to 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. Four times a week. Fall. 2 hours.
152. **Physical Education.** Boxing, wrestling, tumbling, and apparatus work. 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 observations hold for this course as for 170.
173. **Tennis.** The same observations hold for this course as for course 170.
174. **Gymnastics.** The same observations hold for this course as for course 170.
201. **Boxing.** The theory and practice of boxing. One hour a day, four days a week. Winter. 2 hours.
202. **Wrestling.** The theory and practice of wrestling. One hour a day, four days a week. 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. Winter. 4 hours.
210. **Techniques of Basketball.** A practical course in basketball for freshmen and sophomores. The basic fundamentals of the game are studied and practiced. One hour a day, three days a week. 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 involves study, demonstration, and practice of the physical education activities of children from six to fourteen years of age. It includes, first, a study of graded lists of activities adapted to the age-period of the child; and second, the organization, management, and methods in the leadership, of the activities. One hour a day, four days a week. 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. Methods of organizing and conducting track and field meets are a part of the course. Two hours a day, four days a week. Spring. 4 hours.
257. **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 the ball, etc. The student participates in actual scrimmage. Four days a week. Fall. 4 hours.
258. **Football Theory.** This course deals with all phases of the game. Offensive and defensive formations are analyzed; the strength and weakness of each are pointed out. The various types of individual play are studied. The rules of the game are discussed. Lecture and recitation. Prerequisite, 257, or permission of the instructor. One hour a day, three days a week. Fall. 3 hours.
259. **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 as well as of team strategy. Lecture and recitation. Prerequisite, 257, or permission of the instructor. One hour a day, three days a week. 3 hours.
301. **Gymnasium Activities II.** A continuation of Gymnasium Activities I, which, in addition to the practice for development of technique, includes the theory and pedagogy of the various activities. Two hours a day, five days a week. Prerequisite, 203. Winter. 5 hours.
302. **Materials and Methods for Teaching Physical-Education activities in Junior and Senior High Schools.** Study, demonstration, and practice of the "total-body" activities adapted to the needs, interest, 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 developmental activities, which will necessitate a thorough knowledge of the purpose, aims, and remote and immediate objectives of physical education, and of the changing factors in the building of a school program. One hour a day, four days a week. 4 hours.
303. **Kinesiology.** This course deals with the mechanical analysis of physical-education activities through the study of joint and muscle action. One hour a day, four days a week. Prerequisites, Physiology 209A. Spring. 4 hours.

325. **Recreation.** A seven weeks' course, giving philosophy, theory, and practical application in the qualities essential for leading camp, club, and community work and extra-curricular activities. This course includes music, folk-dancing, nature study, dramatics, story-telling, puppetry, photography, archery, social recreation, craft work in leather and bone, toy-making, basketry and raffia work. Materials must be furnished by the students. Two hours a day, five days a week. Summer. 4 hours.
327. **Boy Scout Leadership Training.** A course designed to give the principles of the Boy Scout movement with aids in finding source material under the guidance of various instructors. With the lecture work, there will be practical demonstrations and active leadership required of each student at stated periods during the course. This practical work will be given with the troop which is established in the Training School. Student must be a Junior or Senior in the college. Spring and Summer. 2 hours.
330. **Theory of Basketball.** A discussion course, in which the different methods of defense and offense are studied and analyzed. Coaching methods, training, and officiating for the game are included. One hour a day, two days a week. Prerequisite, 210. 2 hours.

## PHYSICAL EDUCATION FOR WOMEN

FRANCES ETHERIDGE

DOROTHY MUZZEY

DOROTHY DAVIES

HELEN McLANE

The courses required for graduation must include the following:

- (I) Three (3) courses selected from the following group:  
101, 101A, 101B, 102, 102A, 102B, 103, 103A, 103B, and
- (II) 219 or 219P and two (2) courses selected from the following:  
201B, 202B, 203B, 210, 211, 212, 213, 214, 215, 216, 218, 222, 230  
233, 236, and 239.
- (III) However, students majoring or minoring in physical education must take the following courses: 104, 105, 106, 223, 224, and 225, which correspond to the six (6) activity hours required of all college students.

Not more than one of these courses may be taken in any one term without special permission from the Department.

Students who are advised by the Medical Department to restrict their activities should register in a course marked 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.



Forty-two (42) hours in addition to the above listed courses is required for a major in physical education, a total of forty-eight (48) hours. Twenty-four (24) hours in addition to the above listed courses are required for a minor in physical education, a total of thirty (30) hours.

A major in this Department must include the following courses: 245, 303, 305, 306, 307, 308, 350, 351, 352, 353, 313, 314, 315, 413, 414, and 415.

A minor in this Department must include the following: 244, 245, 305, 306, 307, 308, and 350.

All women who major in Physical Education must take the following courses in other departments which are not counted among the forty-two (42) hours:

Department of Education

315—High School Method

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 recommended in this department are:

200—Control of Communicable Diseases

230—First Aid

303—Physiology of Exercise

**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

RICHARD E. WATSON

A major consists of thirty-six quarter hours; a minor of twenty-four. Majors, and minors as far as is practicable, 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. These courses may be taken in any order.

**250. Aeronautics I.** 6 hours. For description see page 38.

**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. 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. 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. 4 hours.

**305. Magnetism and Electricity.** Intensive study of fundamentals: Gauss's theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. 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. 4 hours.
- 308. Sound.** Theory of vibrations, vibrating systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. 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. 4 hours.
- 312. Radio.** A study of the fundamental principles of radio reception, and phone 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. 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. 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. 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. 4 hours.

- 301, 302. Astronomy.** A heavier course similar to 201 and 202, for senior college students. 4 hours
- 400. Advanced Aeronautics.** 12 hours. For description see pages 38, 39.



## 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.
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. Prerequisite, 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. Winter. 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. Prerequisite, freshman Botany or freshman Zoology or one college course in Physiology.
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 alternate years. 2 hours. Hinrichs. Not given in 1941.
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 the Kindergarten Division of the Training Schools. 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 4 hours. Hinrichs and Mott.
315. **Physiology of Blood Circulation and Respiration.** Lectures, recitations, and laboratory work upon living anesthetized animals. Prerequisites, Botany or Zoology, and one term of 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 independently 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 independently of 315 or 316. 4 hours. Borkon.

## SOCIOLOGY

R. D. BOWDEN  
WANDA N. GUM  
JUDSON T. LANDIS  
EDWARD C. McDONAGH

Tentative aims of the Department of Sociology:

1. To afford prospective teachers and citizens a realistic appreciation of the role of the individual in the interactional processes of society.



2. To reveal some of the causative factors and proposed solutions to our contemporary social problems.
3. To offer the basic social science training prerequisite to a career of rural social work in Southern Illinois.
4. To make manifest the necessity for intelligent social telesis.

Tentative methods for the realization of the foregoing aims:

1. A careful and systematic study of the pertinent literature available relating directly to the above aims.
2. Utilization of participant and non-participant observer techniques.
3. Field trips into areas revealing the reality of social processes and social problems.
4. Reflection of social problems through various visual educational aids.

Tentative evaluation techniques and instruments for the above program:

1. Tests of the "attitudinal" shifts in the students before and after certain courses in the Sociology Department.
2. Tests of the appreciative mass of each student's knowledge of sociological information.
3. Student's evaluation of his progress in the realization of the above aims.
4. Evaluation by the Department of Sociology as to the attainment of the foregoing plan.

Students interested in social work see page 51.

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

Those who plan to enter social work, or do graduate work in sociology should major in sociology.

Work in sociology is recommended also for those planning to enter the ministry.

Students majoring in Sociology are urged to minor in at least one other social science department and to take work in all the social science departments.

101. **Introductory Sociology.** Designed to provide a background for understanding the nature 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. 5 hours. Fall, Winter, and Spring. Bowden, Gum, Landis, McDonagh.
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, 101. Fall. 3 hours. Landis.
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, 101. Fall, Winter, and Spring. 4 hours. Landis.

210. **Cultural Anthropology.** Origin and physical development of man; human types and their distribution; early cultures; invention and diffusion; beginnings and development of art; religion. Prerequisite, 101. 3 hours.
215. **Population Problems.** Growth and mobility of populations, urbanization, qualitative difference 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. Spring. 3 hours. Landis. 1941-42 and alternate years.
220. **Race Relations.** A study in racial and cultural conflicts, covering a comprehensive and analytical view of the role played by racial groups in the United States with special emphasis on the Negro. Prerequisite, 101. Spring. 3 hours. McDonagh.
301. **Juvenile Delinquency.** A study of the causation of delinquency in children. Emphasis upon methods of social analysis and current research findings. The interrelation of physical, mental, and social factors in delinquency. Practical programs reviewed as to point of view, methods, and achievements. Prerequisite, 101, 202. 3 hours. Landis 1942-43 and alternate years.
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, 101. Fall 3 hours. Bowden.
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, 101. Fall. 3 hours. 1942-43 and alternate years. McDonagh.
315. **Crime and its Treatment.** Study of the nature of crime and delinquency; classifications, changing types of crime, criminal statistics, causal factors, and development of punishment. Prerequisite, 101, 202. Spring. 4 hours. 1941,42 and alternate years. Landis.
321. **Teaching of the Social Studies in High School.** This course deals with the present trends in the development of the social studies on the high-school level. Various methods of instruction will be presented and evaluated. Students will be given an opportunity to practice methods suggested. Prerequisite, 101. 2 hours. Landis.
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. 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.



331. **Social Control.** This course is a study of the social process by which the individual is made group-responsive, and by which social organization is built and maintained. An examination will be made of the following types of social control mechanisms; education, propaganda, ceremony, taboos, public opinion, law, commands, threats, and punishment. Prerequisite, 101. 3 hours. 1942-43 and alternate years. McDonagh.
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, Sociology 101 and elementary courses in Education. 3 hours. Winter. McDonagh.
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. Summer. Bowden.
350. **History of Social Thought.** An analysis of the constant change of social attitudes and the processes of growth. Prerequisites, 101 and 311. 3 hours. Spring. McDonagh.
355. **Social Psychology.** This course is primarily a study of the individual and his reactions to social accommodations. Prerequisites, Sociology 101 and Education 206. 3 hours. Winter. McDonagh.
369. **Sociology of Leadership.** The principal topics under examination in this course will be as follows: heredity and leadership, social environment and leadership, test for measuring leadership ability, theories of leadership, types of leaders, talents, genius, leadership and teaching, leadership and intelligent social teleosis in a democracy. Prerequisite, 101. Fall. 3 hours. 1941-42 and alternate years. McDonagh.

#### Pro-Seminar Courses:

The following courses are open to senior majors upon recommendation of the head of the department. The conduct of these courses is slightly different from that of others, and an attempt is 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 3 to 4.

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. Winter. 1941-42 and alternate years. Bowden.
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. Spring. 1942-43 and alternate years. Bowden.

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 this maladjusted work, as well as an examination of proposed reorganizations.
400. **The Rise and Fall of World Cultures.** Seminar method. Spring. 1941-42 and alternate years. Bowden.
410. **Social Research Methods.** The techniques of making social surveys. Methods of collecting, classifying, interpreting, and presenting social data with particular reference to such social problems as poverty, crime, dependency, and unemployment. 3 hours. Landis.
411. **Seminar in Social Problems.** This course is limited to seniors majoring in Sociology. It is an intensive study of the causes and proposed solutions to the following social problems; human migration, race conflicts and race prejudices, inadequate medical care, crime and delinquency, mental diseases, inadequate housing, unemployment and insecurity, increasing divorce rate, monopoly control of economic forces, absentee ownership, and others. Each student will select one problem for intensive research. Not open to students having credit in Sociology 345. 4 hours. Fall. McDonagh.

## ZOOLOGY

WILLARD M. GERSBACHER

HILDA A. STEIN

MARTHA H. SCOTT

The General Zoology courses are planned primarily to give a knowledge of the principles that govern all animal life. These include courses 101, 105, 210, 220.

Above that level the courses fall into two other groups, as follows: the group called the major curriculum 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.

A total of forty to forty-four quarter-hours is required for a major in Zoology. Six courses are required for a minor.

Zoology 101, 105, 200, 201, 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. 5 hours.



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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. Zoology 105 may be taken before 101 or following it, as suits the student's convenience. 5 hours. Stein.
200. **Comparative Vertebrate Anatomy I.** Studies of comparative skeletal and muscular structures are made from a phylogenetic and evolutionary viewpoint. Prerequisite, 101, or its equivalent. Fall and Spring. 5 hours.
201. **Comparative Vertebrate Anatomy II.** A continuation of course 200, taking up a phylogenetic comparison of the digestive, reproductive, circulatory, and nervous system of vertebrates. Prerequisite, 101, or its equivalent. Course 201 may be taken before or after 200, as suits the convenience of the student. Winter. 5 hours.
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 101 or its equivalent. 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, 105 or its equivalent. Spring. 4 hours. Stein.
220. **Field Zoology.** A study of the local fauna, its taxonomy and distribution. Prerequisites, 101 and 105, or their equivalent. This course is required of all majors. Fall. 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, 101 or its equivalent. Required of all majors. Spring. 5 hours. Gersbacher.
305. **Comparative Anatomy of Invertebrates.** The comparative study of anatomy, tissue-development, organs, and systems, with consideration of the phylogenetic significance of the same. Library reading and lectures. Prerequisite, 105 or its equivalent. 4 hours. Offered in alternate years.
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. Scott.
320. **Histology of Organs.** Microscopic study of organs and tissues, discussion of their origin and development. Prerequisite, one year of Zoology. Required of all majors. Fall. 4 hours. Gersbacher.
321. **Histological Technique in Biology.** The development of certain skills in technique is required. Prerequisite, junior-college Zoology. Winter. 5 hours. Gersbacher.

322. **Advanced Histology.** Serial-slide-making, and the working-out of special problems in technique (beginning research). Prerequisite, 321 or its equivalent, and special permission from the Department. 4 hours.
370. **Methods in Biology.** A study of methods, consisting of: a consideration of objectives, different types of courses, teaching the scientific method, the laboratory method, the project method, field studies, measurements, evaluation, and other phasis of 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. Prerequisite, one year of Zoology and Botany. Not to be taken by anyone who has had Zoology 330. Winter. 4 hours. Stein.
400. **Parasitology.** This course deals with the collection, identification, morphology, life-histories, and control measures for the main groups of the parasites of vertebrate animals. Prerequisite, two years of Zoology. 4 hours.
410. **Bio-ecology.** A study of the composition and development of biotic communities and the relation 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*

Louise M. Bach

Fred Cagle

Earl Cazel

Robert W. English

Alberta Gibbons

Dilla Hall, *Dean of Boys*

Leonard J. Keefe

C. C. Logan

Rockwell McCreight

Delmar W. Olson

Charles Paterson

Evelyn Davis Rieke, *Dean of Girls*

Homer C. Rose

Gladys L. Smith

Madge Troutt

Florence A. Wells

### Carterville High School

Elbert Fulkerson, *Principal*

Laverne Armstrong

Fred E. Lauder

Fred K. Lingle

Georgia Lingle

Ruth E. Manning

Gladys O. Smith

Loren C. Spires

Irene Watson



## Elementary Training Schools

W. G. Cisne, *Superintendent*

### Allyn Training School

Mary E. Entsminger  
Ruth Husband Fults  
Agnes Johnson  
Sina M. Mott

Ora Rogers  
Madelyn Scott  
Ruby Van Trump

### Brush Training School

Harley R. Teel, *Asst. Prin.*  
Mabel Eads  
Mae L. Fox  
Tina Goodwin

Maude Mayhew  
Jewell Trulove  
Grace Wilhelm

### Rural Training Schools

George Bracewell, *Head of Rural Educ. Dept.*  
J. W. Dillow, *Supervisor of Student Teaching*  
Emerson Hall, *Field Supervisor*

Elsie Parrish McNeill  
Victor Randolph

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.** Twelve quarter-hours 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 four quarter-hours' credit in the student's major field. Additional 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 a 3.0 average or better.

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. Through the use of weekly faculty meetings, consultant service, professional reading, and graduate study, the group works regularly for the solution of the more important problems of secondary education. Certain areas of the curriculum are being gradually adjusted and revised in terms of 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, Future Farmers of America, a Girls' Athletic Association, bi-weekly assemblies, 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 sponsors throughout the school year provide personal, educational, and vocational guidance to all students. The Dean of Girls, Mrs. Evelyn Rieke, and the Dean of Boys, Mr. Dilla Hall, are in charge of the guidance program.

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 newspaper

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 meet

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
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Band	Band	Algebra	Algebra
English	English	Animal Husbandry	Animal Husbandry
General Science	General Science	Band	Band
Glee Club	Glee Club	Biology	Biology
Home Economics	Home Economics	English I	Chorus
Manual Training	Manual Training	French I	Com. Arithmetic
Mathematics	Mathematics	General Mathematics	English II
Music Appreciation	Music Appreciation	Glee Club	French I
Orchestra	Orchestra	Home Economics	Gen. Mathematics
Physical Education	Physical Education	Junior Bus. Training	Home Economics
Social Studies	Social Studies	Latin I	Jr. Bus. Training
		Manual Training	Latin II
		Orchestra	Library Science
		Personal Typing	Manual Training
		Physical Education	Orchestra
		World History	Physical Education
			Recreational Arts
			Shorthand I
			Soils and Crops
			World History

## ELEVENTH GRADE

## TWELFTH GRADE

Algebra	Home Economics	Algebra	Home Economics
Band	Latin III	Band	Library Science
Chemistry	Library Science	Chemistry	Orchestra
Chorus	Manual Training	Chorus	Physics
Civics	Phys. Geography	Civics	Physical Education
Com. Geography	Probs. of Am. Dem.	Com. Geography	Probs. of Am. Dem.
Commercial Law	Physics	Commercial Law	Recreational Arts
Conservation	Recreational Arts	Conservation	Safety Education
Economics	Safety Education	Consumers Problems	Shorthand I
English III	Shorthand I	Economics	Shorthand II
Farm Management	Shorthand II	English IV	Typewriting I
Farm Mechanics	Typewriting I	Farm Management	U. S. History
French II	U. S. History	Farm Mechanics	

## 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 a kindergarten and 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 supervisor.

Students spend half of each day at the Brush and receive eight quarter hours credit. They plan their work under guidance of the supervisor and teach only after such plans have been corrected or approved. 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 supervisor. 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 supervisors 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.



During the winter and spring terms last year student practice was done in both the Lincoln and Attucks public schools in addition to the Brush Training School. About one-hundred forty students did student teaching in these schools during the year.

## 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 Spring, District No. 135.

Buncombe, District No. 139.

One member of the Rural Education Department devotes most of his time to field work. This includes an in-service extension project in which he teaches the field courses, Education 361 and 362, and visits the schools of the teachers enrolled. He also supervises seven "Key" schools in seven different counties (Jackson, Randolph, Union, Saline, Williamson, Gallatin, and Pulaski). These schools are visited by the students who are in the in-service extension project. They are visited also by student teachers from the rural training schools. The in-service program is closely connected with the teacher-training program.

A member of the department sponsors the Rural Life Club. This organization is open to all students who are interested in rural life problems. The Club is very helpful in providing special guidance for all who expect to prepare for rural teaching and supervision. It also provides social and recreational opportunities for rural student teachers and others. The Club is a member of the American Country Life Association and of the Illinois Country Youth Association. It participates in state and national conferences, and sponsors the annual Rural Life Day Banquet in connection with Farm and Home Week.

**Enrollment by Terms, 1940-41**

	Men	Women	Total	Total Registrants
Summer, 1940 .....				1759
Freshmen .....	67	83	150	
Sophomores .....	152	224	376	
Juniors .....	207	369	576	
Seniors .....	227	196	423	
Unclassified .....	21	56	77	
Total residence .....	674	928	1602	
Extension (duplicates excluded) .....	27	130	157	
Fall, 1940 .....				3107
Freshmen .....	598	477	1075	
Sophomores .....	313	261	574	
Juniors .....	183	137	320	
Seniors .....	112	94	206	
Unclassified .....	4	2	6	
Total residence .....	1210	971	2181	
Extension (duplicates excluded) .....	343	583	926	
Winter, 1941 .....				2462
Freshmen .....	489	404	893	
Sophomores .....	321	284	605	
Juniors .....	193	128	321	
Seniors .....	129	100	229	
Unclassified .....	1	3	4	
Total residence .....	1133	919	2052	
Extension (duplicates excluded) .....	155	255	410	
Spring, 1941 .....				2331
Freshmen .....	403	374	777	
Sophomores .....	290	263	553	
Juniors .....	174	126	300	
Seniors .....	138	108	246	
Unclassified .....	3	6	9	
Total residence .....	1008	877	1885	
Extension (duplicates excluded) .....	171	275	446	



## GRADUATES, 1940

## Bachelor of Education Degree

NAME.	TOWN.	COUNTY.
Wayne Mathews Aiken.....	Marissa.....	St. Clair
Edward L. Allen.....	McLeansboro.....	Hamilton
Ruth Allen.....	St. Louis, Missouri.....	St. Louis
Ivan John Annear.....	Mulkeytown.....	Franklin
Harold Michael Aramovich.....	Rockford.....	Winnebago
William S. Armstrong.....	Marion.....	Williamson
Norma Atwood.....	Herrin.....	Williamson
Irene Ayre-Bauder.....	Carbondale.....	Jackson
Benjamin H. Baldwin, Jr.....	East St. Louis.....	St. Clair
Richard R. Balotti.....	Carlinville.....	Macoupin
Fred W. Banes.....	Christopher.....	Franklin
Fannie Barham.....	Marion.....	Williamson
Marguerite K. Barra.....	Johnston City.....	Williamson
Wilma Bartimus.....	St. James.....	Fayette
Fred Basolo.....	Christopher.....	Franklin
Helen K. Bass.....	Carbondale.....	Jackson
Whitney Bell.....	Pulaski.....	Pulaski
Alberta June Benz.....	Carbondale.....	Jackson
Lee H. Boswell.....	Mt. Vernon.....	Jefferson
Frederick Boucher.....	Carbondale.....	Jackson
Kenneth Howard Brewer.....	Carbondale.....	Jackson
Gertrude Brinkman.....	East St. Louis.....	St. Clair
Harry J. Brinkman.....	Belleville.....	St. Clair
M. Elizabeth Brockett.....	Norris City.....	White
Clyde Browning.....	Zeigler.....	Franklin
Mary Elizabeth Bruce.....	Marion.....	Williamson
Leona Brust.....	Ullin.....	Pulaski
Donald L. Bryant.....	Harvey.....	Cook
Gerald Allen Buchanan.....	Iuka.....	Marion
Dorothy Gene Buckingham.....	East St. Louis.....	St. Clair
Margery May Buckingham.....	East St. Louis.....	St. Clair
Paul Budy.....	Marion.....	Williamson
Robert A. Bulla.....	Sesser.....	Franklin
Henry Businaro.....	Harrisburg.....	Saline
Jennie Calza.....	Zeigler.....	Franklin
F. Donald Casper.....	West Frankfort.....	Franklin
James Marion Casper.....	West Frankfort.....	Franklin
Mary Ruth Chapman.....	Alto Pass.....	Union
Mildred Marcel Chezem.....	Shattuc.....	Clinton
Anastasia Cloud.....	Belleville.....	St. Clair
John Earl Collard.....	Carbondale.....	Jackson
Robert Eugene Collard.....	Carbondale.....	Jackson
Ruth Graham Cook.....	Chicago.....	Cook
William Woodrow Cordray.....	Shelbyville.....	Shelby
Betty Cox.....	Carbondale.....	Jackson
Myra Maxine Crain.....	Cartersville.....	Williamson
Martha Crawford.....	Mounds.....	Pulaski
Alonzo V. Crim.....	Carbondale.....	Jackson
Doris Alice Cummings.....	Mt. Vernon.....	Jefferson
Evelyn Justine Davis.....	East St. Louis.....	St. Clair
Hubert Porter Davis.....	Flora.....	Clay
Marion Max Davis.....	Zeigler.....	Franklin
William T. Davis.....	Murphysboro.....	Jackson
Irma DeBernardi.....	Herrin.....	Williamson
Cleda Margaret Dickens.....	DuQuoin.....	Perry
Virginia Rae Dodds.....	West Frankfort.....	Franklin
Woodrow A. Douglas.....	Dongola.....	Union
Marion Wayne Dowdy.....	Goreville.....	Johnson
Phil Downey.....	Evanston.....	Cook
Generose Dunn.....	Pinckneyville.....	Perry
Ernest M. Dycus.....	Royalton.....	Franklin
Mary Eubanks.....	Christopher.....	Franklin
Mary Louise Evans.....	Murphysboro.....	Jackson
Raymond W. Farrar.....	Alto Pass.....	Union
Charles Leland Feller.....	Thebes.....	Wayne
Quentin W. File.....	Cypress.....	Johnson
John Lyle Finley.....	Sparta.....	Randolph
Winifred Evelyn Fites.....	Steeleville.....	Randolph
Roy H. Ford.....	Herrin.....	Williamson
Beulah Freeman.....	Benton.....	Franklin
Myrtle Alice Frueh.....	Greenville.....	Bond
Gerald M. Fugate.....	Rinard.....	Wayne
Helen Marie Fulenwider.....	Jonesboro.....	Union

NAME.	TOWN.	COUNTY.
Merle Fulkerson.....	Cartersville .....	Williamson
John F. Gaines.....	Broughton .....	Hamilton
John A. Garrison.....	Marion .....	Williamson
Myrtle Garrison .....	Opdyke .....	Jefferson
Glynn L. Gibbons.....	Harrisburg .....	Saline
Nada Grammaticoff .....	St. Louis, Missouri.....	St. Louis
Wendell Leon Grant.....	Marion .....	Williamson
Ruth Helen Green.....	Carbondale .....	Jackson
David Warner Greenlee.....	Enfield .....	White
H. Walter Greer.....	Norris City.....	White
Leland Herbert Grizzell.....	Murphysboro .....	Jackson
LeRoy C. A. Groh.....	Lenzburg .....	St. Clair
Halbert E. Guley.....	Sesser .....	Franklin
Elvin George Gum.....	Sorento .....	Bond
Wanda Gustin .....	Harrisburg .....	Saline
Harlan Porter Hall.....	Carbondale .....	Jackson
Mabel Ruth Harbison.....	Equality .....	Saline
Betty Jean Harris.....	East St. Louis.....	St. Clair
Wilma Juanita Hefner.....	McLeansboro .....	Hamilton
Mary Kathleen Heilig.....	Carbondale .....	Jackson
Ray Henry Heinzman.....	Christopher .....	Franklin
Melvin J. Hentze.....	Lenzburg .....	St. Clair
Joe M. Higgins.....	Murphysboro .....	Jackson
Sidney Hirons .....	Mt. Vernon.....	Jefferson
Carl Hise .....	Robbs .....	Pope
Ella Elizabeth Hise.....	Harrisburg .....	Saline
William Ellsworth Holden.....	Murphysboro .....	Jackson
Virgil A. Hollis.....	Greenview .....	Menard
Gene House .....	Benton .....	Franklin
William Dayton Howerton.....	Carbondale .....	Jackson
Edith Lorene Hudgens.....	Marion .....	Williamson
Mable Huffman .....	Grand Tower.....	Jackson
Arthur Eugene Hunter.....	Chicago .....	Cook
Clay Millington Hunter.....	Cypress .....	Johnson
Ida Marie Hyde.....	Mound City.....	Pulaski
Charles A. Inskip.....	Sailor Springs.....	Clay
Kenneth M. Jobe.....	Johnston City.....	Williamson
Herbert Wilbur Johnson.....	Carbondale .....	Jackson
Alice G. Jones.....	Cisne .....	Wayne
Glenn Jones .....	Cypress .....	Johnson
Thomas D. Jones .....	Maywood .....	Cook
Orin C. Keplinger, Jr.....	Carlinville .....	Macoupin
John W. LaFief.....	Elkville .....	Jackson
Iris Marie Laird.....	Ewing .....	Franklin
Nora Cowgur Lampg.....	Burnt Prairie .....	White
Ann Langdon .....	Elvins, Mo. ....	St. Francois
Wendell Cuthbert Lanton.....	Harrisburg .....	Saline
Veda Taylor Larson.....	Urbana .....	Champaign
Ceola Lisenby Lee.....	Tamaroa .....	Perry
Mildred Lemmel .....	Jonesboro .....	Union
Robert William Lewis.....	Carbondale .....	Jackson
Margie Bise Lilley.....	West Frankfort.....	Franklin
Evan Barrow Lingle.....	Jonesboro .....	Union
George Edward Logan.....	Mound City .....	Pulaski
Wilma Bernadean Loveall.....	Carbondale .....	Jackson
Katheryn Marie Lyle.....	Sparta .....	Randolph
William Nolen Macfarlane.....	Johnston City.....	Williamson
Geneva Geraldine Madden.....	Brookport .....	Massac
Steve Makuh.....	Benld .....	Macoupin
Willis E. Malone.....	McLeansboro .....	Hamilton
Alizine Faye Mansfield.....	Otwell, Indiana.....	Pike
McDowell Martin .....	Fairfield .....	Wayne
Everett M. Maulding.....	McLeansboro .....	Hamilton
Giovanna Mazzara .....	Marion .....	Williamson
Mary Virginia McCall.....	Murphysboro .....	Jackson
Anna Ellean McCann.....	Murphysboro .....	Jackson
William O. McDonald.....	St. Marys, Missouri.....	Randolph
Glenn J. McGowan.....	Carbondale .....	Jackson
Kenneth Rodney McGuire.....	Hoopeston .....	Vermillion
A. Donald McKenzie.....	Vienna .....	Johnson
William H. McKittrick.....	Carbondale .....	Jackson
Verna Lee McMullin.....	East St. Louis.....	St. Clair
William Livingstone Mead.....	New Douglas.....	Madison
June Menees .....	Anna .....	Union
Frederick John Meyer.....	Herrin .....	Williamson
Jeannette E. Miller.....	Carbondale .....	Jackson
Mary Helen Miller.....	Alamogordo, New Mexico.....	Oters
George Reuben Millikan.....	Eddyville .....	Pope
John Henry Miskell.....	Carbondale .....	Jackson



NAME.	TOWN.	COUNTY.
Dorothy Lee Mitchell.....	Carrier Mills.....	Saline
Mary Evelyn Moore.....	Carbondale .....	Jackson
Norbert John Moorlegheh.....	Mascoutah.....	St. Clair
Betty Lou Morris.....	Carbondale .....	Jackson
Earl Wayne Morris.....	Carbondale .....	Jackson
Chester F. Moss.....	Christopher .....	Franklin
Oliver J. Muser.....	Belleville .....	St. Clair
Wilbur C. Myatt.....	Keyesport .....	Clinton
Sophia Jo Neal.....	Benton .....	Franklin
William Hunter Norman.....	Marion .....	Williamson
Robert Wesley North.....	Centralia .....	Marion
James K. O'Brien.....	Carbondale .....	Jackson
Tim O'Donnell .....	East St. Louis.....	St. Clair
Dorothy Lee Pannell.....	East St. Louis.....	St. Clair
Eloise Pannell .....	East St. Louis.....	St. Clair
Charles J. Pardee, Jr.....	Carbondale .....	Jackson
Max V. Parsons.....	Carbondale .....	Jackson
W. A. Pemberton.....	Eldorado .....	Saline
Mary Jewell Peters.....	West Frankfort.....	Franklin
Lucy Alice Phillips.....	Carbondale .....	Jackson
Stephen Phillips .....	Murphysboro .....	Jackson
Lillian Pillow.....	Marion .....	Williamson
Eileen Plog.....	Chester .....	Randolph
Egildo Paul Poretfl.....	Collinsville .....	Madison
Joe Przychodzin .....	Christopher .....	Franklin
Ethyl Lydia Pyatt.....	Pinckneyville .....	Perry
Gladys Pyatt .....	Pinckneyville .....	Perry
Emmet Radcliff.....	Jonesboro .....	Union
Ralph O. Randall.....	Tamms .....	Alexander
William J. Randle, Jr.....	Belleville .....	St. Clair
Dallas Rea .....	Benton .....	Franklin
Delton G. Rea.....	Benton .....	Franklin
Elizabeth Chilton Reiman.....	Murphysboro .....	Jackson
Russell David Rendleman.....	Anna .....	Union
Mae Aileen Reynolds.....	Harco .....	Saline
Alfred Wendel Richardson.....	Herrin .....	Williamson
Helen A. Rippelmeyer.....	Waterloo .....	Monroe
Mary Beth Roberson.....	Eldorado .....	Saline
Theodore Rodd .....	Marion .....	Williamson
Lucy Mae Rushing.....	Ozark .....	Johnson
William Howard Russell.....	DeSoto .....	Jackson
Frank J. Sabella.....	Murphysboro .....	Jackson
Frank Scanlin, Jr.....	Ullin .....	Pulaski
Charles L. Schettler.....	Sesser .....	Franklin
Hilmar B. Schmelzel.....	New Athens.....	St. Clair
George Edward Schwarztrauber.....	O'Fallon.....	St. Clair
Howard Jacob Schwind.....	Christopher .....	Franklin
Augusta Shelton .....	East St. Louis.....	St. Clair
Paul Simmons .....	DuQuoin .....	Perry
Troy W. Sims.....	Royalton .....	Franklin
John Henson Sinks.....	West Frankfort.....	Franklin
Curtis William Smith.....	Salem .....	Marion
Elbert Smith .....	Carbondale .....	Jackson
Ella May Smith.....	Hurst .....	Williamson
Philip Edward Smith.....	Herrin .....	Williamson
Roy E. Smith.....	Cypress .....	Johnson
Ruby Son.....	Spencerville, Ohio.....	Allen
Charles A. South.....	Carbondale .....	Jackson
Martha Nancy Stallings.....	McMinnville, Tennessee.....	
Roy Evelyn Stallings.....	McMinnville, Tennessee.....	
Vanell D. Stanford.....	Clay City .....	Clay
William H. Stegmann.....	Ava .....	Jackson
Aileene Stofer .....	Carbondale .....	Jackson
Merrill E. Stricklin.....	Eldorado .....	Saline
Charles Strusz .....	West Frankfort.....	Franklin
Henry W. Stumpf.....	New York, New York.....	Queens
Alan H. Sutton.....	Hurst .....	Williamson
Sue Swanson .....	Norris City.....	White
John Livingston Taborn .....	Carrier Mills.....	Saline
Louise Templeton.....	Murphysboro .....	Jackson
Robert H. Thalgott.....	Zeigler .....	Franklin
Frederick William Theen.....	Alton .....	Madison
Theodore B. Tom.....	Carterville .....	Williamson
Thurman Melvin Travelstead.....	Sikeston, Missouri .....	Scott
Marion Beverly Treece.....	Carbondale .....	Jackson
Mary Esther Tregoning.....	Carterville .....	Williamson
Donald O. Trotter.....	Cisne .....	Wayne
Priscilla Ann Vaught.....	Burnt Prairie.....	White
Irma Louise Veath.....	Belleville.....	St. Clair

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Mildred Walden .....	Harrisburg .....	Saline
Lilly Waller .....	West Frankfort .....	Franklin
Eldon Walter .....	Robbs .....	Pope
Eugenia Waring .....	Pinckneyville .....	Perry
Alexander W. Wasson .....	Hurst .....	Williamson
William Campbell Waters .....	Salem .....	Marion
Elman Owen Weaver .....	Wayne City .....	Wayne
James L. Webb .....	Colp .....	Williamson
Wilbert Arthur Weintz .....	Mulkeytown .....	Franklin
Merle Welshan .....	Murphysboro .....	Jackson
Cletus H. Weston .....	Bush .....	Williamson
Anna Margaret Wham .....	Centralia .....	Marion
Wesley M. Whitaker .....	West Frankfort .....	Franklin
Everett Charles Will .....	Murphysboro .....	Jackson
Elmo Williams .....	Harrisburg .....	Saline
Russell K. Williamson .....	Murphysboro .....	Jackson
Anna R. Wilson .....	Sparta .....	Randolph
Lawrence Wilson .....	Mound City .....	Pulaski
Claudia L. Wisely .....	Murphysboro .....	Jackson
Herbert William Wohlwend .....	Marion .....	Williamson
Noble William Woolard .....	Harrisburg .....	Saline
Harold C. Wright .....	Mt. Vernon .....	Jefferson
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