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**SOUTHERN
ILLINOIS
UNIVERSITY**

**BULLETIN
1947-1948**

STATE OF ILLINOIS
DWIGHT H. GREEN, GOVERNOR

Southern Illinois University Bulletin

VOLUME XLI

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NUMBER 3

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FOR
1947-1948
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Committee of the University

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STATE OF ILLINOIS
DWIGHT H. GREEN
GOVERNOR

DEPARTMENT OF REGISTRATION AND EDUCATION

SOUTHERN ILLINOIS UNIVERSITY
Established 1874

TEACHERS COLLEGE BOARD
MEMBERS EX-OFFICIO

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Chairman
Vernon L. Nickell.....Superintendent of Public Instruction
Secretary

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Mr. Lindell W. Sturgis.....Metropolis
Mr. Richard F. Dunn.....Normal
Mr. Robert W. Davis.....Carbondale
Mr. Lewis M. Walker.....Gilman
Mr. Ira M. Means.....Macomb

* * *

Mr. Charles G. Lanphier, Coordinator.....Springfield

SOUTHERN ILLINOIS UNIVERSITY

College of Education

College of Liberal Arts and Sciences

College of Vocations and Professions

The Graduate School

Southern is fully accredited by the following:

NORTH CENTRAL ASSOCIATION OF COLLEGES AND

SECONDARY SCHOOLS (as a University)

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

1947

[illegible]

1948

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

CALENDAR

1947-48

Fall Quarter, 1947

1947

Sept. 10-14	Wednesday-Sunday	Freshman Week
Sept. 15-16	Monday-Tuesday	Registration
Sept. 17	Wednesday	Instruction begins
Oct. 24-25	Friday-Saturday	Homecoming
Nov. 27-28	Thursday-Friday	Thanksgiving recess
Dec. 2-6	Tuesday-Saturday	Final Examinations

Winter Quarter, 1947-48

Dec. 8-9	Monday-Tuesday	Registration
Dec. 10	Wednesday	Instruction begins
Dec. 20	Saturday	Christmas recess begins

1948

Jan. 5	Monday	Instruction resumed
Feb. 12	Thursday	Lincoln's Birthday Holiday
March 9-13	Tuesday-Saturday	Final Examinations

Spring Quarter, 1948

March 22-23	Monday-Tuesday	Registration
March 24	Wednesday	Instruction begins
May 30	Sunday	Memorial Day
June 7-10	Monday-Thursday	Final Examinations
June 11	Friday	Seventy-Third Annual Commencement

Summer Session, 1948

June 14	Monday	Registration
June 15	Tuesday	Instruction begins
Aug. 5-6	Thursday-Friday	Final Examinations

OFFICES AND SERVICES OF THE UNIVERSITY

Office of the President

Chester F. Lay, Ed.B., M.A., C.P.A., Ph.D.....President
 Charles D. Tenney, Ph.D....Administrative Assistant to the President
 Mary Anna Robertson, M.A.....Secretary to the President
 Minnie Mae Pitkin, M.A.....Assistant in Personnel

Graduate School

Willis G. Swartz, Ph.D.....Chairman, Graduate Studies Committee

College of Education

Eugene R. Fair, Ph.D.....Dean
 Willis E. Malone, M.A.....Acting Assistant to the Dean

College of Liberal Arts and Sciences

T. W. Abbott, Ph.D.....Dean

College of Vocations and Professions

H. J. Rehn, Ph.D.....Dean

Student Life Offices

Marshall S. Hiskey, Ph.D.....Acting Dean of Men
 Helen A. Shuman, M.A.....Dean of Women
 Alice Phillips Rector.....Assistant to the Deans

Business Offices

Edward V. Miles, Jr., M.A.....Business Manager
 Cornelia L. Beach, B.Ed.....Purchasing Agent
 Lucile Etherton.....Bursar
 Robert Gallegly, A.M.....Chief Accountant
 Aileen Davis Murphy, B.S. in Ed....Secretary to the Business Manager

Registrar's Office

Marjorie Shank, M.A.....Registrar
 Mary Lou McNeill, B.S. in Ed.....Assistant Registrar
 Arthur Halfar, B.S. in Ed.....Recorder

Information Service

Lorena Drummond, B.A.....Director

Alumni Services

Orville Alexander, Ph.D.....Director

Extension and Placement Services

Raymond H. Dey, M.S.....Director

Ruby Matthews, B.S. in Ed.....Assistant to the Director

Housing Service

Mabel Pulliam.....Executive Assistant

Julia Minnette Barber.....Director of Anthony Hall

Van A. Buboltz, M.S.....Supervisor, Veterans Housing Projects

Health Service

Marie A. Hinrichs, Ph.D., M.D.....University Physician

Victor H. Beinke, M.D.....Associate University Physician

Florence E. Denny, R.N., M.A.....Assistant Professor, Nurse

Louise O'Neil Parker, R.N., B.Ed.....Faculty Assistant, Nurse

Edna Bradley, R.N.....Nurse

Helen Goetz, R.N.....Nurse

Naomi Manering, R.N.....Nurse

Veterans Service

Ledford J. Bischof, B.Ed.....Counselor

Lawrence E. Clark, Ph.D.....Counselor

Laird T. Hites, Ph.D.....Counselor

Glenn J. McGowan, M.S. in Ed.....Counselor

William Randle, B.Ed.....Counselor

Bookstore

Carl Trobaugh.....Manager

Physical Plant

William Neal Phelps, Ed.D.....Acting Director

FACULTY

1947-48

Date indicates first year of service with the Faculty.

University

- CHESTER F. LAY (1945) *President
and Professor of Educational and Personnel Administration*
Ed.B., Illinois State Normal University; M.A., University of
Chicago; C.P.A., Texas; Ph.D., University of Chicago.
- T. W. ABBOTT (1928) *Dean of the College of Liberal Arts and
Sciences, Professor of Chemistry*
A.B., Indiana University; A.M., Harvard University; Ph.D., Uni-
versity of Illinois.
- ORVILLE ALEXANDER (1938) *Director of Alumni Services,
Professor of Government*
B.Ed., Southern Illinois Normal University; M.A., Ph.D., Uni-
versity of Iowa.
- EDWARD L. ALLEN (1946) *Faculty Assistant, Rural Education*
B.Ed., Southern Illinois Normal University.
- JOHN W. ALLEN (1942) *Acting Director of the Museum,
Instructor*
- GLADYS W. BABCOCK (1939) *Assistant Professor of Home Economics*
B.S., M.S., University of Minnesota; Colorado State College.
- LOUISE BACH (1934) *Assistant Professor,
University High School*
A.B., Illinois Wesleyan; A.M., University of Illinois.
- WILLIAM M. BAILEY (1914) *Professor of Botany,
Chairman of Department, Emeritus (1946)*
A.B., B.S., Campbell College; M.S., Ph.D., University of Chicago.
- HELEN A. BALDWIN (1918) *Associate Professor of Foreign
Languages, Emerita (1945)*
A.B., Denison; A.B., University of Chicago; A.M., Denison.
- JULIA MINNETTE BARBER (1936) *Assistant Professor of English,
Director of Anthony Hall*
B.A., M.A., University of Illinois; Northwestern University; Uni-
versity of Chicago; University of Arizona.
- FRANCES BARBOUR (1925) *Associate Professor of English*
A.B., A.M., Washington University; Kings College, University of
London; Radcliffe College; University of Texas; University of
Wisconsin.

- MARY LOUISE BARNES (1929) *Assistant Professor of Home Economics*
A.B., University of Illinois; M.S., Iowa State College; George Peabody College for Teachers; University of Illinois.
- MARY EILEEN BARRY (1946) *Assistant Professor of Foreign Languages*
B.A., M.A., University of Manitoba; Ph.D., University of Chicago.
- THOMAS F. BARTON (1935) *Professor of Geography, Chairman of Department*
B.Ed., Illinois State Normal University; Ph.M., University of Wisconsin; Ph.D., University of Nebraska.
- JOSEPH R. BAXTER (1946) *Instructor in Latin American Culture*
A.B., Berea College; M.A., Duke University.
- VICTOR H. BEINKE (1946) *Associate University Physician, Associate Professor of Physiology and Health Education*
A.B., Illinois College; M.D., University of Cincinnati.
- W. C. BICKNELL (1946) *Professor of Industrial Education, Chairman of Department*
B.S., North Texas State Teachers College; M.A., D.Ed., University of Missouri; University of California.
- HOWARD E. BOSLEY (1937) *Associate Professor of Education, Director of the Library*
B.Ed., Southern Illinois Normal University; M.A., Ed.D., Teachers College, Columbia University.
- EMMA L. BOWYER (1912) *Professor of English, Chairman of Department*
A.B., A.M., University of Chicago.
- GEORGE BRACEWELL (1931) *Associate Professor, Director, Rural Education*
B.Ed., Southern Illinois Normal University; A.M., University of Michigan; Northwestern University; University of Chicago.
- A. FRANK BRIDGES (1943) *Instructor, University High School*
B.Ed., Southern Illinois Normal University; M.A., University of Iowa; Ball State Teachers College.
- HAROLD E. BRIGGS (1945) *Professor of History, Chairman of Department*
A.B., M.A., University of South Dakota; Ph.D., University of Iowa.
- V. A. BUBOLTZ (1937) *Assistant Professor of Business*
B.S., Iowa State Teachers College; M.A., Northwestern University.
- WINIFRED BURNS (1939) *Assistant Professor of English*
A.B., M.A., University of Illinois; Bread Loaf School of English; University of Chicago.

- NORMAN CALDWELL (1946) *Assistant Professor of History*
B.Ed., Southern Illinois Normal University; A.M., Ph.D., University of Illinois.
- IRENE CASSELL (1946) *Instructor in English*
B.A., M.A., Drake University.
- ROBERT C. CASSELL (1938-45; 1946) *Professor of Agriculture,
Chairman of Department*
B.S., Iowa State College; M.S., University of Idaho; Ph.D., University of Minnesota.
- STEWART C. CHANDLER (1940) *Consulting Entomologist*
B.S. in Agriculture, University of Wisconsin; Field Entomologist, Illinois Natural History Survey.
- W. G. CISNE (1916) *Professor, Director of Placements
Emeritus (1945)*
Southern Illinois Normal University; Ph.B., University of Wisconsin; A.M., University of Chicago.
- GLADYS RICE CLARK (1946) *Instructor in Mathematics*
B.S. in Ed., University of Nebraska; M.S., Teachers College, Columbia University.
- LAWRENCE E. CLARK (1945) *Associate Professor,
Veterans Guidance Center*
A.B., Drake University; A.M., Ohio State University; Ph.D., Columbia University; Harvard University; Teachers College, Columbia University.
- LULU R. CLARK (1917) *Assistant Professor, Allyn Training
School, Emerita (1940)*
Southern Illinois Normal University; University of Chicago; Teachers College, Columbia University.
- E. C. COLEMAN (1946) *Associate Professor of English*
A.B., University of Illinois; A.M., University of Wisconsin; Ph.D., University of Illinois.
- DOROTHY COX (1946) *Instructor in Mathematics*
A.B., University of Illinois; Southern Illinois Normal University; M.S., University of Iowa.
- ELIZABETH A. COX (1920) *Assistant Professor of English*
A.B., A.M., University of Kansas.
- FLEMIN W. COX (1929) *Associate Professor of Geography
Emeritus (1945)*
A.B., A.M., University of Illinois; Clark University.

- DOROTHY R. DAVIES (1939) *Associate Professor of Physical Education for Women, Chairman of Department*
B.S., University of Cincinnati; M.A., Teachers College, Columbia University; Ed.D., University of Cincinnati.
- J. CARY DAVIS (1930) *Associate Professor of Foreign Languages*
B.Ed., Southern Illinois Normal University; the Sorbonne; 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.
- J. W. DILLOW (1934) *Assistant Professor, Rural Education*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois; Teachers College, Columbia University; University of Wisconsin.
- ROBERT W. ENGLISH (1940) *Assistant Professor of Industrial Education*
B.S., James Millikin University; M.A., University of Illinois; University of Pennsylvania; St. Louis University; Washington University.
- MARY E. ENTSMINGER (1922) *Associate Professor, Allyn Training School*
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*
A.B., B.S., University of Illinois; M.A., Ohio State University. Entered U.S. Armed Forces, 1942.
- EUGENE R. FAIR (1945) *Professor and Dean of the College of Education*
B.S., Northeast Missouri State Teachers College; M.A., Columbia University; Ph.D., University of Iowa; University of Minnesota.
- ROBERT DUNN FANER (1930) *Associate Professor of English*
A.B., Allegheny College; M.A., University of Iowa; University of Pennsylvania.
- WILLARD L. FINLEY (1946) *Instructor in Chemistry*
B.S., Geneva College; M.S., University of Illinois.
- JEAN FLIGOR (1941) *Instructor, University High School*
B.Ed., Southern Illinois Normal University; M.A., Northwestern University; Michigan State College.

- WILLIAM FREEBERG (1942) *Instructor, Physical Education for Men*
B.Ed., Southern Illinois Normal University; M.S., University of Illinois.
- ELBERT FULKERSON (1932) *Assistant Professor, University High School*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- WILLARD M. GERSBACHER (1936) *Associate Professor of Zoology, Chairman 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; University of Chicago; Northwestern University; George Peabody College.
- MARY JANE GRIZZELL (1945) *Instructor in Music*
B.Mus., M.Mus., Eastman School of Music of the University of Rochester.
- CHALMER A. GROSS (1946) *Instructor, University High School*
B.S. in Ed., M.S., University of Illinois; Southern Illinois Normal University.
- JUANITA A. GROSS (1946) *Faculty Assistant in English*
B.S., Carthage College; University of Cincinnati.
- DILLA HALL (1924) *Assistant Professor, University High School*
B.Ed., Southern Illinois Normal University; M.S., University of Chicago; St. Louis University.
- EARL R. HALL (1946) *Assistant Professor of Education*
B.S. in Ed., Western Illinois State Teachers College; M.A., University of Illinois; D.Ed., Teachers College, Columbia University.
- GOLDA D. HANKLA (1938) *Librarian, Instructor*
B.Ed., Southern Illinois Normal University; M.A., B.S. in L.S., University of Illinois.
- WILLIAM H. HARLAN (1946) *Assistant Professor of Sociology*
A.B., A.M., University of Nebraska; University of Iowa; University of Chicago.
- J. W. HARRIS (1939) *Associate Professor of English*
B.S., M.A., Ph.D., University of Illinois.
- ANNE PLACKO HEDGES (1945) *Faculty Assistant in Education*
B.S. in Ed., Southern Illinois Normal University.
- DOROTHY E. HEICKE (1947) *Librarian, Instructor*
B.S. and M.A. in L.S., University of Illinois.

- RUBY PRICE HENDERSON (1946) *Instructor, Allyn Training School*
B.Ed., Southern Illinois Normal University; M.A., Northwestern University.
- HAROLD C. HINES (1946) *Instructor in Music*
B.S., M.S. in Music, University of Illinois.
- MARIE A. HINRICHS (1935) *University Physician, Professor of
Physiology and Health Education, Chairman of Department*
A.B., Lake Forest College; Ph.D., University of Chicago; M.D.,
Rush Medical College.
- MARSHALL S. HISKEY (1946) *Associate Professor of Psychology*
B.S., M.S., Kansas State Teachers College; Ph.D., University of
Nebraska; Ohio State University.
- LAIRD T. HITES (1945) *Associate Professor,
Veterans Guidance Center*
A.B., William Jewell College; A.M., D.B., Ph.D., University of
Chicago.
- LYNN C. HOLDER (1946) *Instructor in Physical Education for Men*
B.Ed., Southern Illinois Normal University; M.S. in Ed., Indiana
University.
- ARTHUR E. HUNTER (1946) *Faculty Assistant in Zoology*
B.Ed., Southern Illinois Normal University; Michigan State
College.
- HERBERT E. JOHNSON (1946) *Faculty Assistant in Economics
and Geography*
B.Ed., Southern Illinois Normal University.
- MARGARET KAEISER (1947) *Assistant Professor of Botany*
B.S., M.S., University of Oklahoma; Ph.D., University of Illinois.
- LEONARD J. KEEFE (1940) *Assistant Professor of Business*
B.Ed., Illinois State Normal University; M.A., Colorado State
College of Education; University of Illinois.
- MAURITZ KESNAR (1946) *Professor of Music, Chairman of Department*
Master Dipl., Royal Conservatory (Flesch and Schmuller), Amster-
dam, The Netherlands; Diploma, Hoch Schule fur Musik, Berlin,
Germany; M.A., Ph.D., University of Iowa.
- FLORENCE R. KING (1911) *Instructor, Allyn Training School,
Emerita (1936)*
State Normal and Training School, Oswego, New York; University
of Minnesota; University of Chicago.
- GRACE E. KITE (1941) *Librarian, Instructor*
B.S., Northwestern University; M.A., Teachers College, Columbia
University; B.S. in L.S., University of Illinois.

- FRANK L. KLINGBERG (1946) *Associate Professor of Government*
A.B., A.M., University of Kansas; Ph.D., University of Chicago.
- RICHARD J. C. KOHLER (1947) *Instructor in Industrial Education*
A.B., Illinois State Normal University; M.A., Colorado State College of Education.
- EDITH SMITH KRAPPE (1929) *Assistant Professor of English*
A.B., A.M., University of Iowa; Indiana University; University of Minnesota.
- ANNEMARIE E. KRAUSE (1930) *Assistant Professor of Geography*
B.S., University of Minnesota; M.S., University of Illinois; University of Chicago; Western Michigan College of Education; University of Colorado.
- MABEL SICKMAN LANE (1943) *Instructor in Rural Education*
B.Ed., Southern Illinois Normal University; M.S. in Ed., University of Illinois.
- DOROTHY N. LANGDON (Fall, 1946) *Faculty Assistant in Zoology*
B.Ed., Southern Illinois Normal University.
- P. MERVILLE LARSON (1946) *Associate Professor of Speech, Chairman of Department*
B.S., M.S., Kansas State Agricultural College; Ph.D., Northwestern University.
- DOUGLAS E. LAWSON (1935) *Professor of Education*
A.B., M.A., Colorado State Teachers College; Ph.D., University of Chicago.
- E. G. LENTZ (1914) *Professor of History, Director, Clint Clay Tilton Library*
A.B., Indiana University; A.M., University of Illinois.
- LELAND P. LINGLE (1927) *Associate Professor of Physical Education*
B.Ed., Southern Illinois Normal University; M.A., University of Iowa.
- BONNIE A. LOCKWOOD (1945) *Faculty Assistant, University High School*
B.Ed., Southern Illinois Normal University.
- THELMA LYNN (1945) *Librarian, Instructor*
B.A., University of Texas; B.S., School of Library Service, Columbia University.
- WILLIS E. MALONE (1939) *Assistant Professor of Education*
B.Ed., Southern Illinois Normal University; M.A., Northwestern University; Ohio State University.

- WILLIAM M. MARBERRY (1939) *Assistant Professor of Botany*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- GLENN MARTIN (1938) *Associate Professor of Physical Education
for Men, Director of Athletics*
B.Ed., Southern Illinois Normal University; M.A., University of Iowa.
- HELEN E. MATTHES (1920) *Instructor in Music*
Chicago Musical College; Julliard School of Music.
- LEWIS A. MAVERICK (1946) *Professor of Economics*
B.S., Washington University; Ed.D., Harvard University; Ph.D., University of California.
- JOHN R. MAYOR (1935) *Professor of Mathematics,
Chairman of Department*
B.S., Knox College; M.A., University of Illinois; Ph.D., University of Wisconsin.
- WALTER MAZUREK (1946) *Faculty Assistant in
Physical Education for Men*
B.A., Westminster College.
- W. C. McDANIEL (1939) *Associate Professor of Mathematics*
B.S., Kansas State College; M.Ph., Ph.D., University of Wisconsin.
- DAVID S. MCINTOSH (1927) *Associate Professor of Music*
B.M.E., Northwestern University; M.A., University of Iowa.
- ELSIE PARRISH McNEILL (1933) *Instructor in Rural Education*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- ELIZABETH MEEHAN (1941) *Instructor, Allyn Training School*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois.
- JOHN D. MEES (1946) *Assistant Professor,
Principal, University High School*
B.Ed., Southern Illinois Normal University; M.S., University of Illinois; Indiana University; University of Chicago; University of Missouri.
- BRUCE W. MERWIN (1927) *Professor of Education*
A.B., B.S. in Education, A.M., Ph.D., University of Kansas.
- EDWARD V. MILES, JR. (1919) *Business Manager,
Associate Professor of Economics*
B.Ed., Southern Illinois Normal University; M.A., St. Louis University; University of Chicago.
- EVA MIRABAL (1946) *Artist-in-Residence*

- SINA M. MOTT (1936) *Associate Professor of Pre-School Education*
A.B., Iowa State Teachers College; M.A., Ph.D., New York University; University of Chicago.
- R. E. MUCKELROY (1911) *Professor of Agriculture,*
Chairman of Department Emeritus (1945)
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; Columbia University.
- HELEN LOUISE NARBER (1945) *Assistant Professor,*
Allyn Training School
B.S., M.S., State University of Iowa; University of Chicago.
- JEANNETTE NECKERS (1946) *Faculty Assistant in Speech*
B.A., Hope College; Southern Illinois Normal University; Northwestern University.
- J. W. NECKERS (1927) *Professor of Chemistry,*
Chairman 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; Kings College, University of London; New York University; St. Louis University; University of Michigan.
- ANNA KLASSEN NEUFELD (1945) *Assistant Professor of*
Foreign Languages
B.A., Bethel College; M.A., University of Kansas; University of Chicago.
- SUSIE OGDEN (1931) *Assistant Professor of Business*
B.Ed., Southern Illinois Normal University; M.A., University of Illinois; Columbia University; University of Tennessee.
- CHARLES J. PARDEE (1929) *Assistant Professor of History*
A.B., Hiram College; B.D., Union Theological Seminary; A.M., University of Chicago.
- LOUISE O'NEILL PARKER (1946) *Faculty Assistant in Physiology*
and Health Education
B.Ed., Southern Illinois Normal University; University of Michigan.
- CHARLES PATERSON (1936) *Assistant Professor,*
University High School
Carnegie Conservatory of Music, Dunfermline, Scotland; Chicago Conservatory of Music; Cincinnati Conservatory of Music; B.Ed., Southern Illinois Normal University.

- VERA LOUISE PEACOCK (1930) *Professor of Foreign Languages,
Chairman of Department*
A.B., A.M., Ph.D., Cornell University; Universite de Grenoble; R.
Universita Italiana Per Stranieri, Perugia; Universidad Nacional
de Mexico.
- LOUIS PETROFF (1942) *Assistant Professor of Sociology,
Acting Chairman of Department*
B.A., University of Wisconsin; M.A., Ph.D., University of South-
ern California.
- WILLIAM NEAL PHELPS (1941) *Associate Professor,
Acting Director of Physical Plant*
B.Ed., Southern Illinois Normal University; M.A., University of
Illinois, Ed.D., Colorado State College of Education.
- FRANCES PHILLIPS (1944) *Instructor in Physiology and
Health Education*
B.Ed., Southern Illinois Normal University; M.A., Teachers Col-
lege, Columbia University; University of Kansas; University of
Minnesota.
- J. M. PIERCE, A.B., A.M. (1892-4; 1899) *Associate Professor of
German Emeritus (1935)*
A.B., Washington University; A.M., Harvard.
- WILLIAM A. PITKIN (1945) *Associate Professor of Social Sciences*
A.B., DePauw University; University of Wisconsin; M.A. Univer-
sity of Colorado; University of Indiana; Ph.D., University of Texas.
- J. R. PURDY (1929) *Associate Professor of Mathematics*
B. S., M.A., Kenyon College; Ph.D., University of Illinois.
- TED R. RAGSDALE (1925) *Acting Principal, Allyn Training School,
Professor of Education*
B.Ed., Southern Illinois Normal University; M.A., University of
Illinois; Ph.D., St. Louis University.
- VICTOR RANDOLPH (1935) *Associate Professor of Education*
B.Ed., Southern Illinois Normal University; A.M., Teachers Col-
lege, Columbia University; Ph.D., George Peabody College for
Teachers.
- ALICE PHILLIPS RECTOR (1946) *Instructor, Assistant to the
Student Life Deans*
B.Ed., M.S. in Ed., Southern Illinois Normal University.
- ALEX REED (1946) *Instructor, University High School*
B.S., M.S., University of Illinois.
- HENRY J. REHN (1945) *Dean of the College of Vocations
and Professions, Professor*
B.S., Oregon State College; M.B.A., University of Oregon; Ph.D.,
University of Chicago; C.P.A. Washington.

- EVELYN DAVIS RIEKE (1937) *Assistant Professor, Dean of Girls,
University High School*
B.S., A.M., University of Illinois.
- LULU D. ROACH (1930) *Assistant Professor of Art*
Southern Illinois Normal University; Ph.B., University of Chicago;
Fine Arts School, Washington University.
- ORA ROGERS (1928) *Assistant Professor,
Allyn Training School*
B.Ed., Southern Illinois Normal University; A.M., University of
Illinois.
- MADGE TROUTT SANDERS (1924) *Assistant Professor,
University High School*
B.Ed., Southern Illinois Normal University; A.M., University of
Chicago; University of Southern California; St. Louis University;
New York University.
- WILLIAM B. SCHNEIDER (1936) *Professor of English*
A.B., A.M., University of Illinois; Ph.D., University of Chicago.
- J. HENRY SCHROEDER (1923) *Professor of Industrial Education*
B.Ed., Southern Illinois Normal University; M.S., University of
Iowa; University of Missouri.
- R. A. SCOTT (1923) *Professor of Chemistry*
B.S., M.S., Ph.D., University of Illinois.
- SHELBY S. SHAKE (1944) *Assistant Professor,
University High School*
B.S., Indiana State Teachers College; M.S. Indiana University.
- MARJORIE SHANK (1923) *Registrar,
Associate Professor of Geography*
A.B., University of North Dakota; A.M., Clark University; Uni-
versity of Chicago; London School of Economics; St. Louis Uni-
versity.
- ESTHER SHUBERT (1940-42, 1943) *Librarian, Assistant Professor*
B.Ed., Eastern Illinois State Teachers College; B.S. in L.S., M.S.,
University of Illinois.
- HELEN A. SHUMAN (1945) *Dean of Women, Associate Professor*
B.Ed., Illinois State Normal University; M.A., University of Illi-
nois; Northwestern University.
- BERNICE L. SICKMAN (1946) *Faculty Assistant, Rural Education*
B.S. in Ed., Southern Illinois Normal University; Southeast Mis-
souri State Teachers College; Teachers College, Columbia Uni-
versity.
- ALFRED MORRIS SIMPSON (1946) *Instructor,
University High School*
B.Ed., Southern Illinois Normal University; Illinois State Normal
University; Butler University; Indiana University; M.A., Univer-
sity of Illinois.

GLADYS L. SMITH (1931)

*Assistant Professor.
University High School*

B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University; University of Iowa.

MADELEINE M. SMITH (1929)

*Assistant Professor of
Foreign Languages*

A.B., A.M., Northwestern University; University of Chicago; Middlebury College French School.

MAE TROVILLION SMITH (1919-1931; 1943)

Instructor in English

A.B., A.M., Indiana University; George Peabody College for Teachers.

ZITA SPRADLING (1944)

Instructor, University High School

B.S., M.S., University of Illinois.

HELEN RUTH STARCK (1944)

*Instructor,
University High School*

B.S., University of Illinois; Colorado State College.

ROBERT A. STEFFES (1946)

Instructor in Journalism

B.S., South Dakota State College; Syracuse University.

JEAN STEHR (1944)

Instructor in Physical Education for Women

B.S., M.A., Texas State College for Women.

HILDA A. STEIN (1925)

Associate Professor of Zoology

B.Ed., Southern Illinois Normal University; M.S., University of Illinois; Ohio State University; Oceanographic Laboratory, University of Washington.

ELIZABETH OPAL STONE (1929-1936; 1946)

*Librarian,
Assistant Professor*

B.S., Northwest Missouri State Teachers College; B.S. in L.S., M.S. in L.S., University of Illinois.

HAL STONE (1946)

Instructor in Chemistry

B.Ed., Southern Illinois Normal University; M.S. University of Alabama.

MARJORIE W. STULL (1942)

Librarian, Instructor

B.Ed., Southern Illinois Normal University; B.S. in L.S., University of Illinois.

DOROTHEA SWAN (1945)

Assistant Professor of Art

A.A., Stephens College, B.F.A., Art Institute of Chicago; M.A., University of Chicago; Pennsylvania Academy of Fine Arts, Art Institute of Chicago, University of Chicago.

WILLIS G. SWARTZ (1930)

*Professor of Government,
Chairman of Department*

B.A., M.A., Ph.D., University of Iowa; Clark University.

- HARLEY R. TEEL (1935) *Assistant Professor as Principal of Brush Training School*
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.
- CHARLES D. TENNEY (1931) *Administrative Assistant to the President, Professor of English and Philosophy*
A.B., Gooding College; A.M., University of Oregon; Harvard University; Ph.D., University of Oregon.
- WELLINGTON A. THALMAN (1929) *Professor of Education*
A.B., Ellsworth College; A.M., Ph.D., Cornell University; University of Chicago.
- MADELYN SCOTT TREECE (1937-38; 1940) *Instructor, Allyn Training School*
B. Ed., Southern Illinois Normal University; M.A., University of Chicago.
- K. A. VAN LENTE (1931) *Professor of Chemistry*
A.B., Hope College; M.S., Ph.D., University of Michigan.
- RUBY VAN TRUMP (1928) *Assistant Professor, Allyn Training School.*
B.S. in Education, Southwest Missouri State Teachers College; A.M., George Peabody College for Teachers.
- WALTER Q. VAN VOORHEES (Fall, 1946) *Faculty Assistant in Industrial Education*
B.S., University of Michigan.
- CLARENCE L. VINGE (1946) *Associate Professor of Geography*
B.A., Northern Michigan College of Education; M.P., Ph.D., University of Wisconsin.
- FLOYD V. WAKELAND (1939) *Associate Professor of Music*
B. of Music, Illinois Wesleyan University; Christiansen Choral School; M.Mus., Bush Chicago Conservatory; Westminster Choir College.
- IRMA TATE WARD (1946) *Faculty Assistant in Botany*
B.Ed., Southern Illinois Normal University.
- F. G. WARREN (1913) *Professor of Education, Chairman of Department*
A.B., McKendree College; A.M., University of Chicago; St. Louis University.
- BEN P. WATKINS (1946) *Assistant Professor of Art*
A.A., Whitworth College; A.B., M.A., Louisiana State University; Tulane University; Phillips University.
- WALTER B. WELCH (1938) *Associate Professor of Botany, Chairman of Department*
A.B., Wabash College; M.S., Ph.D., University of Chicago.

- FLORENCE A. WELLS (1927) *Assistant Professor, University High School, Emerita (1946)*
B.Ed., Southern Illinois Normal University; A.M., University of Illinois.
- JOHN S. WHARTON (1945) *Instructor in Music*
B.Mus., Oberlin Conservatory of Music; M.Mus., American Conservatory of Music.
- CONRAD WHITE (1946) *Assistant Professor of Agriculture*
B.S. in Ed., Northeast Missouri State Teachers College; B.S., M.A., University of Missouri.
- HENRY L. WILSON (1946) *Assistant Professor of English*
B.A., University of Iowa; M.A., University of Colorado; Ph.D., University of Iowa.
- GEORGIA G. WINN (1947) *Associate Professor of English*
A.B., East Texas State Teachers College; M.A., George Peabody College; Ph.D., University of Pittsburgh.
- LUCY K. WOODY (1911) *Professor of Home Economics, Chairman of Department*
B.S., M.A., Teachers College, Columbia University; Indiana State Teachers College; Stout University; University of Washington.
- ALICE KELSEY WRIGHT (1925) *Assistant Professor of Mathematics*
A.B., Indiana University; A.M., University of Illinois.
- C. E. WRIGHT (1946) *Faculty Assistant in Business*
B.Ed., Southern Illinois Normal University; LL.B., Washington University School of Law.
- JOHN I. WRIGHT (1925) *Associate Professor of History*
Ph.B., A.M., University of Chicago.
- ELEANOR YOUNG (1947) *Faculty Assistant in Speech*
A.B., Trevecca College; Curry School of Expression; Northwestern University.
- O. B. YOUNG (1929) *Professor of Physics and Astronomy, Chairman 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; University of Chicago; Columbia University; St. Louis University.

GRADUATE ASSISTANTS, 1946-47

J. EDWIN BECHT	<i>Geography</i>
B.S. in Ed., Southern Illinois Normal University.	
HELEN JEAN BLACKBURN	<i>Mathematics</i>
B.S., Southern Illinois Normal University.	
HOBART BOLERJACK	<i>Mathematics</i>
B.S. in Ed., Southern Illinois Normal University.	
DORIS CRADER	<i>Foreign Language</i>
B.S. in Ed., Southern Illinois Normal University.	
TROY W. EDWARDS	<i>Graduate School and University High School</i>
B.Ed., Southern Illinois Normal University.	
MARVIN O. GARLICH	<i>Government</i>
B.S. in Ed., Southern Illinois Normal University.	
EDWARD C. GOODNIGHT	<i>History</i>
A.B., Howard Payne College (Texas).	
JACK R. HEDGES	<i>History</i>
B.S. in Ed., Southern Illinois Normal University.	
RUTH MARIE LITTON	<i>English</i>
B.S. in Ed., Southern Illinois Normal University.	
VIVIAN LUPARDUS	<i>Dean of Women's Office</i>
B.S. in Ed., Southern Illinois Normal University.	
WALDO D. McDONALD	<i>Dean of Men's Office</i>
B.S. in Ed., Southern Illinois Normal University.	
VIRGIL LEE SEYMOUR	<i>Sociology</i>
B.A., Southern Illinois Normal University.	
VIVIAN VICKERS	<i>English</i>
B.S. in Ed., Southern Illinois Normal University.	
LORAIN L. WATERS	<i>History</i>
B.A., Southern Illinois Normal University.	

AFFILIATED PRACTICE SCHOOLS

Responsibility of employment is that of the local board with assistance as to salary provided by S.I.N.U.

Attucks

GRACE L. PERKINS (1947)	<i>(Elementary Education) Attucks Elementary School</i>
B.Ed., Southern Illinois Normal University.	
J. D. RUSSELL (1947)	<i>(Physical Education, Coach) Attucks High School</i>
B.S. in Ed., Wilberforce University; M.A. in Phys. Educ., Ohio State University.	
J. HENRY THOMAS (1947)	<i>(History) Attucks High School</i>
B.Ed., Southern Illinois Normal University.	

Brush

MAE L. FOX (1924) (*Elementary Education*) *Brush Training School*
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University; University of Chicago.

TINA GOODWIN (1925) (*Elementary Education*) *Brush Training School*
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University; University of Chicago; University of Tennessee.

MAUDE MAYHEW (1924) (*Elementary Education*) *Brush Training School*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University.

JEWELL TRULOVE (1930) (*Elementary Education*) *Brush Training School*
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University.

GRACE WILHELM (1924) (*Elementary Education*) *Brush Training School*
B.Ed., Southern Illinois Normal University; M.A., Teachers College, Columbia University.

Carbondale Community High School

LOIS H. NELSON (1947) (*Commerce*) *Carbondale Community High School*
B.S. in Ed., Southern Illinois Normal University.

Carterville Community High School

LAVERNE ARMSTRONG (1947) (*Commerce*) *Carterville Community High School*
B.Ed., Southern Illinois Normal University; University of Chicago; Illinois State Normal University; University of Southern California; University of Maine; Indiana University.

GLADYS O. SMITH (1946) (*History*) *Carterville Community High School*
B.Ed., Southern Illinois Normal University; M.A. in Ed., University of Illinois; University of Southern California; University of Maine; University of Colorado; University of Kansas.

IRENE G. WATSON (1946) (*English and Music*) *Carterville Community High School*
B.S., James Millikin University; M.A., University of Illinois; Northwestern University.

Dupo Community High School

IRENE LIEBIG (1945) *(Home Economics) Dupo Community High School*

B.Ed., Illinois State Normal University; M.S., Iowa State College;
Northwestern University; Colorado State College.

Metropolis Community High School

ELIZABETH ABRAM (1946) *(Home Economics) Metropolis Community High School*

B.S., University of Illinois.

GENERAL INFORMATION

Location and Campus

Southern Illinois University is located in Carbondale, one of the leading towns of Southern Illinois. The city of Carbondale is a railroad center and is easily accessible from all directions. The town is situated in a fruit growing area; and the orchards, south of Carbondale in particular, in blossom time present scenes of surpassing beauty. Travellers come from far and near to see them.

The University campus proper at present occupies twenty acres on the southern fringe of the city. Here are located eight large buildings and a number of smaller ones in which the work of the University is carried on. On the southeast side of the campus is the McAndrew Memorial Stadium.

The University operates an attractive dining room, the University Cafeteria.

The University Farm occupies seventy-two acres south of the campus. Here a regular program of scientific farming is carried on.

Not to be overlooked are the recent extensions of land. The university campus and all its accessions cover over 243 acres at the present time. Plans are under way to acquire the remainder of the property immediately surrounding the present university site.

Veterans' housing projects are being completed on the west campus on Chautauqua Street and at the Illinois Ordnance Plant near Crab Orchard Lake.

Academic Standing

Scholastic standards at the University have been maintained throughout the years. Southern is accredited by the Commission on Colleges and Universities of the North Central Association in Group IV (as a University), the American Association of Teachers Colleges, and the Association of American Colleges.

Women graduates of Southern are eligible for national membership in the American Association of University Women.

History

Southern was founded as Southern Illinois Normal University in the years following the Civil War. 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 school was to be located.

By 1874 a three-story structure was finished, and on July 1 the building was dedicated. Robert Allyn was the first president (1874-92). The 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. As president, Dr. Allyn was followed by John Hull (1892-93), Harvey W. Everest (1893-97), and Daniel B. Parkinson (1897-1913).

Under the administration of Henry W. Shryock (1913-35), Southern Illinois Normal University was accredited by the American Association of Teachers Colleges in 1928, and three years later it was placed on the accredited list of the North Central Association of Colleges and Secondary Schools in Group II, as a degree granting institution.

Under the administration of Roscoe Pulliam (1935-44), a new stadium was built and dedicated. The University acquired additional land and received authorization to expand its functions in the fields of liberal arts and sciences and vocational training with the appropriate degrees.

With the beginning of the summer session of 1944, Southern inaugurated a program of graduate work leading to the Master of Science in Education degree.

Through the war years Southern served its country well. Hundreds of its students went from the campus into the armed forces; and on the home front Southern aided in the nationwide university training program for the Army Air Corps Cadets. In 1943-44, 1,019 cadets were trained by the resident faculty.

In January, 1945, Dr. Chester F. Lay, Professor of Business Administration at the University of Texas, accepted the presidency of Southern. The word *Normal* was deleted from the name of the school July 1, 1947. Under President Lay's leadership, the University looks forward to an even greater usefulness to the people of Southern Illinois.

STUDENT LIFE

Dramatics and Forensics

Little Theater offers interested students opportunities for practical experience in play production under capable faculty direction. In addition to two plays each year, this group is called upon frequently for productions suitable for special occasions. Little Theater sponsors an annual one-act play contest open to all students, with awards given to the winning organization, and medals to the outstanding performers. Plays performed by professional actors are occasionally presented as part of the University's entertainment program.

Tau Delta Rho, campus discussion group, welcomes students who are interested in investigating serious topics and talking them over. Students making significant contributions to campus speech activities may also be eligible for membership in the local chapter of Pi Kappa Delta, national speech fraternity, organized on the local campus in 1942. These two groups offer opportunities for both campus and intercollegiate forensic participation.

Efforts throughout this area on behalf of better speech are also furthered by Egypt's Speech Festival. One section, for high schools, meets in the fall; while the college section meets the winter quarter. Events included are poetry reading, dramatic reading, oratorical declamation, radio newscasting, original oratory, extemporaneous speaking, group discussion, and debate.

Community Concert Series

Each year a portion of the funds received from activity fees is contributed by the University to the budget of the Carbondale Community Concert Association, so that all students are admitted to the excellent series brought annually to Shryock Auditorium by that organization.

In 1946-47 the list of artists included Vronsky and Babin, the Fox Hole Ballet, Walter Primrose, and Igor Gorin.

Campus Musical Activity

Student musical presentations at Southern have risen to a genuinely professional artistic standard. The entire region knows and enjoys the performances of the Orchestra, the Band, the Chorus, and the Madrigal Singers. Concerts given at the University at Christmas time, at Easter, and on other occasions afford opportunity for the students to appear in public and for the community to benefit from the Music Department's work. Any student may have an audition for membership in the Orchestra, the Band, or the Chorus.

A performance of the "Messiah" was given in Shryock Auditorium and at West Frankfort on December 15 and 16 under the auspices of

Southern's Music Department and of the Egyptian Choral Club. Southern's Music Department has recently been authorized to offer courses leading to the Degree of Bachelor of Music.

Radio Programs

A radio studio is located on the campus, and programs originating in it are broadcast by remote control over radio station WJPF, Herrin; WEBQ, Harrisburg; and WCIL, Carbondale. Five 15-minute programs each week are broadcast at 2:15 p. m. over Station WCIL, under the title "The University Hour". These include "Music Is Yours", "Student Newscast", "Campus Chatter", "The Little Theater", and "Southern Comes Calling". Each Wednesday evening at seven a half-hour program, "The Southern Hour", is broadcast over Station WJPF, Herrin. Each Friday "Education Time", a half-hour program planned especially for classroom use in Southern Illinois schools, is presented from 2:30 until 3:00 over both WJPF and WEBQ. These programs are a valuable channel through which parents and friends of University students may learn what these students are doing and the listening public may receive information about the University. There are also entertaining and informative programs of general interest, which extend the University's educational program into the public schools and homes of Southern Illinois, and to nearby states.

These seven programs also constitute fine training for students who are interested in radio announcing, newscasting, dramatics, and script-writing and production. They also bring before the microphone great numbers of students who have no professional interest in radio but who find the experience stimulating and who may later find it helpful in their business and professional careers.

Film Service

For more than a decade the Film Service has been enriching the classroom work at Southern.

Still projectors, silent-movie projectors, and film slides were first used. Later, sound projectors and a small collection of classroom films were added, and each year more films are purchased. At the present time the collection consists of about 210 titles, all of which are among the finest obtainable. Plans have been formulated to increase greatly the size of the Film Library during the next two years.

About 100 of the current films deal with problems of human living—that is, they are useful for the social sciences. About forty relate to the fields of human, plant, and animal biology. About thirty relate to the fields of fine arts, industrial arts, aeronautics, music, physical education, and recreation. Five deal specifically with problems of teaching.

These films have all been written and produced professionally by specialists in their respective fields and are used in connection with classes at various times during the year. They provide authentic factual information in visual form.

In addition to the films owned, the Film Service obtains from sources throughout the country large numbers of other fine films for classroom use.

Athletics

The Department of Physical Education for Men sponsors a full program of intercollegiate competition in football, basketball, track, cross country, and tennis. The department is adding baseball and golf this year. The University is a member of the National Intercollegiate Athletic Conference, the National Intercollegiate Association, and the National Collegiate Athletic Association. The men's basketball team defended its championship at the National Intercollegiate Tournament in Kansas City, Missouri.

An extensive intra-mural program makes it possible for all students to enjoy exercise and recreation through sports.

Student Publications

The student publications are the *Egyptian*, a weekly newspaper; the *Obelisk*, a yearbook; the *Scarab*, annual literary magazine. The editors are student journalists, and staff memberships are open on trial to all students.

Student Social Life and Self-Government

Each year the student body elects members from 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, social functions, student health, and permanent improvements. Through the Council, members of the student body are recommended to serve on some standing committees of the University, thereby integrating student and faculty-administration points of view.

Other student organizations include national and local professional fraternities, religious groups, literary societies, student cooperatives, social fraternities, departmental or special-interest clubs, and honorary organizations. These are listed and described in detail in the handbook issued to each student upon his first enrollment.

Student Religious Life

Students are urged to identify themselves at an early date after entering the University 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 mode of worship.

While Southern Illinois University is a non-sectarian institution, there are two religious foundations maintained by churches especially for students of various denominations. The foundations carry on extensive programs of social and educational activities, including some courses of study for which the University accepts credit toward graduation.

ALUMNI ASSOCIATION

The Alumni Association is the general organization of the alumni of Southern Illinois University. Any graduate or former student is invited to become a member. The *Southern Alumnus* is the quarterly publication of the Association. For information concerning the organization, address Miss Irene V. Brock, Secretary of the Alumni Association, 11 North Line Street, DuQuoin, Illinois, or Dr. Orville Alexander, Director of Alumni Services.

A directory of all alumni was issued in the spring of 1946 and will be reissued in revised form at intervals.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

The women graduating from Southern Illinois University are eligible to membership in the American Association of University Women.

When the Association of Collegiate Alumnae was formed in 1882, its foremost aims were the development of opportunities for higher education for women and the creation and maintenance of higher standards in those institutions admitting women students. As a means toward the realization of these aims, the Association restricted its membership to the alumnae of colleges and universities which met high requirements specified by the Association. These requirements concern not only academic excellence, but the general status of women in the institutions. With the emergence of the A. C. A. into the A. A. U. W., the Association has continued carefully to restrict its membership.

Southern is not only accredited by the association, but also holds corporate membership. For 1946-47 a member of Southern's faculty is President of the Illinois Division.

SOUTHERN ILLINOIS NORMAL UNIVERSITY FOUNDATION

The Teachers College Board has approved the establishment of the Southern Illinois Normal University Foundation, a non-profit corporation affiliated with the University, authorized by law to receive gifts, buy and sell and administer property, and otherwise serve the University.

All gifts to Southern should be conveyed through the Foundation, and any stipulations concerning them should be stated in writing to its directors.

During the past year a significant number of gifts have been received, which will add to both learning and to general culture on the campus. The largest gift of the year is entirely unrestricted, a generous provision which affords desirable flexibility of use through the years to come.

Alumni and other friends of the University, interested in promoting any phase of life at Southern, may wish to communicate with the President of Foundation, General Robert Davis, Carbondale, or with the President of the University.

WHEELER LIBRARY

The main library of the University contains a collection of 48,740 books, 5340 public documents, and 11,430 bound periodicals. The

library receives eleven metropolitan newspapers, and many local, county, and city newspapers of Southern Illinois. The total number of current periodicals received by subscription, gift, and exchange is 800.

Branches of the main library include the Allyn Elementary library and the University High School library, which contain a total of 5590 volumes.

The University library has long been officially designated as one of the libraries to receive publications of the United States government. It has recently been made a depository for the Army Map Service, from which source the library will receive a total of 50,000 maps and related materials.

In addition to the collection of books, periodicals, pamphlets, and maps, the resources of the library are being augmented by phonograph records, microfilms, filmstrips, and musical scores. From time to time various alumni and friends have enriched the library's holdings through gifts of books, periodicals, and pamphlets.

The University library is open on school days from 7:45 a.m. to 10:00 p.m. except on Fridays when it closes at 5:00 p.m.; on Saturdays the library is open from 8:30 a.m. to 4:30 p.m. Special hours are announced for summer terms and holiday periods.

CLINT CLAY TILTON LIBRARY OF LINCOLNIANA AND AMERICANA

A gift to the University from Mr. Clint Clay Tilton of Danville, former newspaper publisher and former president of the Illinois State Historical Society, is the nucleus of a research library which is being developed in the field of history. To the original gift from Mr. Tilton comprising 2,000 volumes are being added by gift and by purchase works in the history of Illinois and regional history. The additions to date bring the total to approximately 2,500 volumes.

This collection is housed in Room 206, Old Main, a room temporarily used for a seminar in history. Its books may be used freely by students, faculty, and the general public; but no books are subject to loan.

Professor E. G. Lentz is Director.

CHILD GUIDANCE CLINIC

The Child Guidance Clinic was established in 1936 for the primary purpose of aiding teacher education. With special aid and guidance given by the Illinois Institute for Juvenile Research, it has continued to expand its services to many communities and schools in Southern Illinois. The Clinic works in close cooperation with the State Department of Public Welfare including the Division for Delinquency Prevention, the State Division for Handicapped Children, the Division of Child Welfare, and the Illinois Children's Home and Aid Society, as well as with the different teacher-educating units of the University, with executives and teachers of the public schools, judges, and with the parents of children who ask for assistance. Its personnel consists of faculty members from several different departments of the University. The staff includes psychologists, clinicians, social workers, medical doctors and nurses, specialists in diagnostic and remedial reading and

mathematics, and experts from two of the divisions of the State Department of Public Welfare.

The objectives of the Child Guidance Clinic are to aid teacher education; to aid the training school units in the study of individual children; to expand the studies of psychology and clinical psychology; to train some of the most capable students for positions as child technicians in public schools; to train students for positions as clinical technicians in state institutions; to examine and diagnose individual clinical cases and to aid teachers and parents in understanding the therapy that may be used; to arrange for traveling clinics to go out into the public schools; and to offer consultative services to public schools, county judges, and various civic organizations in different communities.

This University has the distinction of being the only institution within a rather large area having a Child Guidance Clinic, although there are now more than eight hundred child guidance clinics throughout the United States.

Specific information regarding the Clinic may be secured by writing to Dr. W. A. Thalman, Director.

MUSEUM

A museum was established in the early years of the University. Its collections in the fields of the natural sciences and geology became rather extensive. When increased enrollment required more classroom space, a large part of the museum collections was placed in storage. About twelve years ago a new museum program was launched, and the collection of materials was resumed. Six years ago the collection program was enlarged to include materials in the fields of the social sciences.

The museum now has collections totaling more than 11,000 items in the field of the natural sciences. In the social studies field, more than 4,000 cultural artifacts have been gathered. In addition to these cultural objects, more than 2,200 bound volumes, together with many thousands of old newspapers, magazines, letters, maps, and pictorial items have been secured. The larger part of the documentary materials relates to the area served by the University.

The museum has a school loan collection of more than 3,000 items that are available for use in teaching. No charges beyond transportation have been made for the use of this material.

The Fred Meyers wood carvings in the museum have attracted national attention. A series of twenty miniature dioramas deal with various aspects of pioneer life. A large and varied collection of geological and archeological materials awaits classification and arrangement. The Irvin Peithman collection of Indian artifacts, gathered in southern Illinois and on loan to the museum, is easily the outstanding collection of such materials gathered in the area.

Extensive collections of bird skins, representative of the bird life in the region, are available for study purposes. The museum's collection of mammal skeletons is representative of the smaller mammals of this region.

All the materials in the museum are available for study and observation by members of the faculty, students, and others interested.

SPECIAL SERVICES

Services to Veterans

Services have been arranged to meet the special needs of students who are veterans, to assist them in filing claims, to advise them during training, and to help them obtain employment when the educational program has been completed.

The veteran should go to the Office of the Dean of Men for information concerning his benefits under Federal and State Laws, and to receive necessary directions for securing these benefits, for entering the school, and for consulting persons who will be concerned with his progress thereafter.

Federal Assistance for Veterans of World War II

The G. I. Bill or Servicemen's Readjustment Act, Public Law Number 346. This bill provides for eligible veterans free training generally equal to one year plus the time of military service, provided the total does not exceed four years. It allows all such essential school expenses as tuition, books, and supplies; and in addition a subsistence allowance, if the applicant is without dependents, of \$65 a month, or, if he has dependents, of \$90 a month.

Public Law 16, Rehabilitation for Disabled Veterans. This bill provides up to four years of free training, including all essential school expenses, necessary medical assistance, and a subsistence allowance of \$92 a month, plus \$11.50 for a wife and \$5.75 for each child. The training goal is adapted to the individual veteran, and expert assistance is given in determining his aptitudes.

State Aid for Veterans

The Military Scholarship. Any person who served in the Army, Navy, or Marine Corps of the United States, not including members of the Student Army Training Corps, during World War I or any time between September 16, 1940, and the termination of World War II, 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, will, upon application and proper proof, be awarded a Normal School Scholarship.

Any person who served as above stated, and who at the time of entering upon such service was a student of any State Normal School, and who was honorably discharged from such service, will, upon application and proper proof, be entitled to finish and complete his course of study at such institution without tuition and matriculation charges, but such person shall not be entitled to more than four years of gratuitous instruction, a maximum of \$320.00.

The Governor's Committee for Veterans Rehabilitation and Employment. This Committee will assist any veteran but gives maximum aid to the ex-service man or woman with impaired health or with limited physical abilities. Such a person may receive at State expense vocational training and education, plus health restoration treatments and prosthetic appliances. After proper training, employment assistance is given.

Any further information concerning services to veterans may be obtained from the Dean of Men, Southern Illinois University.

Veterans Administration Guidance Center

Southern has been chosen as the location for the Veterans Administration Guidance Center in Southern Illinois because of its excellent facilities in testing and its convenient location in the thirty-four counties involved. The purpose of the center is to offer vocational guidance to the veteran of this region eligible for training under Public Law 16, and to assist him in planning his vocational rehabilitation. All veterans discharged with a vocational handicap are eligible for this service. All other veterans who are eligible under Public Law 346 may have this service if they so desire. Mr. Ernest R. Wolfe of the Veterans Administration has been placed in charge of the office. The University furnishes four full-time faculty members for the purpose of testing and appraising at the Guidance Center.

University Credit for Military Service

Southern Illinois University is following the policies recommended by the American Council on Education relative to college credit for military experience and for experience in civilian activities related to the war as set forth in the "Guide to the Evaluation of Educational Experiences in the Armed Forces."

Credit not to exceed fifteen quarter hours may be granted to an individual for the basic training course ordinarily consisting of thirteen weeks in the Armed Forces. This credit is to be assigned to physical education, hygiene, military training, or electives. If a student already has credit in these subjects, the amount will be somewhat less.

Upon completion of an extension course given by a recognized college or university, credit will be allowed in the usual manner.

The United States Armed Forces Institute has provided a wide offering of regular college subjects. Subject examinations are given at the close of the courses, and have been standardized for a considerable number of subjects. Credit will be allowed toward graduation on the basis of these examinations as recommended in the above-mentioned guide.

Competence in technical or vocational fields may be demonstrated by examinations, provided the fields correspond to the vocational and technical subjects for which credit is regularly granted on the campus. An individual may take examinations also for credit in a subject field

such as mathematics, physics, mechanics, or a foreign language, and secure appropriate credit.

Credit for military experience may be obtained only by regularly enrolled students or those who have been in attendance before entering the armed services.

The Illinois Veterans Commission

The Illinois Veterans Commission maintains a full-time office at Southern, located in the Men's Lounge. This office assists the veteran with his personal problems and advises him regarding necessary forms, insurance, and subsistence.

University Publications

Publications issued by Southern Illinois University include long-session, summer-session, and Graduate School catalogs; *The Annual Report of the Business Manager*; *Our Museum*; *The Southern Alumnus*, quarterly newspaper published for alumni; a faculty-student directory; as well as occasional special bulletins issued by various departments and branches of the University.

Professional Aptitude Tests

Southern has been designated as an official center for the administration of the Professional Aptitude Tests. These are the pre-admission tests of the Association of Medical Colleges and are required of all students planning to enter the medical profession. Other tests in the series are required for certain schools of Engineering. They are given only once each year. For information consult Dr. Marshall S. Hiskey, Acting Dean of Men.

Student Employment

The *Student Employment Service* (at office of Dean of Men) is conducted to assist students to earn a part of their expenses, although it is impossible to guarantee work to every applicant. 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. Two programs of work are available: state and private.

(a) State employment provides some part-time work in the following projects: clerical and stenographic work; assistance in offices, libraries, laboratories, the museum, and the physical plant department; campus beautification; university farm; research and economic surveys. Previously enrolled students who have proved their ability are usually chosen for these positions.

(b) Private employment is sometimes secured by the students themselves, but requests for student help often come to the campus. These

calls are continuous throughout the year and usually require immediate placement.

Requests for application forms should be made to the Dean of Men. Each applicant is urged to call for an interview and to learn about employment possibilities.

For information as to graduate assistanships, see page 48 or write to the President of the University.

Placement Services

The office of Placement Services is maintained for the benefit of present students, graduates, and other former students of the University who desire to find teaching positions or positions in professional and industrial fields. It also exists for the purpose of serving this area of the State in any way possible, including public school systems which have teacher vacancies, as well as other employers.

The facilities of the office of Placement Services are entirely free to candidates seeking positions, as well as to employing groups. Those seeking positions must furnish certain information which is needed to prepare a complete set of standard credentials. These credentials are sent to prospective employers at the request of the candidate or at the request of the employing agency.

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

Inquiries should be addressed to Raymond H. Dey, Director of Placement Services.

University Health Service

Special attention is given to the health of the students. The Health Service includes at present two physicians with broad training and experience. They are assisted by six registered graduate nurses who aid in caring for cases of illness in the school and in helping to carry out such quarantine measures as are necessary.

All possible precautions are taken to prevent illness, and every provision is made for the comfort of the sick. The physicians have offices in the school, keeping office hours during which any student may have the benefit of diagnosis and advice on any medical point. Instruction is given about the care of health and methods of treating cases of simple illness. A limited amount of hospitalization and medical care is provided for all resident students.

Every effort is made to guard against communicable diseases; and when a student is found to have such a disease, he is promptly excluded from school, in accordance with the requirements of the State Department of Public Health.

A thorough physical examination is given every student who registers in the University. This is a required part of the school work. A complete health record is kept for each student. The record includes the health history, the results of physical examination, and information concerning the student's health during his residence at the University.

Awards, Benefits and Loans

State scholarships are awarded each year through the Office of the State Superintendent of Public Instruction. Graduates of recognized high schools who are in the highest quarter of their graduating classes are certified by their principals or county superintendents to the Superintendent of Public Instruction, who may award scholarships to the highest ranking graduates who signify their intentions to prepare to teach. Each of these scholarships is valued up to \$80 annually, or \$320 for four years, and is acceptable at any Illinois Normal University or Teachers College. This covers the student's tuition, activity and other fees, but does not include laboratory, supplies, and materials fees. Holders of these scholarships must apply for admission to the College of Education not later than August 15 of the year in which the scholarship is awarded.

The *Illinois Educational Benefit Act* provides academic fees, board, room, book rental, and supplies for children in the State of Illinois of veterans of World War I or II who were killed in action after December 1, 1941, or who died from other causes in World War I or World War II. The maximum allowance is \$150 a year. Orphans of Soldiers, Sailors, and Marines who are not less than sixteen or more than twenty-two years of age are eligible to receive these benefits. Applications should be made to Mr. Frank G. Thompson, Director of the Department of Registration and Education, Springfield, Illinois.

For information as to Military Scholarships and rehabilitation, see "Special Services," page 35.

Vocational Rehabilitation—Under the State Board for Vocational Education is a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been impaired. This includes those with physical handicaps of various kinds. Approved students receive all registration and tuition fees, book rental, and school supplies for nine months a year.

Persons who wish to consult with a representative are welcome to call at the Carbondale Field Office located at 205½ East Main Street. Students from other parts of the State now receiving training through the State of Illinois Division of Vocational Rehabilitation may consult with the local Field Agent by appointment. Phone, Carbondale 324. The services of this office are also available to returning service men and women.

The University Loan Fund. A maximum loan of \$35 is available to any student who has established a satisfactory record for at least one term. This fund is controlled by the Business Manager, the Dean of Women, and the Dean of Men.

A *Loan Fund* has been created by the *Carbondale Rotary Club* for the benefit of Southern Illinois University senior students who may be in urgent need of money for the completion of their university course. Loans are available in units of \$50 a term and repayable without interest within five months after the applicant has secured gainful

occupation. Selection of applicants is based upon financial need, character, scholastic standing, and qualities of leadership.

The Fourth Object Scholarship Fund of District 149 *Rotary International* provides scholarships at Southern Illinois University for students from Latin America. The purpose of the fund is to promote international understanding and friendship in harmony with the Fourth Object of Rotary International. Those eligible for benefits from the fund are students who have been graduated from acceptable normal schools in Latin-America, who desire advanced study in any phase of education, and who are scholastically acceptable to Southern Illinois University, and approved by the Fund's Administrative Committee.

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. The recipient need not be a senior, but must signify his intention to secure employment not later than the September following the date of the loan. Application should be made to Dr. J. W. Neckers of the Chemistry Department.

The Charles Neely Scholarship Award. The local chapter of the American Association of University Professors awards annually a prize of \$25 to a member of the junior class who has a high scholastic average.

The Illinois Beta Association of *Phi Beta Kappa* will offer an annual prize of ten dollars to the senior graduating with the highest scholastic standing from the College of Liberal Arts and Sciences.

The Betty Rhodes Memorial Scholarship. The Alpha Delta Chapter of Delta Sigma Epsilon sorority and its alumnae established the Betty Rhodes Memorial Scholarship of \$30 in the fall of 1937. It is awarded annually to a sophomore non-sorority girl having qualities of personality, leadership, and high scholastic standing.

The Elizabeth Martin Gift. The American Association of University Women has a loan fund of \$600, of which \$100 is called the Elizabeth Martin Gift to the A. A. U. W. Loan Fund. This money may be borrowed without interest the first year and after that at three per cent. Upperclassmen and graduate students have preference. Application should be made to Miss Minnette Barber of the English Department.

The Janice Neckers Memorial Scholarship. The Alpha Mu chapter of the Sigma Sigma Sigma sorority established the Janice Neckers Memorial Scholarship of \$30 in the spring of 1947. It is to be awarded annually to a third-term, non-sorority girl who ranks in scholarship among the first ten of her class. The selection is to be based on character, personality, morals, and need. The sorority will make the final choice from among three girls recommended by the Scholarship Committee of the University.

The June Vick Memorial Fund. Chapter 878 of Beta Sigma Phi Sorority has established the June Vick Memorial Fund open to junior

and senior girls to the extent of tuition for three to six months. The applicant must not be a member of a sorority. The legal note, which covers tuition only, is to be repaid beginning six months after the student secures a position. If it is not repaid within one year, interest will be added at 4%. Application should be made through the Office of the Dean of Women.

Parent-Teachers Scholarship Fund. The Illinois Congress of Parents and Teachers has provided a fund of \$200 to be known as the Congress Scholarship Fund and to be awarded to a sophomore, junior, or senior on the basis of scholastic standing, character, and financial need. A condition of the award is that the recipient must come from a high school which maintains an active Parent-Teachers Association recognized by the Congress. Application for this scholarship should be made to the Dean of Women or the Dean of Men.

Student Health Loan Fund. Through the generosity of a local physician, a loan fund has been established from which an emergency loan may be secured for the payment of emergency medical or surgical bills. Applicants should apply personally to the Student Health Service.

Housing of Students

Students of the University are housed in the women's dormitory, Anthony Hall, in private homes in Carbondale, and in organized houses. All unmarried undergraduate students not residing with their parents, guardians, or relatives are required to live in places approved by the University. Exceptions to this rule can be made only by the Housing Chairman with the approval of the Dean of Men and Dean of Women.

Anthony Hall

Anthony Hall, the women's building, was opened in 1913. Every possible provision has been made for the comfort, safety, and well-being of the residents. The hall has been newly redecorated and refurnished.

The residence hall will accommodate 120 women. Each room is provided with hot and cold water. All linens are furnished, but the student may supply her own curtains and spreads, and one pair of double blankets. A fully equipped infirmary is located on the first floor.

A charge of \$8 a week is made for room and board at Anthony Hall. The University reserves the right to change to a higher rate if it becomes necessary. A student whose application is accepted must pay a reservation fee of \$5 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, Miss Minnette Barber.

Other Student Homes

Listing of approved rooms for both men and women and of apartments for married couples is centralized in the Dean of Women's Office under the supervision of the Housing Chairman, Mrs. Mabel Pulliam.

All requests for information concerning living accommodations should be addressed to her.

Renting rooms by mail is unsatisfactory; students are urged to make a personal inspection before engaging rooms.

Houses accommodating students are subject to inspection at any time during the school year and may be removed from the approved list by action of the Housing Committee. A set of regulations designed to protect the interests of both householders and students alike is furnished to each householder, and a copy should be secured by each student from one of the offices of the Personnel Deans. The Deans and the Housing Chairman keep in touch with the householders of all rooming places and cooperate with them. Many serious complications will be avoided if all students will consult the Housing Chairman before engaging rooms.

The majority of students living in the private homes of Carbondale pay, on an average, a room rental of \$2.50 to \$3.00 a week with two students in a room.

Meals may be secured in several boarding houses, in private homes near the campus, and in the University-owned cafeteria. The cost of meals varies from \$6.00 to \$9.00 or more a week. Because of economic conditions and changes in food prices, these figures are only approximate estimates of costs.

In addition to the supply of rooms in the homes of Carbondale citizens, room and board for some of Southern's students is provided by a number of organized houses. These include five fraternities, three sororities, seven girls' houses and two boys' cooperative houses.

All persons accepted as students at the Southern Illinois University are subject to the house rules and social rules approved by the University's Student Life Committee, and to all other University regulations.

Apartments

Every effort is made to help married couples secure living accommodations. One hundred five housing units have been constructed on the campus and are available to married veterans only. Sixty-eight (and probably 38 more) units at the Crab Orchard Plant, ten miles away, are in the process of construction.

REGULATIONS AND STANDARDS

Admission to the University

Graduates of any recognized four year high school or academy with fifteen units of secondary work may be admitted to any curriculum of any college. The recognized schools of Illinois are listed in the School Directory, published annually by the Office of the Superintendent of Public Instruction. Persons under twenty-one years of age may not be admitted to the University without high school graduation.

Veterans with incomplete high school records and other persons over twenty-one years of age may complete admission requirements by means of the General Education Development Tests administered by the University.

A complete transcript of record and a statement of good standing is required of any person who has attended another college or university before he may be admitted to Southern Illinois University. He is not eligible for admission if he has an average below "C". The transcript will be evaluated and a statement of advanced standing will be given before registration in case the student is from a college which is a member of a recognized accrediting agency.

Official credentials should be sent to the Registrar directly from each institution previously attended. Students are admitted at the beginning of each quarter and the summer session.

For admission to the Graduate School, see "General Rules Governing Graduate Study," page 49.

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

Fees

Schedule of fees for a term of three months:

Tuition	\$10.00
Student activity fee.....	5.00 plus Federal admissions taxes
Book rental fee.....	2.50

Total 17.50 plus Federal admissions taxes

Juniors and seniors in the College of Liberal Arts and Sciences and the College of Vocations and Professions pay a tuition fee of \$20.00 instead of \$10.00. A student who takes his degree in one of these colleges must have registered there the last two years or pay back tuition.

Graduate student fees include the tuition fee of \$10.00, the student activity fee of \$5.00 plus Federal admissions taxes, and a matriculation fee of \$5.00 for new students.

Students holding valid state scholarships and military scholarships are exempt from the above fees.

The general activity charge includes the fee for limited hospitalization, entertainment, athletics, *The Obelisk*, *The Egyptian*, and such other activities as may be provided.

A fee of \$2.00 per quarter hour is charged for extension and part-time students, but none of the activity benefits are included. There is a 75¢ book rental fee if books or University supplies are used in the course.

Additional special fees include the following:

Late registration fee.....	\$ 1.00
Fee for credit by examination (per quarter hour).....	1.00
Chemistry laboratory breakage deposit.....	1.00
Botany 101 laboratory breakage deposit.....	2.00
Private music courses, 1 lesson a week.....	12.00
Completion of incomplete course.....	1.00
Graduation, Bachelor's degree.....	5.00
Graduation, Master's degree.....	10.00

Other charges a student may incur are for library fines, breakage, failure to report for physical examination, etc. The first transcript of the University record is furnished free, provided the student has fulfilled all his financial obligations to the University. There is a charge of \$1.00 for each additional transcript.

Students withdrawing from the University within ten days after the beginning of the term may secure a full refund of fees. In order to receive this refund, a student must make application to the Bursar's Office within ten days following the last day of the regular university registration period. No refunds are made after that time.

Schedule of Periods

Each class period is fifty minutes in length beginning on the hour. The first classes are at eight o'clock. Ten minutes are allowed between periods.

No classes are scheduled to meet Thursday afternoon at three o'clock, which is reserved for meetings of the faculty, the Council Advisory to the President, committees, and other faculty and student groups.

Grading System

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, completed all work including final examination but failed.....	1 grade point

W, Course not completed. This is to be followed by a letter indicating the student's grade at the time of withdrawal. The number of weeks attended is indicated by number1-5 grade points

Any change of grade, such as completing a W, 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 completion of a course marked W, unless the student presents a certificate from the University physician. A complete record of all changes in grades appears on the official transcript. Students who for some reason must miss a final examination may not take the examination before the one regularly scheduled for the class. In this case, a W is recorded by the instructor, and the final examination may be taken at a later date, within one year.

Scholarship

The normal load for a student is sixteen quarter hours with a maximum of eighteen hours. A student with a 4.25 average the preceding term may take up to twenty hours. In no case may a student carry, or be credited with, more than twenty-one hours for any term. A student on probation should not take more than fourteen hours.

Before a student may be graduated he must have a 3.0 (C) average. Any student whose grade point average falls below 3.0 in any term is automatically placed on probation. He must attain a 3.0 average the succeeding term in order to continue his eligibility for registration. He will remain on probation until he raises his over-all average to at least 3.0. If he fails to maintain a 3.0 average in any term while his over-all average is below 3.0, or while he is still on probation, he will be dropped for poor scholarship.

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 his case to the Scholarship Committee for consideration.

Students are required to remove deficiencies, as shown by the freshman tests, before the end of the sophomore year. The deficiency may be removed by passing a university credit course, by taking a remedial course, or by passing another freshman test or a special test given by the testing bureau.

Any student who has attended another college or university and has an average below "C" is not eligible for admission to Southern Illinois University, except that if he has permission to return to the university previously attended he may be considered for admission by the Registrar.

Unusual cases are referred to the proper personnel dean for testing and advisement, and to the Registration Committee.

Honors

In recognition of high scholarship, an Honors Day Convocation is held each spring. Candidates for the Bachelor's 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 University by the beginning of the junior year and have maintained the 4.25 average.

A number of students in the junior class in the College of Education are elected each year to Kappa Delta Pi, National Honor Society in Education.

For information concerning Honors courses open to high-ranking students, see page 66.

Graduating seniors are recognized at Commencement on the graduation program, and their 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

Degrees

Southern Illinois University offers one graduate degree, the Master of Science in Education. In addition to this are four undergraduate degrees.

The College of Education grants the degree of Bachelor of Science in Education.

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts. A student may have the Bachelor of Science degree instead, on application to and approval by the Dean of the College and the Graduation Committee.

The College of Vocations and Professions grants the degree of Bachelor of Science and the degree of Bachelor of Music. A student may be granted the Bachelor of Arts degree on application to and approval by the Dean of the College and the Graduation Committee, provided he has fulfilled the general education and major requirements of the College of Liberal Arts and Sciences (see page 61).

A student requesting a second bachelor's degree must complete forty-five hours in addition to the hours required for his first degree and must fulfill the requirements for the second degree.

Every candidate for a degree should file written application with the Registrar not less than three months before the date on which the degree is to be granted.

Students must attend Commencement exercises to receive their diplomas, unless they are granted permission to be graduated *in absentia*.

Requirements for the Bachelor's Degree in All Colleges

Each candidate for the degree must complete 192 quarter hours credit in approved courses. *At least 64 must be in senior college courses, of which 48 must be earned in residence.* Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject.

The following list of requirements should be met by degree candidates of all colleges within the first two years of attendance:

Social Studies—20 quarter hours (work in 4 departments required)

Economics, 5 hours

Geography, 5 hours

Government, 5 hours

History, 5 hours

Sociology, 5 hours

Humanities—18 quarter hours

English 101, 102, 103—9 hours

English 205, 209, 211, 212—6 hours from this group.

Art 120 or Music 100—3 hours

Note: The student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years (see pages 53 and 61).

Biological Sciences—9 quarter hours

Physiology and Health Education 202—4 hours

Botany 101, 202, or Zoology 101, 105—5 hours from this group

Mathematics and Physical Sciences—12 quarter hours

Chemistry, Mathematics, Physics (the 12 hours to be selected from two departments)

Practical Arts and Crafts—3 quarter hours

Agriculture, Business, Home Economics, Industrial Education (not required if the student has had any of this work in high school)

Physical Education—6 quarter hours

Students may be excused from any of the above requirements by passing attainment tests. In some cases more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

Note: Students will, before the end of the sophomore year, be required to remove deficiencies as shown on the freshman entrance tests. Such deficiencies may be removed by passing a university credit course, by passing a remedial course, or by passing a test given by the testing bureau.

THE GRADUATE SCHOOL

Under its new University status, the Graduate School of Southern Illinois University is one of the four separate and distinct schools on the campus. Approximately 200 graduate students have been enrolled within the past three years, with an average enrollment of fifty during the regular terms and over one hundred in the past summer session.

About half the graduate courses are scheduled evenings or on Saturdays, and it is therefore possible for a graduate student either to enroll in full-time graduate work or to enroll part-time in addition to his regular employment. The increasing emphasis upon advanced degrees in both elementary and secondary schools, together with the fact that a majority of Illinois high school teachers have the master's or doctor's degrees, should induce many others to take advantage of the opportunities for graduate work at Southern.

In setting up the graduate program, Southern has been careful to maintain high standards, both as to faculty preparation and as to quality of graduate work required. Only faculty members with an earned doctor's degree are permitted to teach on the graduate staff. This, together with the minimum average grade of 4.0 required in graduate courses, serves as an assurance to graduate students that their advanced degree at Southern is one of high quality.

The degree Master of Science in Education is obtainable in three general fields: in educational administration, in elementary education, and in secondary and college education. A graduate student wishing to take a master's degree in secondary and college education may elect an academic major in one of the following teaching fields: English, Foreign Languages, Mathematics, Biological Sciences, Physical Sciences, Commerce and Business Administration, and Social Sciences. In addition, a minimum of 16 hours of graduate work must be taken in the field of Education.

For more detailed information concerning graduate work, write to the Registrar or to Dr. W. G. Swartz, Chairman of the Graduate Studies Committee.

Graduate Assistantships and Scholarships

Since 1945 a number of graduate assistantships have been made available to graduate students of exceptional scholarship and promise of success. The assistantships permit the graduate student to take half-time or three-quarters-time class work, depending upon the amount of the stipend and the work load expected. Half-time assistantships carry a stipend of approximately \$675 and one-quarter-time assistantships \$450 for the academic year.

Graduate assistants are assigned to special research activities; teaching, or activities related to teaching and administration.

Any student interested in applying for a graduate assistantship should get in touch with the chairman of his major department or with Dr. Swartz.

General Rules Governing Graduate Study at Southern Illinois University

It should be noted that these rules are subject to further study and change, since the development of Southern's graduate program is in process.

Admission. Graduates of Southern Illinois University and graduates of other educational institutions maintaining standards equal to those of this institution are eligible for admission to the Graduate School.

To be eligible for admission to the Graduate School, a graduate student must have a 3.0 (C) undergraduate average. Admission to the Graduate School is not equivalent to admission to candidacy for the degree of Master of Science in Education. Graduates of colleges or universities which are not fully accredited, or students with unsatisfactory undergraduate scholarship, may be given conditional admission to the Graduate School, to be unconditionally accepted as soon as there is proof of ability to carry graduate work on the required level.

Transcript. Graduates of other educational institutions must present an official transcript of high school and college or university courses previously taken. This transcript should be filed with the Chairman of the Graduate Studies Committee at least one month before matriculation.

Application. Written application for admission to the Graduate School should be made to the Chairman of the Graduate Studies Committee on blanks secured at his office or from the Registrar.

Tuition and Fees. Tuition and fees for graduate students are the same as for the undergraduate students in the College of Education, with the following exceptions: matriculation fee, \$5 (for other than graduates of Southern Illinois University); graduation fee, \$10. The graduate student must purchase any textbooks used in graduate courses.

Part-Time Enrollment. Opportunity is given to those admitted to the Graduate School who are within easy reach of the University to enroll in graduate classes held on the campus late afternoon or on Saturday. However, at least half of a student's graduate credit must be earned in full-time residence work. It is also possible for graduate students to take as much as 8 quarter hours credit in approved graduate extension courses.

Additional Requirements. A student desiring to do work for which he does not have the proper foundation may be required first to complete the necessary undergraduate work.

Transfer of Credit. A maximum of 16 quarter hours of acceptable graduate credit earned in another institution may be applied toward a master's degree. The transfer of credit from another institution is subject to the approval of the Graduate Studies Committee after consultation with representatives of the department or departments concerned.

The Graduate Studies Committee may recommend specialized work to be done in another institution.

Seniors. A senior who is in the last quarter of his undergraduate study, who has completed his residence requirement for the bachelor's degree, and whose schedule is not completely filled with undergraduate courses, may be permitted to register for graduate courses upon approval of the Graduate Studies Committee at the time of enrollment.

Advisory Committees. The Graduate Studies Committee will appoint an advisory committee for each graduate student upon his matriculation in the Graduate School. Each graduate student may indicate his preference of persons to serve on his advisory committee, but the Graduate Studies Committee's judgment will prevail. On the advisory committee will be representatives of the student's major and minor fields, including at least one member of the Graduate staff in the College of Education.

Requirements for the Degree of Master of Science In Education

Residence. Candidates for the degree are required to spend at least two quarters in residence.

Course Requirements. Forty-eight quarter hours of graduate credit are required for the master's degree. At least 24 hours of this must be in courses for graduates only. At least half of the graduate work leading to the master's degree must be done in full-time residence work.

A grade average of B (4.0) is required for the degree. Not more than four hours of "C" will be given graduate credit, and no grade below "B" will count toward a major.

Graduate students who do not complete the course requirements within the time limits of a term may be given a grade of "deferred", which must be removed within eight weeks or it will be automatically recorded as incomplete on the student's permanent record.

Courses on the 400 level are open to seniors and graduate students. Those numbered 500 and above are for graduate students.

Dissertation or Thesis. No formal thesis of the traditional type will be required; however, each candidate for the master's degree will be required to present evidence of ability to do research of satisfactory quality and to submit it in a form to be filed for future reference.

A maximum of 4 quarter hours credit may be given for a special research project which is not prepared as part of a regular course requirement.

Admission to Candidacy. When a graduate student has completed approximately half his required credit, he should arrange with his advisory committee to take a comprehensive examination covering all his work in the graduate field. This examination is ordinarily written but may also include an oral examination. Upon successfully passing this preliminary comprehensive examination, the graduate student may be advanced to candidacy, which means that he is judged worthy of continuing in the Graduate School.

Application for the Degree. Each candidate for the master's degree must file written application for the degree with the Registrar not later than one month before the date for granting the degree.

Final Examination. Each candidate must pass a final examination covering all work he has completed. Special emphasis will be given to individual studies and research projects. The preliminary and final examinations together must include both oral and written examination.

The War Veteran and the Graduate School

Veterans of World War II have been returning to school in large numbers. Those who are interested in the Graduate School will find an agency set up and ready to serve at Southern. Requests for information should be addressed to

Dr. Marshall S. Hiskey
Acting Dean of Men
Southern Illinois University
Carbondale, Illinois

Federal and State provisions for veteran training and education apply to any academic level, and so include the graduate school. Under the "G.I. Bill" as provided for by the federal government under Public Law 346, a veteran in good health generally is allowed a free educational period of one year, plus the equivalent of his time in service, provided that the total time does not exceed four years. Under Public Law 16, the federal government grants free training to disabled veterans up to a maximum of four years. Free training includes all essential school expenses plus a subsistence allowance. The Military Scholarship is available to veterans who were residents of the State of Illinois at the time of their entry into the Armed Forces. This covers the tuition and fees but does not include a subsistence allowance. The Military Scholarship is good for four years of training.

Housing and Meals

The University is glad to assist entering graduate students to secure satisfactory living accommodations. For information about rooms and apartments requests should be addressed to Mrs. Mabel Pulliam, Chairman, the Committee on Housing. For those who may not wish to set up housekeeping, the University Cafeteria provides excellent meals.

THE THREE COLLEGES OF THE UNIVERSITY

In 1943 the General Assembly passed the following act (chapter 122, section 421 of the *Revised Statutes of Illinois, 1945*) :

The objects of the Southern Illinois Normal University shall be to qualify teachers for the schools of the state in all branches of study which pertain to a common school education; to offer such courses of instruction as shall best serve to provide liberal and vocational education customarily offered at the college level; and to offer such other courses as the college determines; provided no professional courses culminating in degrees in law, medicine, dentistry, pharmacy, engineering, or agriculture may be offered by such university.

In accordance with this legislation, the undergraduate offering of Southern Illinois University has been organized into three colleges, the College of Education, the College of Liberal Arts and Sciences, and the College of Vocations and Professions. Information relating to the separate colleges will be found in the pages immediately following.

COLLEGE OF EDUCATION

The College of Education is for men and women who are already members of the teaching profession and for young people who intend to enter the field of teaching or of educational administration, or some related field. Its aim is to provide a fully-rounded program of pre-service and in-service instruction and study. Its undergraduate and graduate curricula are intended to prepare students for teaching in the rural and elementary fields, high school, and college, and for positions as school administrators, supervisors, and supervising teachers. Opportunity for in-service growth is provided on a graduate or an undergraduate basis and also on a credit or a non-credit basis.

The program of academic and professional study, including student teaching, is built upon a fundamental belief in the highest standards for preparing teachers who will have adequate knowledge of their respective special fields, who will understand professional theory and how to apply it, and who will have attained a degree of skill such as to enable them to enter and serve successfully in the profession.

The courses of study in the College of Education lead to the degree of Bachelor of Science in Education. All students preparing to teach, irrespective of the departments in which they are majoring, must be enrolled in the College of Education.

Requirements

General Requirements. All students in the College of Education are required to take "American History and Government" (in this University this means History 201 or 202 and Government 101 or 300. Effective September 15, 1947, no general foreign language requirement applies to the College of Education. In certain departments, however, foreign language is required of majors in secondary education.

Requirements for Secondary Teaching. Students preparing to teach in the secondary school should offer for graduation a major of either 36 or 48 quarter hours in some academic department or field. With a 36-hour major, students are expected to complete two minors of at least 24 hours each in other academic departments. Only one minor is required in the case of a 48-hour major. In the latter case "field minors" are not recognized and the major and minor must be in separate fields of study.

The College of Education recognizes a major in any department which offers as much as 36 hours of work. A student may take his major as a "field major" in biological sciences or social studies. "Field minors" also are accepted, in the biological sciences, the social studies, and Latin-American relations. The following is an example of a field major:

Social Studies Field Major in the College of Education

The major consists of 72 quarter hours in the social studies, to be divided as follows: 12 hours in European or Oriental History; 12 in American History; and 12 hours each in Economics, Geography, Government, and Sociology.

Required courses, 45 quarter hours:

Economics 205 and 355

Geography 100 and 324

Government 101 and 300

History 201 or 202 and 211 or 212

Sociology 101 and 202

Electives, to a total of 27 hours, to be chosen from:

Economics 206, 310, 317, 370

Geography 210, 314, 315, 319, 345

Government, any courses

History, any courses, providing some are in American and some in European

Sociology 310, 355

The major is to be supplemented with a minor in some subject outside the field of the social studies.

In addition to the major and minors, students preparing for high school teaching should take the following:

Education 206, 310, 315, 331, and either 345, 305, or 306—20 hours.

Student teaching—12 hours, of which at least four hours should be in the student's major and at least eight hours on the high school level.

English 390 (Advanced Rhetoric) or Speech—3 or 4 hours

Elementary Education Requirements. Students preparing to teach in elementary schools are not expected to major in an academic department. They major in elementary education, with 32 quarter hours in education selected from the courses listed below. In addition to the major, students complete field minors of 24 quarter hours each in social studies, language arts, and natural science.

Students interested in elementary teaching should consult with elementary education counselors. In some cases, by arranging courses carefully, it is possible to major in elementary education and at the same time to complete an academic major.

Students preparing for elementary teaching take the following:

Art and Music—15 hours (in addition to the 3 hours required of all students)

Education 206, 311, 331, 355, and either 305, 306, or 340; plus others to a total of 32 hours.

Mathematics—8 hours

Physical Education, materials and methods—3 hours

Student Teaching—12 hours (8 on the elementary level)

Minors of 24 hours in language arts, social science, and natural science areas.

STUDENT TEACHING AND OBSERVATION

Supervised student teaching is conducted at Southern in the Campus Schools and in cooperating public schools both in and near Carbondale. Opportunities are provided for student teachers to observe, participate and teach in actual schoolroom situations under the guidance of competent instructors.

The College of Education requires twelve hours of student teaching for the degree of Bachelor of Science in Education. Usually, eight hours are assigned in the student's major field and the remaining hours in a minor.

Applications for student teaching must be made one term prior to the term in which student teaching is desired. For instance, all students who expect to teach during the spring quarter should fill in application forms by the beginning of the winter quarter. Application blanks may be secured in the Office of the Dean, College of Education.

Rules regarding student teaching are as follows:

1. All students making application for student teaching must be working toward the Bachelor of Science in Education degree in the College of Education. (Exceptions are made only by the Dean of the College of Education).
2. A student must have a total of 128 quarter hours credit with a 3.0 average or better.
3. A student must have at least sixteen quarter hours in the subject to be taught.
4. A student must have at least twelve hours of credit in education courses.

Note: No university credit is allowed for past experience in teaching.

Campus Laboratory Schools

The Campus Laboratory Schools offer work from the nursery school through the senior high school. They include the kindergarten-nursery school, a six year elementary school (Allyn), and a six year high school (University High).

The Campus Laboratory Schools carry out the following important functions:

1. Providing a superior educational opportunity for the boys and girls enrolled.
2. Illustrating to prospective teachers, through demonstration teaching, a skillful application of educational principles.
3. Offering of facilities for apprentice teaching.
4. Exemplifying to the public schools of Southern Illinois that which is best in school organization, curriculum, equipment, and methods of instruction.

University High School

The University High School includes grades seven through twelve. The six year high school has come to be recognized as a better type of organization for the smaller school, and is, therefore, well adapted to the needs of Southern Illinois.

The University High School has a staff of experienced teachers with fine professional preparation. Certain areas of the curriculum are being gradually adjusted and revised in terms of the preparation of adolescents for effective participation in our democratic society. In addition to a fairly large number of subject matter offerings, the high school has a well-rounded program of extra-class activities, which include band, chorus, dramatics, athletics (inter-scholastic and intra-mural), debating, Future Farmers of America, Girls' Athletic Association, assembly, a student council, a weekly newspaper, a yearbook, a library council, a variety of clubs, and a home room organization for the entire school. The home room teachers throughout the school year provide personal, educational, and vocational guidance for all students.

For the high school, an activity fee of \$8 a semester is charged. This fee entitles the student to the following: textbooks, use of the college library, a subscription to a current affairs weekly newspaper, admission to high school and university athletic contests, and university entertainment numbers presented in the evening (other than the community concerts).

The requirements for high school graduation are 16 year-credits, including three of social studies, three of English, two of physical and biological sciences or mathematics, and one in physical education.

Allyn Elementary School

Student teaching from the nursery school through the sixth grade may be taken in the Allyn Elementary School. In each grade there is a well-trained supervising teacher. Special activities, such as music and art, are supervised by teachers from the regular University departments. Student teachers serve a full half-day and receive eight quarter hours credit for a twelve weeks' term.

Student teachers are gradually introduced to various activities which include supervising study, planning for individual differences, carrying out testing programs and planning and directing extra-class activities.

Fees for grades one to six are \$4 each term, or \$12 a year. For the nursery school and kindergarten, the fees are \$10 a term.

Brush Elementary School

The Brush School is located in the best residential section of the city and is a little over a half-mile from the University campus. The school includes grades one to six in twelve rooms, several of which are devoted to student teaching, with regular supervising teachers in charge.

Student teachers spend half of each day at Brush and receive eight quarter hours credit. They plan and work under the guidance of supervising teachers. Directed observation is carried on each week during the entire term. Weekly teachers' meetings are held throughout the term, which afford an opportunity for discussing the work of the school and for the presentation and discussion of subjects of general interest.

Student Teaching in Public High Schools

Below are listed three schools in which students may gain experience with problems of secondary education. Each is housed in a modern, well-equipped building and has a faculty of well-qualified teachers. In general, these schools are typical of the high schools of Southern Illinois. Students spend half of each day in the school and receive eight quarter hours credit for the term.

Carterville High School

The Carterville Community High School, located some ten miles east of the campus, provides additional opportunities for student teaching on the secondary level.

Carbondale Community High School

Student teaching opportunities, in a limited number of fields, are provided at the Carbondale Community High School located in the northwest part of the city approximately one mile from the University campus.

Attucks School

Opportunities for student teaching in all fields on both the elementary and secondary level, are provided at the Attucks School for Negroes, located in the east part of Carbondale approximately one mile from the campus.

Cooperating Schools for Home Economics Students

Students who are preparing to teach Smith-Hughes Home Economics are assigned to public high schools in Southern Illinois. At the present time, they are doing supervised teaching in the Metropolis Community High School and the Dupon Community High School.

Rural Training Schools

Rural student teaching is carried on in two affiliated schools under the supervision of the Director of Rural Education and supervising teachers in each school. The following Jackson County Schools will be included for the year 1947-48: Buckles, District No. 98, and Buncombe, District No. 139. Rural student teaching affords varied and extensive contacts with the important aspects of rural school teaching.

Student teachers spend half of each day in a rural school and receive eight quarter hours credit for the term. Transportation to the Rural Schools is furnished by the University without cost to the student.

Internship

During the past few years, outstanding seniors have had an opportunity to serve as interns in cooperating schools throughout Southern Illinois. Not more than one or two students are assigned to any school system. The student receives his principal supervision from one teacher, but the off-campus principals and superintendents, and supervisors from the campus departments, provide further supervision.

Consultative Service on School District Reorganization

As a part of the field service of the College of Education, selected members of its faculty are carrying on studies of possible school district reorganization and are assisting the various county survey committees under the current State legislative projects and county superintendents in the details of their work.

Inquiries regarding the availability of these consultative services should be addressed to the Dean of the College of Education.

OPPORTUNITIES AHEAD IN THE TEACHING PROFESSION

Young people preparing for teaching can look forward to more and better opportunities in the profession as a result of favorable school legislation enacted by the 1945 session of the General Assembly and also because of proposed legislation now under discussion by the present General Assembly.

Perhaps the most promising legislation is that providing for school district reorganization in Illinois. As a result of this legislation, ninety-three counties voted to make school surveys and are now making thoroughgoing studies of existing school districts looking toward larger administrative units having more students in attendance and greater financial resources in each. Final recommendations for adjusting district boundary lines are to be made by the various survey committees and voted upon by the people not later than 1948. There is reason to believe that Illinois will therefore see much school reorganization during the next few years. With this, many excellent teaching and school administrative positions are expected to become available for graduates of such institutions as Southern Illinois University.

Teachers can also look forward to better salaries. School reorganization will tend to set high salary standards because schools will be able to pay more for competent personnel. At the 1945 session of the General Assembly a "floor" of \$1200 per year was placed under teachers' salaries, and there is much evidence that the present session will guarantee a much more substantial legal minimum.

Certification

The present certification law became effective July 1, 1943. It revises upward some of the former requirements. No one shall be certified to teach in the common schools of this State who is not of good character, who is not of good health, who is not at least twenty years of age, and who is not a citizen of the United States. The following limited certificates will be issued:

First. A limited elementary school certificate shall be valid for four years for teaching in the lower nine grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours and with a minimum of sixteen semester hours in education, including five semester hours in

student teaching under competent and close supervision. The academic and professional courses offered as a basis of the limited elementary school certificate shall be in elementary training courses approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Second. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first, second, and third grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixty semester hours of work in a recognized kindergarten-primary training school and with a minimum of sixteen semester hours in education, including five semester hours in student teaching under competent and close supervision. It shall be renewable in 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 the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The extent of training shall vary according to the subject and the minimum amount of training shall be determined by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

These three certificates shall also be issued upon a successful examination to applicants who have completed sixty semester hours of work in training courses in a recognized higher institution of learning including ten semester hours in education, five semester hours of which shall be in student teaching. The examination shall include such subjects as may be prescribed by the State Examining Board.

Fourth. A limited vocational certificate shall be valid for four years for teaching the vocational subject or subjects named in the certificate in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have met the requirements of the State Examining Board.

Fifth. A limited high school certificate shall be valid for four years for teaching in grades seven to twelve inclusive of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including sixteen semester hours in education, five semester hours of which shall be in student teaching under competent and close supervision. The courses in education and student teaching shall be approved by the State Examining Board. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Sixth. 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 graduated from a recognized higher institution of learning with a bachelor's degree and with not fewer than one hundred twenty semester hours including a minimum of sixteen semester hours in education, as may be approved by the State Examining Board, and who have taught successfully for four years. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

Seventh. A limited junior college certificate shall be valid for four years for teaching and supervising in the thirteenth and fourteenth grades of the common schools. It shall be issued to persons who have graduated from a recognized higher institution of learning with a Master's degree, including twenty semester hours in education and a major in the field in which the teacher is teaching. It shall be renewable in periods of four years upon successful teaching experience and professional growth.

The State Examining Board for Teachers' Certificates has set up the following requirements for admission to examination for the Limited State Elementary Certificate for students who have only two years of college credit:

	Semester Hours or Quarter Hours	
I. General Education	45	67.5
a. Language Arts	9	13.5
b. Natural Science	9	13.5
c. Social Science	9	13.5
d. Mathematics	3	4.5
e. Health and Physical Education (Must include 2 semester hours in Materials and Methods of Instruction)	2 to 4	3 to 6.
f. Fine and Applied Arts (music and art)	6	9
g. General psychology	3	4.5
h. American Public Education	3	4.5
II. Education (professional)	10	15
a. Educational psychology, child psychology, human growth and development.	2 or 3	3 or 4.5
b. Teaching and learning techniques in the modern elementary school and curriculum problems ...	2 or 3	3 or 4.5
c. Student Teaching	5	7.5
III. Electives	5	7.5
Total	60	90

COLLEGE OF LIBERAL ARTS AND SCIENCES

Member of the Association of American Colleges

Entrance Requirements

Graduates of any recognized four-year high school or academy with fifteen units of secondary work are eligible for admission.

Degrees Granted

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts. A student may receive the degree of Bachelor of Science upon approval of the Dean of the College and of the Graduation Committee.

Requirements for Graduation

Each candidate for the bachelor's degree must meet the following requirements:

192 quarter hours credit in approved courses.

Of this 64 quarter hours must be in courses numbered 300 and above, of which 48 must be in residence. No departmental method courses or practice teaching and not more than 16 quarter hours in any department other than those listed below may be counted in fulfillment of the degree requirements.

A grade point average of 3.0, and grades not lower than C in subjects aggregating at least three-fourths of the work. C average is required in the major subjects.

General education requirements as listed on page 40.

4 hours in psychology or philosophy.

A reading knowledge of a foreign language. This ordinarily requires 9 hours of university study or its equivalent.

A major of at least 42 hours and a minor of at least 24 hours in the following subjects (some departments require more):

* Art	Foreign	* Home	Physiology and
Botany	Language	Economics	Health Educa-
Chemistry	Geography	Mathematics	tion
* Economics	Government	* Music	Sociology
English	History	Philosophy	Zoology
		Physics	

* Liberal Arts, not professional majors.

COLLEGE OF VOCATIONS AND PROFESSIONS

The College of Vocations and Professions was established by action of the Illinois Teachers College Board under Legislative authorization given by Senate Bill No. 6, approved on July 15, 1943. The purpose of this College, as set forth in Section 2 of that bill, is "to offer such courses of instruction as shall best serve to provide . . . vocational education customarily offered at the college level." Its name, in the present form, was authorized by the Board in May, 1945.

Graduates of any recognized four-year high school or academy with fifteen units of secondary work are eligible for admission.

The College of Vocations and Professions grants the degrees Bachelor of Science and Bachelor of Fine Arts in Music. A student may receive the degree Bachelor of Arts upon approval of the Dean, provided that, in addition to fulfilling other requirements, he has satisfied the general education and major requirements of the College of Liberal Arts and Sciences (see page 61).

Each candidate for the bachelor's degree must qualify as follows:

1. Meet the general requirements of the University listed on page 47.
2. Complete 192 quarter hours credit in approved courses; of these at least 64 must be in courses numbered 300 or above, and at least 48 must be completed in residence.
3. Complete a major of at least 48 hours (except as indicated below) and a minor of at least 24 hours (where the major department requires it) in one of these fields:

Agriculture	Economics	Journalism
Art	Home Economics	Music (Major of
Business	Industrial Education	110 hours)
		Speech (Major of
		42 hours)

4. Have academic grades as follows:
 - a. Averaging 3.0 or better in all the work taken.
 - b. Averaging 3.0 or better in the major field.
 - c. 3.0 or better in subjects aggregating at least three-fourths of the work.

A candidate may present for graduation in the College of Vocations and Professions electives from either of the other two colleges not to exceed 16 quarter hours. Teaching methods courses are not accepted toward a degree by the College of Vocations and Professions. Students preparing to teach, even though it is in a subject-matter field within this College, should register in the College of Education.

The four-year degree curricula in the College of Vocations and Professions are designed to provide the flexibility and versatility of a

general education plus competence for particular occupations and professions. While a student may choose his field of specialization late in his college career, it is desirable to make his choice early.

In addition to meeting the needs of students seeking a University degree, the College of Vocations and Professions offers also the following two-year preparatory curricula:

Pre-Engineering

Pre-Medical-Technology

Pre-Nursing

Pre-Social-Service

In the case of degree candidates, only graduates of recognized high schools and academies, with fifteen units of secondary work, are eligible for admission. But the College of Vocations and Professions also makes its facilities available to anyone who has the ability to carry the work successfully, regardless of previous credit or school attendance. For a student interested in specialized competence rather than a University degree, individualized groupings of courses suited to that student's special needs will be recommended by the department chairman. Such a student should confer with the department chairman before the registration date so that his case may be given ample consideration.

PRE-PROFESSIONAL COURSES

Pre-Medical and Pre-Dental (L.A.S.)

Dr. Marie Hinrichs is the general adviser for all students who plan to enter medical school or dental school, or to train themselves for careers in any related field.

All such students should plan their curricula very carefully, in consultation with her. They will all need at least two years' work in chemistry, including some qualitative and some organic chemistry, and one year of biology (zoology). Since they are not expecting to receive a degree from Southern, they will not necessarily be held to all the requirements for the Bachelor's degree at this school; they must, on the other hand, keep constantly in mind the requirements for admission and the later required courses in the special schools which they wish to attend. Each student should write for the catalog of the school he wishes to attend.

Pre-Pharmacy (L.A.S.) and Medical Technology (Voc. & Prof.)

Pre-pharmacy students should consult Dr. Hinrichs for suggestions for courses. Any student who plans to become a *medical technician* should also obtain advice from Dr. Hinrichs, since the requirements for this type of work vary greatly.

General laboratory technical assistants need at least two years of college work by way of preparatory training, and preference is given to university graduates.

Pre-Nursing (Voc. & Prof.)

Pre-nursing students will consult Miss Denny for advice regarding courses.

Pre-Legal Study (L.A.S.)

American law schools have no specific pre-legal requirements. Some law schools require a two-year pre-legal background; some require three years of pre-law; and a few of the leading schools now require four years.

A number of universities permit law students, if they take their third year of pre-legal work at those universities, to receive both the B.A. and the LL.B. upon completion of their legal training.

In general, pre-law students should take as much work as possible in the following subjects: English, speech, economics, government, history (especially English and American), sociology, geography, psychology, philosophy, and logic.

If a foreign language is recommended or required by the law school which the student plans to attend, or if the student is uncertain as to his choice of law school, French or Latin is suggested.

Outside of the above-mentioned departments and courses, the pre-legal student is free to take the electives of his choice.

EXTENSION DIVISION

Southern Illinois University maintains the Extension Division as a part of its services to the in-service teachers and adults generally in that part of Illinois served by the University. Since its beginning eighteen years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois. Only those courses that are given in residence are offered as extension work; and when satisfactorily completed, are given the same credit as residence courses. All instructors of extension courses are members of the regular University 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 the bachelor's degree may be earned through extension work, and up to eight quarter hours on the master's degree.

Extension course are not regularly scheduled for less than twenty persons. The regular charge is \$2.00 a quarter hour. Specific inquiries should be addressed to Mr. Raymond H. Dey, Director of Extension.

COURSES OF INSTRUCTION

Course Numbers

The course numbering system is as follows:

100-199.....	for freshmen
200-299.....	for sophomores
300-399.....	for juniors and seniors
400-499.....	for seniors and graduates
500 and above.....	for graduates only

Ordinarily students are not permitted to take courses above their classification; that is, a freshman should register for freshman courses, and only in rare instances for sophomore courses.

Unit of Credit

One 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.

Honors Courses

A student with a 4.5 average at the end of the sophomore year may be granted permission to do a limited amount of specialized work in his chief field of interest. This may fall within a department or may cut across two or more departmental fields.

A qualified student who wishes to take honors courses should consult with the faculty member concerned and ask for the appointment of a Special Honors Committee to supervise his honors work.

The amount of credit which a student may receive for honors work and the type of comprehensive examination to be given will be determined by the Scholarship, Standards, and Honors Committee.

AGRICULTURE

Professor Cassell (Chairman); Assistant Professor White;
Instructor Reed.

The Department of Agriculture offers a major and a minor in the College of Education and the College of Vocations and Professions. Students preparing to teach should take their work in the College of Education (except for Smith-Hughes, see next paragraph). Students not preparing to teach will find it advantageous to take their Agriculture work in the College of Vocations and Professions.

The Department of Agriculture also offers two years of work leading toward the degree of Bachelor of Science with a Smith-Hughes certificate to teach vocational agriculture. It is advisable for students taking this course to request special guidance from their counselors in order that they may transfer without loss of credit to a land-grant institution at the beginning of the junior year.

Forty-eight hours are required for a major and twenty-four hours for a minor. Agriculture majors in the College of Vocations and Professions are expected to take one minor in some other field.

The Department of Agriculture also offers programs suited to the individual needs of students not interested in working toward a University degree. See observations on page 63 concerning this non-degree work.

- 102. Cereal Crops.** Production and harvesting of corn, wheat, oats, barley, rye, and other cereals. Seed and weed identification, adaptable varieties, and control of weeds, insects and diseases and their place in the crop rotation. Prerequisite, Botany 101. 5 hours.
- 103. Forage Crops.** Adaptation, culture and utilization of hay grasses, alfalfa, and the clovers used chiefly for forage. Emphasis on grasses and legumes best adapted for hay, pasture, and ensilage, and their place in the crop rotation. Prerequisite, Botany 101. 4 hours.
- 105. Animal Husbandry.** A general survey of the livestock industry and present conditions. The fundamentals of livestock judging and its relation to production. The study includes horses, mules, beef cattle, sheep, and hogs. 4 hours.
- 112. Small Fruits.** Concerns problems in the production of strawberries, grapes, brambles, and miscellaneous small fruits. 4 hours.
- 125. Poultry Production.** Breeds, breeding, culling, incubation, brooding, housing, feeding, management, disease control, and marketing. 4 hours.
- 202. Farm Soils.** This course is designed especially for rural and elementary school teachers and others interested in agriculture. It answers the need for a practical application of soil funda-

mentals to everyday farming. The course is concerned with soil formation, soil conservation, crop rotations, conservation and utilization of farm manure, soil drainage, soil acidity and liming, chemical 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. 4 hours.

- 204. Agricultural Economics.** (Economics 204) An introductory course in which the historical background of agriculture is considered in relation to current farm problems; relation of production to domestic and foreign demand for agricultural products; agricultural finance, prices, marketing, taxation, farm accounts, and social relationships. 5 hours.
- 205. Principles of Feeding.** The laws of animal nutrition and their application to the feeding of domestic animals. Prerequisites, Agriculture 105 or the equivalent, and Chemistry 102 or 112. 4 hours.
- 212. Orchardring.** The principles of fruit growing, with special reference to commercial orchards; planting, pruning, spraying, picking, packing, and marketing; soils, cover crops, fertilizers. The course is primarily concerned with peach and apple culture. Field trips. Prerequisite, Botany 101. 5 hours.
- 231 (131). Dairy Husbandry.** An introductory course including the selection of dairy animals and herd improvement, milk secretion, manufacture of dairy products. 4 hours.
- 260 (160). Vegetable Gardening.** A survey course concerning home and commercial vegetable production; garden sites and sizes, soils and fertilizers, plant production under glass, varieties, transplanting, tillage, spray and dust materials for pest control, harvesting, and marketing. 3 hours.
- 303. Surveying.** Chaining, surveying, mapping, and use of the level and other equipment; dimensions and planning of building foundations; drainage of fields, tiling, dam and pond construction; irrigation; gully control and land clearing. 5 hours.
- 304. Home and School Gardening and Landscape Planning.** Survey of the principles of gardening for the home, the school, and the community. Simple landscape designs for home and public sites with regard to area adaptations. 4 hours.
- 305. Soil Conservation.** A practical course to aid teachers in an understanding of local soil and farm problems. Concerns the conservation of the soil by methods of farming, rotations, use of green manures and fertilizers, gully control, and related practices. 4 hours.

- 309. Agriculture Education.** The methods of teaching general agriculture in secondary schools. Prerequisites, 16 hours in Education and 16 hours in Agriculture. 4 hours.
- 320. Advanced Poultry Production.** A study of the problems of the poultry farmer and breeder. Special consideration is given to breeding, feeding, and management practices. Prerequisite, 125. 4 hours.
- 325. Diseases of Fruits and Vegetables.** Study of the life history, identification, and practical methods of control of important diseases of commercial fruits and vegetables. Prerequisites, 212 and 260. 4 hours.
- 326. Diseases of Cereal and Forage Crops.** Study of the life history, identification, and practical methods of control of important diseases of cereal and forage crops. Prerequisites, 102 and 103. (Given upon request.) 4 hours.
- 330. Dairy Production.** Milk production and herd management problems including practical aspects and dairy cattle techniques, such as feeding, breeding, calf raising, records and production testing, type programs, buildings and equipment, sanitation, common ailments, disease problems, and dairy farm practices are studied. Prerequisite, 231. 4 hours.
- 365 (265). Swine Production.** Systems of swine production, including breeding, feeding, and management of commercial and pure-bred swine. Prerequisite, 205. 4 hours.
- 375. Farm Shop.** The set-up of the farm work shop, selection of tools and machines, care and use of tools for general repair work; the value of construction and repair as related to the farm income. 4 hours.
- 380 (280). Sheep Production.** Systems of sheep and wool production, including breeding, feeding, and management of commercial and pure-bred sheep. Prerequisite, 205. 4 hours.
- 385 (285). Beef Production.** Systems of beef production, including breeding, feeding, and management of commercial and pure-bred beef cattle. Prerequisite, 205. 4 hours.
- 390. Special Studies in Agriculture.** Assignments involving research and individual problems. Approval of the chairman of the department is required. 4 hours.
- 391. Advanced Problems in Agriculture.** Assignments involving research and individual problems of a highly specialized nature. Approval of the chairman of the department is required. 4 hours.

ART

Assistant Professors Roach, Swan, Watkins, Artist-in-Residence Mirabal.

Forty-eight hours are required for a major in Art. At least twenty-four hours must be in 300 courses. Minors must have a total of twenty-four hours, with not less than twelve in 300 courses.

- 100. Introduction to Materials.** Experience in several media, such as pottery and weaving. 3 hours.
- 105. Sketching.** Introduction to charcoal, pencil, and pen-and-ink work. 3 hours.
- 110, 111, 112. Beginning Design.** A study of the principles of design and the theory of color-harmony. 4 hours each.
- 120. Art Appreciation.** A survey course illustrated with lantern slides and colored prints, and treating painting, sculpture, and architecture. This course fills the requirement in Art for non-majors. 3 hours.
- 125. Lettering.** The study and practice of lettering with reference to the requirements of newspapers and the other graphic arts. 3 hours.
- 135, 136, 137. Pottery.** A year's sequence in ceramics. The study and practice of various techniques in the use of clay and glazes. 3 hours each.
- 150. Beginning Composition.** Charcoal, pen, and brush, and ink. 4 hours.
- 151 (131). Intermediate Composition.** Charcoal, pen, brush and ink, and water-color. 4 hours.
- 152. Advanced Composition.** Water-color and oil painting. 4 hours.
- 215, 216, 217. Advanced Design.** Block-printing, modeling, wood engraving, and other graphic processes. 4 hours each.
- 225. History of Architecture.** 4 hours.
- 226. History of Sculpture.** 4 hours.
- 227. History of Painting.** 4 hours.
- 245, 246, 247. Figure Drawing.** Charcoal, brush and ink, and watercolor. 4 hours each.
- 250, 251, 252. Composition in Various Media.** A year's work in composition, including landscapes and still life. 4 hours each.
- 275. Advanced Advertising.** Study and practice of the design and reproduction processes of advertising art. Prerequisite, 125. 5 hours.

- 280. Descriptive Drawing.** Designed for biology, geography, and history students. Maps, relief drawings, museum materials, etc. 3 hours.
- 300. Art Education in the Public Schools.** Studies in art curricula and methods of presenting the principles of art to children at the various age-levels. 4 hours.
- 302, 303, 304. Advanced Ceramics.** Individual problems in pottery, figurines, and terra cotta pieces. Prerequisite, 135, 136, or 137. 3 hours each.
- 315. Interior Decoration.** Lectures in the history of period furniture and the theory of decoration, with practical work in planning color elevations and floor plans. 5 hours.
- 320, 321, 322. Advanced Composition.** Landscape, landscape and figure, and portrait. 4 hours each.
- 325, 326, 327. Composition Studio Course.** The student chooses his own project in a selected medium of painting. Prerequisite, consent of the instructor. 4 hours each.
- 311. Theories and Techniques of Renaissance Art.** It is recommended that this course be taken concurrently with History 415. 2 or 3 hours.
- 341, 342, 343. History of Art.** A year's sequence. 4 hours each.
- 345. Nineteenth and Twentieth Century French Painting and Sculpture.** The modern movements in art. It is recommended that this course be taken in conjunction with Philosophy 345. 2 or 3 hours.
- 346. Contemporary American Painting and Sculpture.** 3 hours.
- 350, 351, 352 (405). Advanced Studio.** The student chooses his own field and his own instructor, with whom he outlines his term project. Special instruction is given to the student as he works on his special project in a class engaged in similar activity. Fourth-year majors only. Hours to be arranged.
- 355. Applied Esthetics.** Application of different modern theories. Prerequisite, 345. 3 hours.
- 360, 361, 362 (410). Seminar in the History of Art.** Hours to be arranged.
- 371, 372, 373 (400). Portrait Painting.** Offered only on request. Prerequisite, any composition course in oil and 245. Fourth-year majors only. 5 hours each.
- 375. Advertising Illustration.** Layouts and finished advertising illustrations. Prerequisite, 245, 355. 5 hours.
- 385, 386, 387. Weaving.** 3 hours each.

- 390. Ceramic Sculpture.** Various methods in constructing clay sculptures, firing, and glazing. Prerequisite, 302. 3 hours.
- 391. Stone Sculpture.** 3 hours.
- 392. Architectural Modeling.** Suggested for art or industrial education majors. Offered on request. Hours to be arranged.
- 393, 394, 395. Applied Materials.** Application of various materials to practical campus problems. 5 hours each.

BOTANY

Associate Professor Welch (Chairman),
Assistant Professors Kaeiser, Marberry

For a major in botany, nine courses are required, including 101, 202, 203, 210, 320; for a minor, six courses, including 101, 202, 203.

- 101. General Botany.** Study of the vegetative and reproductive organs of the higher seed plants, with emphasis on the general biological phases of the subject. Identification and recognition of common trees by leaf and stem characters, or bud and stem characters in season; their economic importance. Laboratory, recitation, and field studies. 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. The location of source material suitable for teaching nature study in the grades will be stressed. Laboratory, lecture, and field work. Fall and Spring. 5 hours.
- 202. 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, lecture, and recitation. Prerequisite, 101. 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 work and lecture. Prerequisite, 101. Spring. 4 or 5 hours.
- 204. Taxonomy of Cultivated Plants.** A study of the classification of woody and herbaceous cultivated plants, both Exotic and Native plants, their growth requirements and placement around buildings. A hybridization project of some selected cultivated plant will be carried out. Four all-day field trips are required (Saturdays). Prerequisite, Botany 101, 203. Spring and Summer. 5 hours.
- 210. Plant Anatomy.** A general course, introduced by a detailed study of cell division, and dealing with the origin, development and maturation of the structures of the vascular plants. Laboratory, discussion, and lecture. Prerequisite, 101, 202. 5 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, lecture, recitation, and some field work. Prerequisite, 101, 202. 5 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. Laboratory, lecture, and recitation. Prerequisite, 101, 202. 5 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, lecture, and recitation. Prerequisite, 101, 202, 203. 5 hours.
- 314. Heredity and Development.** A study of the principles of heredity and variation in relation to plants and animals, including the human being; a review of the principles of eugenics as practiced in the United States; a study of the development of the relationship of animals and plants of the past. This course is usually given by extension. Lecture only. 4 hours.
- 315. Genetics.** A study of heredity and variations as illustrated by the use of breeding tests with drosophila. This course is designed to meet the needs of students in Botany, Zoology, and Agriculture. Prerequisite, approval of the Chairman of the Department. Lecture, laboratory, and discussion. 5 hours.
- 320. Elements of Plant Physiology.** A study of the functions of the plants and their relation to the various organs. Laboratory, lecture, and discussion. Prerequisites, Botany 101, 202. Desirable antecedents, Botany 210 and a course in Physics. 5 hours.
- 340. Plant Ecology.** A general course, consisting of a study of the ecology of individual plants and plant communities. Lecture, recitation, field, and laboratory studies. Prerequisites, 101, 202, 203. 5 hours.
- 350. Plants in Relation to Man.** A study of the basic relationships of plants to the life of man, and the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance. Lecture and recitation. Not to be taken by students who have had Botany or Zoology 351. 4 hours.
- 351. Economic Biology.** Effects of plants and animals upon the economic welfare of Man. Lecture and recitation. Not to be taken by students who have had Botany or Zoology 350. 4 hours.

- 380. History of Biology.** A short history of the biological sciences from the early Greek philosophers to the present time. 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.
- 406. Fungi.** A study of the structure and development of the fungi. Attention is given to pathological forms, as well as to the other fungi in Southern Illinois. Lecture, laboratory, and field work. Prerequisites, 101, 202, 203, 301. 5 hours.
- 421. Histological Technique.** A study of the latest methods of preparing histological material in Botany. The development of a certain skill and technique is required. Laboratory and discussion. Prerequisites, 101, 202, 210. 5 hours.
- 425. Advanced Plant Physiology I.** A study of the water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory, lecture, discussion. Prerequisites, 101, 202, 210. Desirable antecedents, courses in Chemistry and Physics. 5 hours.
- 430. Advanced Plant Physiology II.** A study of photosynthesis, plant pigments, plant foods, enzymes, respiration, growth and movement. Prerequisites, 101, 202, 210. Desirable antecedents, courses in Chemistry and Physics.
- 470. Methods in Biology.** A study of objectives and of different types of courses; the scientific method, the project method, the laboratory method; field work, measurement, and evaluation in teaching. Lecture, laboratory, discussion and field work. Prerequisite, approval of the Chairman of the Department. 5 hours.
- 510. Bio-Ecology.** A study of the composition and development of biotic communities and the relationships of the plants and animals to their environment. Prerequisites, Botany, 101, 203; Zoology 335. 4 hours.
- 522. Advanced Histological Technique.** A study in the preparation and presentation of research materials. Prerequisite, approval of the chairman of the Department. Credit on the basis of work completed.
- 540. Morphology of Economic Plants.** A study of the structure of the organs of plants used in commerce. Part of the work will be on a research basis. 4 or 5 hours.
- 590. Seminar.** Assignments involving research and individual problems. Prerequisite, approval of the Chairman of the Department.

BUSINESS

Professor Rehn (Acting Chairman); Assistant Professors
Buboltz, Keefe, Ogden

The Department of Business aims to meet effectively the needs of young men and women preparing themselves, through vocational and professional training, for entry into the various fields of business. Four-year curricula are provided in the fields of Accounting, General Business, and Secretarial Work for those who intend to work toward the degree of Bachelor of Science. In addition, the department welcomes those students who are interested in only one or a few courses. Such students should confer with the chairman of the department in advance of the registration date.

The four-year curricula include, in addition to the technical subjects, cultural studies designed to develop useful and intelligent members of society as well as successful business men and women.

Accounting

- 205, 206, 207. Elementary Accounting I, II, III.** Study of principles and practices in handling simple transactions in books of original entry and books of accounts, trial balances, adjustments, and financial statements. 3 hours each.
- 305, 306, 307. Advanced Accounting I, II, III.** Study of accounting principles and procedures for the preparation of adequate financial statements. Special attention is given to depreciation, appraisals, investments, and intangibles, installment sales, consignments, branch accounts, compound interest in relation to accounting for sinking funds, annuities, leaseholds and bonds. The preparation and use of special statements: application of funds; statement of affairs and consolidated statements. Prerequisite, 207. 3 hours each.
- 338. Cost Accounting.** Study of departmental, job order, and process cost. Accumulation of material and labor costs; factory overhead and its allocation; cost reports to executives—their preparation and use. Prerequisite, 207. 5 hours.
- 340. Auditing.** Study of procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. The laboratory method is used. Prerequisite, 307. 3 hours.
- 355. Governmental Accounting.** Study of budgeting and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prerequisite, 307. 3 hours.
- 345 (445). Tax Accounting.** Study of accounting principles and procedures for meeting requirements of current laws and regulations which relate to federal income tax and social security taxes. Laboratory problems and preparation of tax reports. 3 hours.

General Business

- 210, 211, 212. Business Law I, II, III.** Study of the legal problems in normal business relations, including the law of contracts, agency, sales, bailments, negotiable instruments, insurance, private property and business organizations. 4 hours each.
- 221. Business English.** Study and practice in writing typical kinds of business correspondence. Prerequisite, English 103. 4 hours.
- 320. Financial Management.** Study of financial structure in industry, sources of capital, regulation of securities by stock exchanges and the Security and Exchange Commission; dividend and other financial policies; organization and operation of a credit department. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Types of securities are studied from the standpoint of the issuing organization and from that of the investor. Prerequisites, Business 207, Economics 206. 5 hours.
- 321. Production Management.** Study of plant location, design, and construction; internal organization for operations; production control, stores control, routing of materials, job analysis and time study; wage systems; subdivision of executive responsibilities and duties; methods of coordination and planning. Prerequisite, Economics 206. 5 hours.
- 322. Time and Motion Study.** Study of the principles and methods for simplifying work and of establishing sound time allowances for performance. 2 hours.
- 325. Transportation.** Study of the evolution of American transportation systems and of the current problems of transportation facilities in connection with governmental control and regulation. Prerequisite, Economics 205. 3 hours.
- 326. Business Administration.** Study of the various types of business organizations and relationships that make up our modern economic world. 4 hours.
- 336. Marketing Management.** Marketing functions, diversity of marketing methods; price factors and price policies; policies as to service, distribution, and brands; market research, sales analysis and forecasting; ethics of buying and selling. Prerequisite, Economics 206. 5 hours.
- 337. Principles of Salesmanship.** Study of the history, scope and importance of selling in modern business and the sales department; the salesman's part in the selling process. Prerequisite, 336. 4 hours.
- 360. Retail Store Management.** Study of the history of retailing and the functions of the retailer, and of the factors in the efficient operation of retail establishments. The latter part of the course

deals with the actual problems of managing a retail store and with the control and measurement of efficiency. Prerequisite, 336. 4 hours.

- 365. Insurance.** Study of the underlying principles, and the functions of insurance in the economic life of the individual and of business. Prerequisites, Economics 206, Business 207 and 320.
- 465. Personnel Management.** Study of the relation of the human element to production; the art of securing understanding and cooperation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisites, Economics 206 and 310. 3 hours.
- 475. Budgeting and System.** Study of budgeting and systems as aids in coordinating and directing business operation. Prerequisites, 207 and 320. 3 hours.
- 499. Problems in Business and Economics.** An application of economic theory to practical business problems. The course is open to majors in Business or Economics who have senior standing. 4 hours.

Secretarial

- 102. Typewriting I.** A course for beginners. Control of the entire keyboard by the touch method is developed. A copying rate of 25-40 words a minute is acquired. The writing of a few simple business and personal papers is taught. All typing courses require three hours a week of classroom work and six hours a week of outside practice. 3 hours.
- 103. Typewriting II.** This course aims to develop speed and control in straight typing, letter writing, tabulating, and the production of other business and personal typewritten papers. A straight copying speed of 35-50 words a minute is attained. Prerequisite, a typing speed of 25 words a minute. 3 hours. (Credit is allowed for graduation only to Secretarial majors and minors and Business majors or minors in the College of Education.)
- 104. Typewriting III.** The purpose of this course is to develop increased typing power in straight copying work and in typing all common business and personal papers. A straight copying speed of 45-60 words a minute is attained. Attention is given to rough drafts, centering, tabulation, syllabication, and other practical typewriting work. Prerequisite, a typing speed of 35 words a minute. 3 hours. (Credit is allowed for graduation only to Secretarial majors and minors and Business majors or minors in the College of Education.)
- 105. Shorthand I.** A beginning course in Gregg Shorthand. Approximately one half of the theory of Gregg Shorthand is presented. Initial skill in reading and writing shorthand from dic-

tation is developed. 3 hours. (Shorthand credit is allowed for graduation only to Secretarial majors and minors and Business majors or minors in the College of Education.)

- 106. Shorthand II.** All the principles of Gregg Shorthand are covered in this course and refinements and speed-building are begun. A shorthand reading rate equal to the student's print-reading rate is developed. Increased speed and legibility in writing shorthand from dictation are emphasized. Prerequisite, 105. 3 hours. (Credit is allowed for graduation only to Secretarial majors and minors and Business majors or minors in the College of Education, and this credit is contingent upon completion of 107.)
- 107. Shorthand III.** A complete review of all the principles (including phrasing) of Gregg Shorthand is given. Rapid meaningful reading is emphasized. "Taking" rates from 80 to 100 words a minute on new material are developed. Pre-transcription training is given. Prerequisite, 106 or one year of shorthand in high school or its equivalent. 3 hours. (Credit is allowed for graduation only to Secretarial majors and minors and Business majors or minors in the College of Education.)
- 213. Typewriting IV.** This course aims to develop high vocational competency on the expert level. Straight copying speeds of 55-70 words a minute are attained. The most complex formats of business papers, including business letters, tabulations, statistical reports, manuscripts, legal documents, etc., are typewritten. The preparation of various types of master copies for duplicating, as well as other practical applications of typewriting, are given attention. Prerequisite, 104 or two years of typewriting in high school or its equivalent. 3 hours.
- 214. Typewriting V.** This course is a continuation of Typewriting IV. 3 hours.
- 216. Shorthand IV.** This course develops "taking" speeds of 90-120 words a minute. A complete review of all the principles of Gregg Shorthand is given. Prerequisite, 107 or its equivalent. 3 hours.
- 217. Shorthand V.** Dictation speeds of 100-130 words a minute are given. Improved penmanship and fluent reading and writing habits are developed. Transcription practice is provided. Prerequisite, 216 or two years of shorthand in high school or its equivalent. 3 hours.
- 218. Shorthand VI.** Sustained writing rates of 110-140 words a minute are developed. A complete review of the principles of Gregg Shorthand is given. Transcription practice is provided. Prerequisite, 217 or its equivalent. 3 hours.

- 314. Transcription.** This course integrates previously acquired abilities in shorthand, typewriting, and English into a functional whole. It develops skill (including speed, accuracy, and correctness of style) in the production of typewritten transcripts from shorthand notes. Prerequisites, 45 words per minute in typewriting and 100 words per minute in shorthand. 3 hours.
- 315. Typewriting Methods.** This course covers the latest methods in the teaching of typewriting. Prerequisite, ability to type at a rate of 45 net words per minute. 4 hours.
- 318. Shorthand Methods.** This course covers the latest methods in the teaching of Gregg Shorthand. Prerequisite, ability to take dictation at 80 words a minute. 4 hours.
- 341. Office Practice and Machines.** This course emphasizes the non-stenographic knowledge and skills commonly used in the modern business office. Vocational competency in using such business machines as key-driven calculators, crank-driven calculators, 10-key adding-listing machines, full-bank adding-listing machines, bookkeeping machines, Mimeographs, Dittos, and Standard Duplicating machines is developed. Theory and practice of business filing is also included. Prerequisite, 104 or its equivalent. 3 hours.
- 350. Secretarial Science.** This is a finishing course for secretaries. It deals with topics that will help the stenographer advance to the rank of private secretary, such as effective business personality and assuming responsibilities. Previously acquired stenographic skills are strengthened. Prerequisite, 213 and 217 or their equivalent. 3 hours.

CHEMISTRY

Professors Abbott, Neckers (Chairman), Scott, VanLente,
Instructor Stone

A chemistry major in the College of Education consists of 36 hours including Chemistry 111, 112, 113, 221, 231, 232, 341, and 342. A major in chemistry in the College of Liberal Arts and Sciences is at least 42 hours which should include the courses listed above plus Chemistry 343, 451, and 452; or 461, 462, and 463; or both these combinations.

The College of Medicine of the University of Illinois will accept the following courses as fulfilling their entrance requirements in chemistry: Chemistry 111, 112, 113, 232, 305, 306, and 365.

Students needing chemistry for other pre-professional curricula should follow the requirements of the professional school which they expect to enter.

- 101. General Chemistry.** A chemistry survey course for students wishing to satisfy the general education requirement in physical science. Lecture and laboratory. A study is made of the

general composition of matter, then of valence and specific substances, such as water, oxygen, hydrogen, and other non-metals. Fall, Winter, and Spring. 4 hours.

- 102. General Chemistry.** Lecture and laboratory. A continuation of 101, completing a survey of the non-metals, followed by a study of the metals and of simple organic and biological chemistry. Prerequisite, 101. Winter and Spring. 4 hours.
- 109. Inorganic Chemistry.** A course for Home Economics students. A study of the composition of matter; the structure of the atom, valence, formulas and the writing of equations; ionization, acids, bases, and salts. The more common non-metals and amphoteric elements. Four lectures and one 3-hour laboratory period per week. Fall. 5 hours.
- 111. Inorganic Chemistry.** A course for chemistry majors and minors, pre-medical, pre-dental, pre-engineering and agriculture major students. Lecture and laboratory. An introduction to the science of chemistry through a study of atomic structure, valence, formulas, simple equation, the general properties of gases, liquids, and solids; gram molecular weights of gases; the preparation and properties of oxygen, hydrogen, and water. Fall. 5 hours.
- 112. Inorganic Chemistry.** Lecture and laboratory. A continuation of 111 with the study of solutions, electrolytes, acids, bases, and salts; normal solutions; the chemistry of halogens, sulfur, nitrogen, phosphorus, carbon, silicon, and boron. Prerequisite, 111. Winter. 5 hours.
- 113. Inorganic and Qualitative Chemistry.** Lecture and laboratory. A continuation of 112, including a study of the common metals, their metallurgy, properties, and compounds, as well as their qualitative detection in simple unknowns. Prerequisite, 112. Spring. 5 hours.
- 221 (201). Qualitative Analysis.** Theory and method of the analytical detection of cations and anions. Simple, water-soluble, acid-soluble salts and more complex mixtures, including alloys, analyzed in the laboratory. Prerequisites, Chemistry 113, Mathematics 113. Fall. 5 hours.
- 231 (252). Quantitative Analysis.** Gravimetric determinations of silica, chloride, iron, sulfate, copper, and limestone in the laboratory; accompanied by calculations and discussion of methods of determination. Prerequisites, Chemistry 221, Mathematics 113. Winter. 4 hours.
- 232 (253). Quantitative Analysis.** Volumetric analysis with stoichiometrical accompaniments, including calibration of apparatus, acid-base, permanganate, dichromate, and iodometric titra-

tions, and a discussion of methods and their application to the various elements. Prerequisites, Chemistry 113, Mathematics 113. Spring. 4 hours.

- 249. Inorganic and Organic Chemistry.** A course for Home Economics students. A continuation of 109, including a study of the common metals and alloys (2 hours). Beginning with the sixth week a study of the chemistry of carbon and its compounds, including nomenclature and properties of the hydrocarbons and halogen derivatives; alcohols and ethers, aldehydes and ketones and acids (3 hours). Four lectures and one 3-hour laboratory period per week. Prerequisite, 109. Winter. 5 hours.
- 259. Organic and Biological Chemistry.** A course for Home Economics students. A continuation of the study of organic chemistry begun in 249, including acid derivatives and substituted acids, optical isomerism, amines, amino acids, and proteins; esters and lipides, carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion and fermentation; vitamins and nutrition; dyes. Four lectures and one 3-hour laboratory period per week. Prerequisite, 249. Spring. 5 hours.
- 305 (325). Organic Chemistry.** A course for pre-medical and pre-dental students. A study of the chemistry of the common aliphatic compounds, with particular emphasis upon nomenclature and properties as related to biological processes. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, 10 hours of inorganic chemistry. Fall. 4 hours.
- 306 (326). Organic Chemistry.** A course for pre-medical and pre-dental students. A continuation of 305, including a study of heterocyclic and aromatic compounds; enzymes, digestion, and fermentation; vitamins and hormones. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, 305. Winter. 4 hours.
- 341 (301). Organic Chemistry.** A lecture and laboratory course for the study of the hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Prerequisite, 113. Fall and Spring. 4 hours.
- 342 (302). Organic Chemistry.** A continuation of 341 through amides, amines, complex acids, stereoisomerism, sugars, starches, and proteins; followed by an introduction to the chemistry of aromatic compounds. Prerequisite, 341. Winter 4 hours.
- 343 (303). Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds begun in 342. Prerequisite, 342. Spring. 4 hours.

- 365 (425). Physical Chemistry.** A course intended to meet the needs of pre-medical 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, 232 and 306 or 342. 5 hours.
- 451. Biological Chemistry.** A study of proteins, fats, carbohydrates, tissues, digestion, and metabolism, accompanied by appropriate laboratory preparations and analyses of blood, urine, gastric contents, etc. Prerequisite, 342. Fall. 4 hours.
- 452. Biological Chemistry.** A continuation of the course of study outlined for the preceding course. Prerequisite, 451. Winter. 4 hours.
- 461 (401). Physical Chemistry.** Lecture and laboratory. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prerequisites, Chemistry 232 and 343, Mathematics 252, Physics 206, 207, and 208. Fall. 4 hours.
- 462 (402). Physical Chemistry.** Lecture and laboratory. A continuation of 461 to include a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Prerequisites, Chemistry 461, Physics 306. Winter. 4 hours.
- 463 (403). Physical Chemistry.** Lecture and laboratory. A continuation of 462, including chemical thermodynamics, the quantum theory, photochemistry, nuclear structure, atomic structure, and molecular structure. Prerequisite, 462. Spring. 4 hours.

ECONOMICS

Professors Maverick, Rehn (Acting Chairman); Associate Professors Miles, Pitkin

A major in Economics consists of 48 quarter hours, a minor of 24 hours.

A major or minor is recommended to those wishing to enter government or business, as well as to those wishing to teach Economics.

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

- 204. Agricultural Economics** (Agriculture 204). Intended for agriculture students only. See Agriculture.
- 205. Principles of Economics.** This course is designed to acquaint the student with the more general features of our present economic system. Included is a study of problems and principles of economics relating to markets, production, industrial organization, finance, transportation, monopolies, and proposed changes in the economic system. 5 hours.

- 206. Economic Problems.** A continuation of 205 with special reference to the principles of price determination and the distribution of income. Prerequisite, 204 or 205. 3 hours.
- 307. Economic and Business Statistics.** Collection of data, tabulation, graphic presentation, computation, averages, distribution about the average, correlation, index numbers, time series, trends and cyclical movements; applications of these procedures to business fields. (3 hours lecture, 2 hours laboratory per week). 4 hours.
- 310. Labor Problems.** Wages, hours, insecurity, industrial conflict, and the sub-standard worker; attempts to solve these problems, with special emphasis on labor organizations and on the activities of the government. Prerequisites, Economics 206 and Sociology 101. 4 hours.
- 315. (415). Money and Banking.** The principles of money and banking and the development of the present monetary and banking systems, including an analysis of prices and of recent legislation in the United States. Prerequisites, Economics 206 and Business 205. 4 hours.
- 317. Economic History of the United States.** An economic analysis of the colonial development, the westward movement, industrialization, and the United States as a world power. The historical background of the current economic problems of agriculture, transportation, banking, manufacture, and labor. Prerequisites, Economics 206, History 201 or 202. Geography 319 is also recommended as preparation. 4 hours.
- 328. International Trade.** Present-day problems of international economic relations, against a background of history, economic theory, and factual information about the world's population, resources, and industries. Emphasis is given to the position of the United States in the world economy. Prerequisites, Geography 210 and Business 336. 3 hours.
- 340. Public Utilities.** A study of the principles of rate-making and valuation; public regulation, control, and ownership of natural monopolies. Prerequisites, Economics 206, and Business 205. 3 hours.
- 355. The Economics of Consumption.** The importance of the consumer as the center about which our economic system revolves; the principles and philosophy underlying consumers' choices. Prerequisite 206. 3 hours.
- 430 (330). Public Finance and Taxation.** The principles affecting public revenues and expenditures, budgetary legislation, and the use of public credit, methods of raising revenue, and the incidence of taxation. Prerequisite, Business 207 and Economics 315, 317. 3 hours.

- 440. Value and Distribution.** Perfect competition and monopolistic competition. Prerequisites, Economics 206, 315. 3 hours.
- 450. History of Economic Thought.** A study of the development of various economic theories and their influence upon the economic system. Prerequisite, 206. 3 hours.
- 451. Economic Theories.** A study of the theories of leading economists of the day. Prerequisite, Economics 440, 450. 3 hours.
- 470. Business Cycles.** An economic analysis of the major business fluctuations in the United States, including an examination of the price changes, inflation, deflation, and governmental action during the cycles. Prerequisites, Economics 315, 451. 3 hours.
- 481. Comparative Economic Systems.** A study of capitalism, socialism, communism, fascism, and cooperation. Prerequisite, 451.
- 500. Economics Seminar.** Economic research and writing, sources of material, the literature of economics, and economic criticism. Open only to graduate students and to seniors who are majoring in economics. 4 hours.

EDUCATION

Professors Fair, Lawson, Merwin, Ragsdale, Thalman, Warren (Chairman); Associate Professors Bosley, Bracewell, Randolph, Mott; Assistant Professors Dillow, Earl Hall, Malone.

- 206. General Psychology.** This course is fundamental, giving a description of human behavior and a basis for its study. It includes a brief statement regarding the development of psychology; it describes motivation and mental states such as emotions, conflicts and frustrations; it acquaints the student with the ways in which one comes to know the world around him through perceptual experiences; it gives an understanding of attention and how it may be developed; it describes the learning process and its relationship to thinking and reasoning; it gives a description of native intelligence, and discusses the relationship of the individual to his social world; the final discussions deal with the physiological processes involved in brain activity. 4 hours.
- 230. Rural Education.** 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.** The child mind, phenomena of growth, and the instinctive interests of childhood. Detailed consideration is given to materials and methods. Prerequisite, 206. 4 hours.

- 237. Rural Education Seminar.** Designed to accompany rural student-teaching. Discussions and readings, in the main, grow out of problems encountered in actual student-teaching. Groups work on special problems of mutual interest. 4 hours.
- 305. Advanced Educational Psychology.** The bodily organs and mechanisms upon which behavior depends, instinctive action and native capacities, the general laws of learning and their applications to teaching, individual differences. Prerequisite, 206. 4 hours.
- 306. Child Development.** A course paralleling student teaching, treating physical, mental, social and educational growth of elementary school children. Attention is given to implications of recent child growth data for developmental experiences provided by school and home. 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.** Discussions are centered around the professional and community relations of the teacher, an analysis of teaching materials, and present day trends in curriculum procedures. Prerequisite, 206. 4 hours.
- 312. Safety Education.** Preparation for teaching safety education in public schools. Traffic safety is given major consideration, but other phases of safety education are also treated. 4 hours.
- 313. Literature in the Kindergarten-Primary Grades.** A course for students majoring in Kindergarten-Primary Education, emphasizing principles of selection and presentation, rather than 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.
- 314. (215) (210). Elementary School Methods.** A brief study of the fundamental principles of education, and their application in the interpretation of current and proposed educational theory and practice. A detailed study of the processes of teaching and learning involved in elementary education. Prerequisite, 206. 4 hours.
- 315. High School Methods.** A detailed study of the processes of learning and teaching involved in high school education. Prerequisite, 305. Not open to those who have had 314. 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 environment, and in integrating this material with the child's experiences. The students plan a unit of experience and help a school group to develop it. 4 hours (3 hours theory plus 2 hours laboratory).
- 323. School Law.** Offered jointly with the Department of Government. 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. Chief emphasis is placed upon Illinois school law. The teacher's contractual status and obligations, problems in school finance, and the legal requirements for certification, bonding, and organization are studied with specific relation to conditions and needs in Illinois. 4 hours.
- 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. American Public Education.** 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. Field Work in Elementary Education.** Special problems in the teaching, supervision, or administration of elementary or rural schools. Admission by consent of instructor. 4 hours.
- 335. Problems in Rural Education.** Persistent problems of rural teachers in Southern Illinois. Plans of action are considered under the following headings: organization and management; curriculum adjustment to meet local conditions; selections and use of materials and equipment; intra-school, home, and community relationships; evaluating pupil progress; the teacher's own growth and work. Prerequisites, one course in Psychology and one other course in Education. 4 hours.
- 337. Reading in the Elementary School.** The principles of reading instruction and the factors that condition reading, together with grade placement of aims and materials; approved techniques of approach, diagnostic and remedial treatment. Problem cases in reading are studied. Methods developed by recent research and practice are brought to the class. Prerequisites, 305, 314, and 315. 4 hours.
- 338. Problems of Remedial Reading in the High School.** This course deals with characteristic weaknesses in reading ability of high school students and suggests remedial methods. Prerequisite, senior classification. 2 hours.

- 338a. Laboratory Practice in Secondary School Remedial Reading.** This course is taught in conjunction with or following course 338 and gives actual practice in applying diagnostic and remedial techniques. Prerequisites, 338 and senior classification. 2 hours.
- 338b. Reading Case Studies and Clinical Practice.** Individual case diagnoses are made by the students, and direct corrective aids administered. Students learn to use reading tests, interest surveys, the telebinocular, metronoscope, ophthalmograph, audiometer, and other diagnostic and corrective devices. Prerequisite, 337 or 338. 2 hours.
- 338c. Diagnostic and Remedial Treatment for Retarded Readers.** This course provides training for elementary or high school teachers in service who must deal with seriously retarded readers. Practice is given in using approved diagnostic approaches, including reading tests and devices used in public school reading clinics. The students learn to use the telebinocular and other tests of vision, the audiometer, the ophthalmograph and the metronoscope. Remedial techniques and reading improvement programs are emphasized. 4 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 are made and effective use of these resources in developing a school curriculum is discussed. Open to juniors and to others by permission of instructor. 4 hours.
- 340. Child Psychology.** The original nature, the activities, the development, and the personality of normal and abnormal children through early adolescence. Critical evaluation of methods, theories, and interpretations. Prerequisite, 305. 4 hours.
- 343. Child Development.** Offered jointly with the Department of Physiology and Hygiene. Studies are made of child development, including 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. This course also includes the psychology of parent-child and teacher-child relationships. Prerequisite, 206. 2 hours in Physiology and Health Education and 2 hours in Education.
- 345. Adolescent Development.** Development of the individual through adolescence and correlation of adolescence with childhood. Adolescence in its physical, mental, emotional, social, moral, and religious aspects, its motivations, drives, and interests. Personality development, including behavior patterns; mental variations such as amentia, disintegrations, psychopathy, dementia praecox, and some psychoses; hygiene of adolescence; juvenile delinquency; guidance. Prerequisite, 305. 4 hours.

- 351. The School Library and the School Program.** The integrated use of library materials in the school program; reading interests and habits of children and adolescents; principles of book-selection; reading guidance. 4 hours.
- 352, 353. School Library Organization and Management.** Two courses giving techniques in organizing the small school library, and in making it function. Equipment, records, library activities; acquisition, classification, and simplified cataloging of books. Prerequisite, 351. These courses must be taken in sequence: 352, Winter; 353, Spring. 4 hours each.
- 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.
- 361, 362. Rural and Elementary Curriculum.** Field laboratory courses, designed especially for in-service rural teachers. The classes meet as ordinary extension classes. The instructor however, visits the schools represented and makes their curriculum problems the basis of discussions in the classes. Teachers are expected to improve and enrich the curriculum of their schools as a result of these discussions. College subject matter specialists assist the classes in curriculum revision. Extensive readings. 4 hours each.
- 364 (450). Foundations of Elementary Education.** This course involves (1) an analysis of societal conditions and trends and the responsibility of the educational system; (2) a survey of child characteristics and needs, and their influence on the program of the school; (3) the desirable content of the school curriculum in the light of items 1 and 2. 4 hours.
- 365. Psychology of Elementary School Subjects.** Scientifically established principles of teaching elementary school subjects, with some attention to the diagnostic and remedial teaching of these subjects. Prerequisites, 305, and 314 or 315. 4 hours.
- 367. Structure and Operation of the American Public School System.** A functional overview of American education today; future possibilities as indicated by present trends and recognized needs. The scope of American education, the function of the school in the modern democratic state, conditions requisite to the development of adequate education in the typical midwestern community, and typical practices and characteristics of the modern school. 4 hours.
- 371. Foundations of Education.** An overview of the various areas of education. Problems in educational philosophy, educational sociology, psychology, administration and curriculum development are discussed with emphasis on recent trends. Diversified readings in each area. Prerequisites, two courses in education, and junior standing. 4 hours.

- 380. Kindergarten Education.** The mechanisms and functional changes in the development of the pre-school child. The two hours in the kindergarten are used in the study of a few children and in checking these observations with the literature in the field. Designed to accompany student teaching. Prerequisite, consent of instructor. 4 hours.
- 381. Educational Sociology.** The methods, principles, and data of sociology as applied to the study and practice of education. The course centers about the socializing process, and those social institutions that are closely related to education in a democracy. 4 hours.
- 390. Workshop in Rural Education.** Group and individual problems related to meeting child and community needs. The work includes 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 is 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 Director of Rural Education. 6 or 8 hours, Summer.
- 401. Problems in Public School Reading.** Requirements are attendance at all sessions of a reading conference, and preparation of a paper showing practical applications of theory to the student's own teaching situation. 2 hours, Summer.
- 402. Planning the Small School Plant.** A consideration of latest authoritative recommendations concerning school plant design, with stress on planning the small school building to meet educational and social needs in rural communities. Sources of standards and evaluative criteria now available are reviewed, together with trends in school plant design in progressive communities. Each member of the class incorporates the results of his research into floor plans and specifications for a small school building. 2 hours.
- 420. Educational Statistics.** Definitions and objectives of statistical procedures; methods of securing and arranging educational data; methods of tabulation; study of median, mean, mode, and range; mean deviation; standard deviation; variability; coefficient of correlation; measures of reliability; graphic methods; problems of school publicity; application of statistics in educational work. The laboratory method is employed. Prerequisites, 305, 310, and 421. 4 hours.
- 421 (320) (321). Tests and Measurements.** Tests of intelligence, achievement and personality; their administering, scoring, and interpretation. Diagnosis, by psychological tests and techniques, of children's school difficulties. Methods and actual preparation

of objective tests in various fields, both elementary and high school. Development of a critical attitude toward all analysis and test procedures is stressed. 4 hours.

- 424. School Administration.** This course is designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Prerequisite, 305. 4 hours.
- 425. Diagnosis and Treatment of School Behavior Problems.** Etiological factors, differential diagnosis and methods of treatment of behavior problem children. The maladjusted child in relation to problems of individual differences, and the education of exceptional children. Methods of diagnosis employed in various clinics and schools; intra-community and extra-community facilities available in treatment programs. The attacking of behavior problems through liaison of school, home, and community is emphasized. The course includes in-service field work in the students' schools and communities. 4 hours.
- 426. Symposium on Procedures in Individual Guidance.** Weekly seminars on individual guidance techniques: administration, scoring and interpretation of intelligence, achievement and personality tests; procedures for studying behavior and maladjustment problems; home visitations; practice in special techniques in corrective reading and mathematics; practical, objective experiences in physical and mental health problems. Each student follows through with one child as a "subject" in the learning of these techniques. Prerequisites, Education 206; 306, or 340 or 345; 421; 337 or 338 or other special courses in diagnostic reading; Sociology 101; Physiology and Hygiene 202. 4 hours.
- 432. Public Opinion, Propaganda, and Education.** The purpose of the course is to analyze, classify, and give means of combating propaganda. It is designed to show how public opinion is formed, using current materials from the different channels of communication. The differences between propaganda and indoctrination. 4 hours.
- 436 (336). Techniques in Individual Measurement.** Students in this course receive theory and practice in administering individual intelligence tests such as the Stanford Binet and Cornell-Coxe Performance Ability Scale. Teachers contemplating qualifying as clinicians, remedial teachers, or adjustment teachers in their school systems need this work. Each student administers the tests to pupils of varying ages and interprets the results. Prerequisites, 206; 306 or 340 or 345; 421. 4 hours.
- 437 (537). Problems in Reading.** Newer practices and trends in the teaching of reading; recent materials of instruction in reading, particularly the remedial materials; modern techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Graduate students will be required to do extra work. 4 hours.

- 445 (350). Mental Hygiene.** Mental habits, attitudes, and ideals which prevent or promote healthy-mindedness. Practical procedures for administrators and teachers in dealing with the emotional and personality problems of school children. Prerequisite, 305. 4 hours.
- 446. Practicum in Psychology (Studentship).** Students are given clinical experiences at the State Hospital at Anna and required to participate in numerous staffings, clinics, and conferences, covering psychiatric, neurological, and pathological findings, and in staff medical meetings. Some opportunities for research are given under the direction of the hospital's psychologist. Up to 16 quarter hours of undergraduate credit is allowed for the practicum studentship. This study is offered only during the three summer months, and arrangements must be made by May 1 with the Director of the Child Guidance Clinic, in order to be sure that all necessary requirements have been met.
- 456. School Supervision.** The function of the principal or supervisor in the improvement of instruction. Some activities, methods, and devices for improving the effectiveness of teaching. The course is for present and prospective principals or supervisors who wish to familiarize themselves with accepted principles of supervision in elementary and secondary schools. Prerequisites, three courses in education, and teaching experience. 4 hours.
- 460 (360). Curriculum.** Modern practices and procedures in curriculum development; principles of evaluation; practice in evaluation and construction of curriculum areas, with attention to the professional, social, economic and other major factors in curriculum planning. 4 hours.
- 500-510. Graduate Seminar in Education.** For majors and minors in Graduate Education. How to choose research topics and how to conduct research activities. Each student selects a subject for research and presents it, when completed, before the seminar group. 4 hours.
- 505. Seminar in Social Psychology.** Problems arising from the interplay of society and the individual, with particular attention to the problem of socialization of the individual, to revolution, conflict, mass movements, mental epidemics, public opinion, propaganda and the like. Each member of the class works out a specific problem in the light of psychological principles governing social action. 4 hours.
- 515. Seminar in Advanced Educational Psychology.** A review of the various schools of psychology. Special emphasis on the learning process, mental fatigue, and personality adjustment. Psychological principles are studied in the light of educational procedures. 4 hours.

- 523. The Theory and Legal Basis of American Education.** Present-day objectives and principles of education in the light of the social theory upon which they rest. Guided reading and library research, with individual and group conferences. Special reports on selected problems. 4 hours.
- 525. School Finance and School Plant Facilities.** One phase of this course deals with the fiscal administration of the school, the other with the requirements of the school plant facilities. Accounting, budget making, budget administration, bonding, insurance, school building, school sites, costs, scoring, financing, equipment, maintenance, operation, and custodial service. 4 hours.
- 526. Symposium on Techniques and Therapy in Individual Guidance.** The student is encouraged to use his initiative and to bring together ideas, concepts, and learning which have been acquired in previous courses. Various intelligence, personality and achievement tests are used. Interviews are held with a patient, his parents, and his teachers; and various opportunities for direct observations are provided. Each patient is given a physical examination by a physician. Students are trained to operate technical machines such as the telebinocular, the audiometer, the dermohmeter, and others. The student diagnostician works with one individual throughout the term, and the carrying-out of technical research under the direction of members of the staff is included. Prerequisites, as for 426. 4 hours.
- 527. Administrative Problems of Small Schools.** A field laboratory course for principals and superintendents, both elementary and secondary, focused upon specific problems presented by the students. Two days a week are devoted to visiting schools in the area, and the remaining days are spent in research and in the seminar. Problems of plant construction and maintenance, budgeting, evaluation, curriculum, and of classroom organization, office practice, and administration. Specialists are used as consultants where possible. Limited to administrators. 6 hours.
- 528 (428). Therapeutic Treatment of the Individual Student.** A continuation of 426. Problems, characteristic of the patients studied, include those of normal and exceptional children and adolescents in classroom and home adjustments. Students both study and use techniques for determining progress made in treatment. Prerequisite, 426 or 526. Note: A knowledge of genetics and zoology is also urged as preparation. 4 hours.
- 529. Group Methods in Therapy.** Individual research upon the interactions between the group and the individual as related to treatment. Prerequisite, 426 or 526. 4 hours.

- 535. Research in Problems of Administration.** An intensive four-week course for school principals, on theory and principles of administration for small schools, special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school accounting, community relationships, supervision; pupil accounting, and evaluation of instructional services. 4 hours.
- 539. Community Development through the School.** This course requires a comprehensive survey of the resources of a particular community. The material gathered is catalogued for use by the teachers of the community. This survey is to be used to help determine needed curriculum changes. 4 hours.
- 554. Contrasting Philosophies of Education.** This course deals, both historically and contemporaneously, with the ideologies which have developed, or developed from, differing concepts of education. Comparative education receives some attention, but emphasis is given to the alternatives facing American educators in the immediate future. 4 hours.
- 555. Philosophical Foundations of Education.** This course examines, in the primary sources, the basic concepts which have influenced and are influencing modern education. The students do research in tracing down and reporting the development of these concepts and, in addition, are tested on their general reading. 4 hours.
- 556. Seminar in Educational Supervision.** The major objectives of the course are to guide the student in research on present practice and experiment in supervision; to acquaint the student with the theory and principles of supervision; to familiarize him with the courses of authoritative opinion and theory in the field; and to relate the theory and principles of supervision to those of teaching and administration. 4 hours.
- 561. Curriculum Adjustments.** This course offers a thorough study of curriculum trends in the United States and also a thorough study of the curriculum of one individual school, with recommendations for a program of changes to be made. 4 hours.
- 565. Seminar in the Psychology of Elementary School Subjects.** Psychological principles of learning applied to the learning of materials used in the elementary school subjects. Each student chooses his area of interest in the elementary school field and studies the literature pertaining to learning—and therefore to teaching—in that area. Individual conferences and library reports are held regularly. 4 hours.

ENGLISH

Professors Bowyer (Chairman), Schneider, Tenney; Associate Professors Barbour, Coleman, Faner, Harris, Neely, Winn; Assistant Professors Barber, Burns, Cox, Krappe, Wilson; Instructor Smith.

English majors should, in their junior year, complete English 302, 316, 317, which in sequence constitute a required survey of English literature from the beginning to 1900. An English major is 48 hours, including nine hours of freshman rhetoric and six hours of sophomore literature. English majors in the College of Education must take English 300. Three of the major's 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 Century	370	354	361
19th Century	320 321	326 355	
20th Century	305 330	335 308	306 363

An English major should choose at least two history courses from the following: 322, 323, 324, and, if possible, at least one philosophy course, preferably 345. Prospective high school English teachers are advised to take Journalism 304.

English majors should know that a requirement for graduate work in English is a reading knowledge of French or German.

English minors should have a total of 24 hours, 12 of which should be distributed among the courses numbered 300 and above. Especially recommended courses are 316, 317, 366, and a modern course. Nine hours of rhetoric count toward a minor.

0. Sub Freshman Rhetoric. No credit.

- 101. Freshman Rhetoric.** Informal essay. Freshman rhetoric must be taken every term until the requirement is fulfilled. 3 hours.
- 102. Freshman Rhetoric.** Use of the library as preparatory work for the research paper. 3 hours.
- 103. Freshman Rhetoric.** Emphasis on the writing of a research paper. 3 hours.
- 104. Modern Readings with Practice in Composition.** 3 hours.
- 205. Masterpieces of English and American Poetry.** 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.** Principal forms, ideas, and writers of contemporary America and England. Occasional excursions into the literature of other countries. Emphasis on 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.** 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. Does not count on English major. 3 hours.
- 217. English Grammar for Teachers.** A review of elementary school grammar. 3 hours.
- 290. Creative Writing.** Prerequisite, consent of the instructor. 3 hours.
- 300. Principles and Teaching of English Grammar and Composition.** Required for majors in the College of Education. 3 hours.
- 302. A Survey of English Literature from the Beginning to 1550.** Required of majors. 3 hours.
- 305. American Poetry.** 4 hours.
- 306. American Drama.** Rise of the theatre in America with a survey of the drama of the early period and intensive reading of contemporary plays. 4 hours.
- 308. American Novel.** Emphasis on the works of Hawthorne, Melville, Crane, Lewis, and Cather. 4 hours.
- 314. Ideas in Seventeenth Century Literature.** Religious, scientific, political, and aesthetic trends in seventeenth century literature. 4 hours.
- 315. Eighteenth Century Literature.** Neo-classicism and the genesis of the Romantic movement in poetry. In prose 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 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 202. 3 hours.
- 318. A Survey of American Literature.** 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.** Representative writings of England's great prose age and, exclusive of fiction, their relationship to nineteenth century life and thought. 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.** Representative novels from Defoe through Scott. 4 hours.
- 355. The Victorian Novel.** The work of the major English novelists from Dickens to Hardy. 4 hours.
- 356. The Novel Since 1900.** The work of novelists of various nations. Especially recommended for students who are not majoring in English. 4 hours.
- 357. The British Novel from 1895 to 1920.** The course emphasizes in particular Conrad, Gissing, Galsworthy, and Bennett. 4 hours.
- 360. English Drama to 1642.** Representative plays showing the development of the drama from the Greek and Roman to 1642. 4 hours.
- 361. Restoration and Eighteenth Century Drama.** Intensive reading of plays and special reports. 4 hours.
- 362. The Development of Tragic Drama from Aeschylus to the Present Time.** Principal tragic dramas and 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 1830 with intensive study of the most important plays after Ibsen. 4 hours.
- 366. Shakespeare.** A selection of plays for intensive study and for outside reading. 4 hours.
- 369. Criticism of Literature.** The study, appreciation, and criticism of literature and literary techniques. 4 hours.
- 370. Milton.** The poetry of Milton, with emphasis on the forms, influences, and ethical values. 4 hours.
- 377. Comparative Literature, Twentieth Century.** 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, Euripedes, Aristophanes, Plato, Vergil, Terence, Dante, and others. 4 hours.
- 379. Comparative Literature from the Time of the Renaissance.** Recent literature other than English and American in translations of 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, 392. Advanced Composition.** Credit will not be given for both 300 and 390. 3 hours.
- 405. American Poetry.** A study of the works of a selected list of representative American poets from Bryant to Frost. 4 hours. Harris.
- 431. The Eighteen-Nineties.** Studies in authors of the 1890's, English and American. The course may emphasize one author one quarter, another author next time. Emphasis spring quarter, 1947, is on Kipling. 4 hours. Schneider.
- 469. The Criticism of Literature.** Studies of the chief critics of the past, and of current critical attitudes, with some practice in the writing of criticism. 4 hours. Wilson.
- 485. Problems in the Teaching of English.** Studies in the aims, methods, materials, tests, programs, and other aspects of English instruction in the high school. Emphasis may be now on literature, now on composition, as the special interest of the class may dictate. 4 hours. Schneider.
- 500. Materials and Methods of Research in English.** 2 hours.

- 508. The Rise of Realism in American Fiction.** Extensive reading in American literature after the Civil War; local color, early realists, major realistic novelists, and early naturalists. 4 hours. Schneider.
- 514. Problems in Seventeenth Century Literature.** Studies in the development of forms and ideas in seventeenth century literature. 4 hours. Wilson.
- 515. Dr. Johnson and His Circle.** A study of personalities, critical attitudes, philosophical and political concepts, manners and customs of the eighteenth century with special attention to the development of romanticism. 4 hours.
- 522. Robert Browning.** Extensive reading in Browning's poetry, and study of his life and times, of the scholarship relating to him, and of the critical opinions that have been passed upon him. 4 hours. Schneider.
- 560. Shakespeare.** A review of the works of Shakespeare, together with extensive work in the scholarship that has accumulated on the subject, emphasizing the times of Shakespeare, his sources, language, versification, and other problems. 3 or 4 hours. Harris.
- 562. The Development of the Tragic Drama, from Aeschylus to the Present Time.** A study of the tragic drama, and of the changing conceptions of the form and idea of tragedy through the ages. 4 hours. Schneider.
- 566. English Drama to 1550.** A study of the evolution, forms, and content of the English drama during this period. 4 hours. Harris.

FOREIGN LANGUAGES

Professor Peacock (Chairman); Associate Professor Davis; Assistant Professors Barry, Neufeld, Smith.

For a major in a language, a student in the College of Education must complete 36 hours; a student in the College of Liberal Arts and Sciences, 42 hours, exclusive of 101, 102, and 103. At least one English and one History course numbered 300 or above should supplement 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 for any students unless 103 is also completed.

French

101, 102, 103. Elementary Course. Grammar; pronunciation; composition; conversation; reading of modern prose. 101 is open to students who have had no previous work in French. Pre-

requisite for 102 is 101 or one year of high school French. 3 hours each.

- 151, 152, 153. Intermediate Composition and Reading.** Grammar; composition; oral practice; rapid reading of modern authors. Prerequisite, 103 or two years of high school French. 3 hours each.
- 201, 202, 203. Survey of French Literature.** A study of the important currents of French literature from the beginning to the present time. Outside reading reports. One hour each week will be devoted to French composition. Prerequisite 153. 4 hours each.
- 220. French Conversation.** Conversation based largely on topics of current interest chosen from French newspapers and reviews. Prerequisite, 151 or three years of high school French. 2 hours.
- 301. The French Novel of the Eighteenth and Nineteenth Centuries.** Lectures, collateral reading and reports. Prerequisite, 203. 3 hours.
- 302. Seventeenth and Eighteenth Century Drama.** Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. Prerequisite, 203. 3 hours.
- 303. French Lyric Poetry.** French versification; Romantic, Parnasian, and Symbolist schools; contemporary poets. Weekly reports on outside reading. Prerequisite, 203. 3 hours.
- 304. French Contemporary Novel.** Study of the novel from 1889 to the present, with emphasis on the symbolistic, regional, psychological, and sociological novels. Detailed study of Proust or Gide. Prerequisite, 203. 3 hours.
- 305. French Contemporary Drama.** Study of French Drama from Dumas *fils* to the present, with emphasis on the *pièce à thèse*, the *théâtre libre*, symbolistic drama, and the drama of modern social problems. Prerequisite, 203. 3 hours.
- 340. French Literature of the Sixteenth Century.** Rabelais, Montaigne, the memoir writers, Marot, the Pléiade, and d'Aubigny. Prerequisite, 203. 2 hours.
- 351. Advanced Composition.** Rapid grammar review; study of idiomatic construction; weekly themes. Course conducted in French. Prerequisite, 203. 4 hours.
- 352. French Conversation and Phonetics.** A thorough study of the phonetic alphabet and of the formation of French sounds. Course conducted in French. Prerequisite, 203. 5 hours.

- 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, 351 and 352. 4 hours.
- 500. Seminar in Contemporary French Literature.** Intensive study of the "roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romain Rolland. 2 hours.
- 501. Seminar on a Selected French Author.** Intensive study of one author—his life, his work, and his place in the literary and cultural developments of civilization. 2 hours.
- 510. French Literature from 1850 to 1900.** 4 hours.
- 520. Graduate Composition and Diction.** Composition based on study of contemporary French authors. Individual work in pronunciation and diction to be determined by entrance tests. 4 hours.

German

- 101, 102, 103. Elementary Course.** Pronunciation; grammar; conversation; composition; class and collateral reading. 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 Course.** Grammar review and expansion; reading in modern prose; conversation and composition. Two periods a week are devoted to literature and one to grammar and composition. Prerequisite, 103 or two years of high-school German. 3 hours each.
- 201, 202. Introduction to German Classical Literature.** Lessing, Goethe, Schiller. Reading and discussion of representative works. One hour a week is devoted to German composition. Courses conducted in German if preferred. 4 hours each.
- 203. German Drama in the Nineteenth Century.** Kleist, Grillparzer, Hebbel. Reading and discussion of representative works. One hour is devoted to German composition. Course conducted in German. 4 hours.
- 251. Scientific German.** Study of vocabulary and sentence constructions as found in the German readings on popular sciences. Prerequisite, 152 or equivalent. 4 hours.
- 301, 302. Survey of German Literature to 1800.** The historical development of German literature. Lectures; reading of representative authors; discussion; themes. Courses conducted in German. 4 hours each.

- 303. German Novelle in the Nineteenth Century.** A study of representative works from 1826 to 1890, with emphasis on the literary movements of that time. Prerequisite, 202. 4 hours.
- 304. Aufsätze und Sprechübungen.** Advanced composition and conversation. Required for prospective teachers of German. 5 hours.

Latin

- 101, 102, 103. Elementary Course.** Grammar, composition, reading of simple prose. English derivatives and cognates are stressed. 101 is open 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, 103 or two years of high school Latin. 4 hours.
- 152. Cicero's Essays.** De Senectute and part of De Amicitia. Prerequisite as for 151. 4 hours.
- 153. Livy.** Books I and XXI. Prerequisite as for 151. 4 hours.
- 201. Phormio of Terence.** Prerequisite, 153 or equivalent. 4 hours.
- 202. Horace's Odes and Epodes.** Prerequisite, 153 or equivalent. 4 hours.
- 203. Letters of Pliny.** Prerequisite, 153 or equivalent. 4 hours.
- 301. Cicero's Letters.** Emphasis is laid on the history of the times and the personality of Cicero. Prerequisite, 203 or equivalent. 4 hours.
- 302. Vergil's Eclogues and Georgics.** The hexameter is carefully studied, and Vergil's spirit and contribution to Rome are considered. Prerequisite as for 301. 4 hours.
- 303. Tacitus.** The Agricola and Germania. Prerequisite as for 301. 4 hours.
- 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, 3 hours. 340B, 2 hours.

The following courses are given in the 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. The Teaching of Latin.** A discussion and training course for teachers. 4 hours.
- 342. Advanced Composition.** A careful study based on classic prose-writers. 4 hours.

Portuguese

- 100. Introductory Course.** Especially for Spanish majors and minors. Open to students who have completed Spanish 153 and to others by consent of instructor. 5 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, 103 or two years of high school Spanish. 3 hours each.
- 201, 202, 203. Survey of Spanish Literature.** The survey continues down to the present day. Lectures, and reading of representative authors. Composition one day a week. Prerequisite, 153. 4 hours each.
- 220. Spanish Conversation.** Elementary course with records for comparison and imitation. Prerequisite, 151 or equivalent. 2 hours.
- 301. Spanish Novel of the 19th and 20th Centuries.** Study of representative novels and authors from the Regionalists to the present time. Prerequisite, 203. 3 hours.
- 302. Spanish Drama of the 18th and 19th Centuries.** Reading of selected plays of the chief dramatists from Moratin to the generation of 1898. Prerequisite, 203. 3 hours.
- 315. Arte y Cultura.** Conducted in Spanish. Informal class discussions of reports by students on present day topics relating to the life and interests of Latin America and Spain, with extensive use of films. Prerequisites, 220 or consent of instructor. 3 hours.
- 333. Spanish American Literature.** Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors. Prerequisite, 203 or consent of instructor. 3 hours.

- 340. The Golden Age. (The Dramatists).** Extensive individual reading of the plays of Lope de Vega, Calderon, Tirso, Ruiz de Alarcon and others, with class reports and intensive study of some one dramatist. Prerequisite, 203 or consent of instructor. 3 hours.
- 345. Cervantes.** Study of the life of the author and the Quijote with reference to his style and source of materials. Comparative reports on the *novelas* and other works. Prerequisite, 203 or consent of instructor. 4 hours.
- 351. Advanced Composition.** Daily themes based on Spanish models, with free composition once a week. Class discussions. Prerequisite, 203. 3 hours.
- 415. Spanish Phonetics.** Analysis of the sounds of Spanish, their manner of production, and special drill in connected passages of prose and poetry. 3 hours.
- 500. Seminar in Latin American Literature.** Intensive study of the modern novel in Latin America as an expression of social and cultural movements. Outside readings and class discussions. 2 hours.
- 501. Seminar on a Selected Spanish Author.** Intensive study of one author, his life, his works and his relationships to the literary and social currents of his time. 2 hours.
- 520. Composicion y Gramatica.** Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical constructions. Special projects in grammar may be undertaken. 4 hours.
- 530. Latin American Poetry.** Study of the modern trends in the poetry of Latin America as a whole, with emphasis on its international aspect and relation to other literary forms. Prerequisite, 333 or consent of instructor. 3 hours.

Romance Philology

- 410. Romance Philology.** A survey of the phonology, morphology, and syntax changes in Romance languages in general, with special attention to developments in French and Spanish for majors in these fields. 4 hours.

Russian

- 101, 102, 103. Elementary Course.** Pronunciation; outlines of declensions and conjugations; reading of elementary texts; selection of basic roots; analysis of prefixation and suffixation; oral practice; composition. 3 hours each.

- 151, 152, 153. Intermediate Course.** Reading of selections from Russian literature; advanced conversation and composition. 3 hours each.
- 203, 210, 212. Survey of Modern Russian Literature.** Reading of works of Gogol, Lermontov, Tolstoy, Dostoyevsky, Chekhov, Pushkin. 4 hours each.

GEOGRAPHY AND GEOLOGY

Professor Barton (Chairman); Associate Professors Shank, Vinge;
Assistant Professor Krause.

Persons who expect to teach in the elementary school are urged to take at least a minor in geography, which must include Geography 100 and 101.

Those expecting to teach commercial or economic geography in high school with a medium preparation must have twelve quarter hours of college geography. Students should meet this requirement by taking Geography 100, 210, 304, and 324.

Those 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 Geography 101, 310, 300, and any other physical geography subject (see list below).

Classification of geography courses:

Physical: 101, 201, 250, 300, 301, 302, 303, 306, 310.

Social: 100, 210, 304, 317, 319, 324, 328, 330, 345.

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

Educational: 340, 341, 342.

Geography 100, 101, and 210 are required of all geography majors and minors who have enrolled since 1939.

- 100. Global Geography.** A survey of the physical environment and its application to the human world: the resulting geo-nomic, geo-cultural, and geo-political problems. A field trip is required. 5 hours.
- 101 (205). Physical Geography.** For students who plan to teach nature study, natural science, social science, general science, or geography. Units on landforms, soil, waterbodies, minerals, native plant life, native animal life, direction and distance, and the universe. These physical phenomena are interpreted as to their influence upon each other and upon the four geographical cultural factors. A great variety of visual education methods are illustrated in this class. One major field trip is required. 5 hours.
- 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. Designed for Agriculture majors and others especially interested in soil-forming processes. 4 hours.

- 210. Economic Geography.** A study is made of the world distribution of types of activity and industries, such as hunting, fishing, lumbering, grazing, farming, mining, manufacturing, transportation, and trade. 4 hours.
- 250. Meteorology for Pilots.** A course in which weather is studied in detail as to its origin, its changes, the factors and laws influencing it, and its influence upon aviation. Practical use is made of modern weather maps, weather symbols, and the code system. Data and instruments of a United States Airway Weather Station are studied to help make the course practical. 2 hours.
- 300. Physical Geology.** 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, and drainage, are stressed. Laboratory and field work are required. 4 hours.
- 301. Structural Geology.** This course gives a world-wide treatment of rock deformation and its results. Prerequisite, 300. 4 hours.
- 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. Prerequisite, 300 or permission of the instructor. An elementary course in Zoology or Botany is also recommended for preparation. 5 hours.
- 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.
- 304. Advanced Economic Geography (Economics 304).** This course is designed to supplement 210 in presenting the geographic influences underlying commerce and industry. 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. 4 hours.
- 306. Map and Aerial Photo Reading.** Students are taught the source and use of military and civilian maps, charts, graphs, and aerial photographs. Laboratory and field work are required. 3 or 4 hours.
- 310. Meteorology.** A course in which weather conditions are studied in detail as to their origin, their changes, the factors and laws influencing them, and their influence upon man. Emphasis is placed equally upon the theoretical side and upon subject-matter which will be practical to aviators, farmers, and urban dwellers. 4 hours.

- 313. Geography of Illinois.** An intensive regional study of Illinois and of contiguous areas outside the State where geography is closely related to that of Illinois. Prerequisites, 100 and 101. Open to geography majors and minors and to others having special permission. 3 hours.
- 314. Geography of North America.** A systematic regional treatment of America north of Mexico. Special emphasis is given to a study of man's adjustment to his natural environment and to economic, political, and cultural problems. 4 hours.
- 315. Geography of Europe.** Europe is studied intensively by regions. The description, interpretation, utilization, and interdependence of regions are stressed. Present and possible future significance of the continent receives attention. 4 hours.
- 316. Geography of South America.** A study is made of the regions and resources of South America as they relate to national and international problems.
- 317. Economic History of the United States.** (Economics 317). An Economic analysis of our colonial development, of the westward movement, of industrialization, and of the emergency 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. 3 hours.
- 318. Geography of Asia.** Life conditions and economic development as influenced by location, climate, relief, size, shape, and other natural conditions. 4 hours.
- 319. Historical Geography of the United States.** A study of geographic influences upon the discovery, exploration, settlement, and development of the United States. Emphasis is placed upon the physical setting, the western migrations, and upon the adjustments and maladjustments of American society to earth conditions and resources. 4 hours.
- 320. Geography of Africa.** Life conditions as influenced by location, relief, climate, soils, and minerals. The vast mineral resources and the rapid development of South Africa. The ascendancy of European influence in Africa. 4 hours.
- 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. 2 hours.
- 324 (325). Restoration and Conservation of Natural Resources.** (Economics or Sociology 324). This course includes a survey of the major resources of the United States, the history of their exploration, and 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. 4 hours.

- 328. International Trade.** (Economics 328). Present-day problems of international economic relations are treated against a background of history, economic theory, and factual information about the world's population, its resources, and its industries. Emphasis is given to the position of the United States in world economy. Prerequisites, Economics 205 and 206. 3 hours.
- 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 the geography and science work on the kindergarten and primary levels. It also gives the student practice in putting into simple language descriptions and interpretations of the physical and cultural phenomena, in such a way as to stimulate interest in nature and man's activities. Prerequisites, 100 and 101. 3 hours.
- 341. Intermediate Grade Geography.** This course is similar to 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 340. Prerequisites, 100 and 101. 3 hours.
- 342. Junior and Senior High School Geography.** This course is similar to 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 340 or 341. Prerequisites, 100, 101, and 210. 3 hours.
- 345. Political Geography of World Problems.** An integrated study of the political and geographical structure of the world and of its relation to the political affairs of the United States. Emphasis is placed on interdependence and on the relations of natural resources and geographic factors to present political policies. 4 hours.
- 401. The Development and Role of Geography.** The purpose of this course is to acquaint the student with the history and philosophy of geography as illustrated by various types of literature. Emphasis is placed on the role of geography in the social studies. 3 or 4 hours.
- 403. Special Methods and Problems in Geography.** A research methods course offered primarily for teachers of geography, earth science, and allied subjects. Special problems are studied from the two standpoints of pure research and teaching method. 3 or 4 hours.
- 406. Cartography and Graphics.** Critical supervision in the construction and reproduction of maps and charts used in reports, theses, and various publications. 3 or 4 hours.

- 407. Geography of World Trade.** Analysis of current trends and problems, especially with regard to the foreign trade of the United States and to the degree of self-sufficiency among nations. 3 or 4 hours.
- 408. Geography of Airways and Air Traffic.** Geographic description and interpretation of the airlines of the world, their present and potential traffic, and their economic, political, and social significance. 3 or 4 hours.
- 424. Methods and Problems in Conservation.** A research methods course offered primarily for teachers of conservation or allied subjects. Special problems are selected which have not been covered in the subject matter courses or in education courses. 3 or 4 hours.
- 500, 510. Seminar.** An introduction to the theory and technique of research in geography. 2 to 4 hours.
- 515. Field Work Techniques.** This course gives the student field experience in observing, recording, mapping, photographing, and studying geography out of doors. Various field techniques and instruments will be employed in working out geographic projects. 3 or 4 hours.

GOVERNMENT

Professors Alexander, Swartz (Chairman) ; Associate Professor Klingberg.

An undergraduate major for a student in the College of Education consists of thirty-six quarter hours, for one in the College of Liberal Arts and Sciences, forty-two quarter hours; a minor of twenty-four quarter hours in both Colleges.

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

Senior-college students are permitted to take advanced undergraduate 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 master's degree 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.

- 101 (200). Problems of American Democracy I.** This introductory course is designed for the dual purpose of meeting the social science and American government requirements and of providing

a general survey of American democratic problems for those not intending to take additional work in the field. Emphasis is given to problems pertaining to civil liberties, pressure groups and propaganda, the electoral system and general governmental organization and procedures. 5 hours.

- 102 (201). Problems of American Democracy II.** A continuation of 101, with emphasis on governmental functions and services. 3 hours.
- 103. Problems of American Democracy III.** May be taken either separately or in conjunction with 102. Emphasis upon international relations and foreign policy. 2 hours.
- 231. American Government I.** This is a survey course covering the structure, functions and principles of the government of the United States, designed for those qualifying to teach in the field, preparing for law school, or specializing in government. May be taken in place of government 101 to satisfy the social science and American government requirements. 5 hours.
- 232. American Government II.** A survey of the structure and functions of state government. 3 hours.
- 233. American Government III.** A survey of the organization and principles of local government. This course may be taken separately or in conjunction with 232. 2 hours.
- 300. American National Government I.** This is an advanced course in American government designed for senior college students. It is not open to students who have had government 231. This course satisfies the American government requirement in the College of Education. 4 hours.
- 305. Development of the American Constitution.** The evolution of the U. S. constitutional system. Recommended for pre-law students. 4 hours.
- 315. Administration of Justice.** A study of the organization and administration of the American judicial system. Recommended for pre-law students. 3 hours.
- 330. Illinois State Government.** The historical development of the governmental system of Illinois. 2 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.
- 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 postwar problems. 4 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 "Isms".** An advanced survey of the leading schools of political thought in England and Europe in the nineteenth and twentieth centuries: Socialism, Communism, Pluralism, Fascism, Nationalism, etc. 3 hours.
- 390. Comparative Government.** A comparative study of the governmental systems of the leading countries of Europe: England, France, Sweden, Switzerland, Italy, Germany, Russia. 3 hours.
- 420. Pressure Groups and Politics.** An analysis of the rapidly-growing number of interest groups and their techniques of political propaganda. 3 hours.
- 433 (333). Problems of Southern Illinois.** A study of the economic, social, agricultural, health, and political problems of the region. 3 hours.
- 435. Government and Business.** An historical study, with contemporary emphasis, of the increasingly important relations between government and economic institutions. 3 hours.
- 450. Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactment. 2 hours.
- 466 (366). State Government and Administration.** A study of the leading problems in government and administration in American states and localities. Problems pertaining to the executive, legislative, and judicial; taxation, public health, education, commerce, and industry. 3 hours.
- 467 (367). Municipal Government and Administration.** A study of the evolution of city government in the United States; the various types of city government; municipal elections, charters, etc. 3 hours.
- 472. International Government.** A study of the organization and development of international governmental and administrative systems; the machinery of international intercourse; the problem of war. Emphasis is given to the organization and operation of the League of Nations and the United Nations. 4 hours.
- 475. International Law.** A study of the legal rules and practices governing the nations in their relations in peace and war. Careful attention is given to those legal decisions which are recognized as important precedents in international law. 4 hours.
- 480. The Pacific and the Far East.** A study of the increasingly important political and strategic problems in this area. 3 hours.

- 487. 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.
- 495. Constitutional Law I.** A study of American constitutional principles, as illustrated by important decisions of the U. S. Supreme Court. 3 hours.
- 496. Constitutional Law II.** A continuation of 495; this may be taken without the preceding course. 3 hours.
- 500-515. Seminars.** These involve the preparation and presentation for criticism of assigned research papers. Hours of credit as announced.
- 500. Seminar in Contemporary Legislation.**
- 502. Seminar in American Governmental Problems.**
- 503. Seminar in Pressure Groups.**
- 505. Seminar in Political Parties.**
- 507. Seminar in Postwar Problems.**
- 508. Seminar in International Relations.**
- 509. Seminar in International Organization.**
- 510. Seminar in State Government.**
- 511. Seminar in Local Government.**
- 512. Seminar in Public Administration.**
- 520-525. Readings in Government.** Supervised readings in selected subjects. Hours and credits to be arranged.

HISTORY

Professors Briggs (Chairman), Lentz; Associate Professors Pitkin, Wright; Assistant Professors Caldwell, Pardee; Instructor Baxter

Students who intend to make History their major field should consult with the representative of the Department at the time of registration. Courses on the 100 and 200 levels are designed for freshmen and sophomores and are prerequisite to the more advanced work. Forty-two quarter hours are required for a major in History in the College of Liberal Arts and Sciences. Thirty-six quarter hours are required for a major in the College of Education. At least half of the work for a History major must be on the 300 and 400 levels and care should be taken to distribute the work in the fields of American and European history. Twenty-four hours are required for a minor in History. Students wishing to use a history minor in the College of Education should take 12 hours each in the European and American fields. Students in the College of Education may meet both the state certification and general education requirements by taking History 201 or 202.

Courses on the 400 level may be taken for graduate credit by properly qualified students upon consent of the instructor.

- 101, 102, 103. Survey of World Civilization.** These courses are designed primarily for freshmen as a survey of the development and evolution of civilization and are the foundation for further courses in the field of history. A term is devoted to each of the periods: Ancient, Medieval and Modern. Required of all History majors. 3 hours each.
- 201. History of the United States to 1865.** Courses 201 and 202 are designed to provide a general survey of the political, social and economic development of the United States. Prerequisite, sophomore standing. 5 hours.
- 202. History of the United States Since 1865.** A continuation of 201. 5 hours. Either 201 or 202 may be taken to meet the graduation requirements in the College of Education.
- 210 (310). The Middle Ages.** The history of Europe from the Ancient World to approximately 1400. Feudalism is emphasized, but a treatment of the religion and intellectual life of Europe is included. Prerequisite, freshman survey. 4 hours.
- 211. Modern Europe, 1400 to 1789.** A continuation of 210, stressing the transition from medieval to modern life, down to the time of the French Revolution. Prerequisite, freshman survey. 4 hours.
- 212. Modern Europe, 1789 to 1946.** A study of the most important social, economic and political developments in Europe after 1789. Prerequisite, freshman survey. 4 hours.
- 215. Hispanic-American History.** A course dealing with Spain's discovery and conquest of a New World, the organization of the colonial system, and the development of government and culture in a new setting. The decline of Spain in America and the rise of the discontent which resulted in the wars for independence. Prerequisite, 103 or sophomore standing. 4 hours.
- 216. Hispanic-American History.** The development of the modern republics of Hispanic America. The leaders of the revolutions and the difficulties of a century of political experimentation are stressed. The course closes with a study of the recent problems of the Hispanic-American nations. Prerequisite, 215. 4 hours.
- 217. Contemporary Hispanic America.** A survey of recent developments in the various Hispanic-American countries, with special emphasis on the period since World War I. Prerequisite, 215, 216. 4 hours.
- 218. History of the Caribbean Area.** A general survey of the West Indies and Central America. Special attention to the period 1650-1823. Prerequisite, 215. 4 hours.

- 304. History of the Ancient Near East.** A review of the political, economic, and religious history of Africa and Southwestern 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. Prerequisite, freshman survey. 3 hours.
- 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 their higher cultural development, as in philosophy, education, religion, art and architecture. 3 hours.
- 306. History of Rome, 509 B.C. to 500 A.D.** The political economic, and social history of Rome, with particular emphasis on Roman law, as well as upon the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity is also stressed. 3 hours.
- 308 (208). History of Illinois.** The history of the State from 1818 to the present. Recommended for History majors and those who expect to teach in elementary schools. Prerequisites, 201 and 202. 3 hours.
- 322. English History to 1603.** A study of England from ancient times to the death of Elizabeth. The course emphasizes the evolution of the various phases of the institutional life of the state. Prerequisite, freshman survey. 4 hours.
- 323. English History, 1603-1815.** A careful tracing of Stuart and Hanoverian England to the end of the Napoleonic Wars. Attention is directed to the beginnings of imperialism, the development and collapse of absolutism, and the progress of constitutional government. Prerequisite, 322. 4 hours.
- 324. English History, 1815-1947.** An investigation of the Era of Reform, the building of the second British Empire, and England in the World Wars. A study is made of recent British problems and the Commonwealth of Nations. Prerequisite, 323. 4 hours.
- 330. Middle Period of American History, 1789-1860.** A study of the conflicting sectional and nationalistic forces which characterize the period. The economic and political forces leading to the Civil War are stressed. Prerequisites, 201 and 202. 3 hours.
- 401. History of the South to 1860.** An intensive study of the social, economic, political, and cultural development of the "Old South" to the Civil War, to bring out the distinctive culture and problems of the section. Prerequisite, 201. 3 hours.
- 402. History of the South Since 1860.** The Civil War; political and economic reconstruction; the problems of the "New South" are carefully considered. Prerequisite, 202 or 401. 3 hours.

- 403, 404. Hispanic-American Culture.** Individual phases of Latin-American life are studied by various students. The lectures summarize the leading institutions and developments of four centuries of Spanish life in America. Prerequisite, 215. 3 hours each.
- 405. Civil War and Reconstruction.** Emphasis will be placed upon the clash of national and sectional interests, the economic and political as well as the military aspects of the conflict and the course and consequences of reconstruction. Prerequisite, History 201, 202. 3 hours.
- 410. Special Readings in History.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand. 3 hours.
- 411, 412, 413. Intellectual History of the United States.** The various types of economic, social and political thought that have influenced the development of the nation will be considered. Prerequisite, 201, 202. 3 hours.
- 415. The Age of the Renaissance.** The course begins with the Italian phase of the Renaissance and follows its spread to other sections of Europe. Prerequisite, freshman survey. 3 hours.
- 416. The Protestant Reformation.** A survey of the religious, cultural, and economic forces which brought about the movement for reform. The political effects of the division of Christendom and the economic implications of Protestantism receive special attention. Prerequisite, freshman survey. 3 hours.
- 420 (320). The French Revolution.** The passing of feudalism in France and the development of the background of the revolutionary movement are carefully considered. The study is carried through the revolutionary cycle concluding with the fall of the Napoleonic Empire. Prerequisite, adequate background. 3 hours.
- 421. Research in Illinois History.** Investigation of special topics in various phases of the history of the State. Prerequisites, 201, 202, 308, and permission of the Department. 3 hours.
- 425 (325). American Colonial History.** The founding of the American colonies and the development of their institutions, through the Revolution. Prerequisite, 201. 3 hours.
- 426. Social and Intellectual History of Hispanic-America.** A study of the intellectual origins and New World and development of the "Hispanic mind". Philosophic, academic, and scientific ideas and controversies are reviewed in an effort to arrive at an understanding of the culture and temperament of Hispanic America. Prerequisite, 215. Knowledge of Spanish desirable. 3 hours.
- 435 (335). Recent United States History, 1865-1900.** The major developments in American life from the Civil War to the turn of the century. Prerequisite, 201-202. 3 hours.

- 436 (336). Recent United States History, 1900-1947.** Some contemporary problems, economic, social, and political, confronting the nation, are stressed. Prerequisite, 201-202. 3 hours.
- 440 (340). History of American Diplomacy.** A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Some attention is given to the organization and functions of our Department of State. Prerequisite, 201-202. 5 hours.
- 442, 443. 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 United States history. Students may take either or both courses. Prerequisite, 201-202. 3 hours each.
- 450. The World Since 1914.** Beginning with a brief review of the causes and results of World War I, the course emphasizes the League of Nations, war debts, disarmament, causes of the second World War, the conflict, and the United Nations. Prerequisite, adequate background. 5 hours.
- 451. Historiography.** The development of history as a written subject will be considered, including the works and philosophy of the various outstanding historians in the ancient, medieval and modern periods. Some emphasis will be placed upon the different schools of American historians. Required of all majors in History. Prerequisite, senior standing. 3 hours.
- 452. Historical Research and Thesis Writing.** The rules of historical research studied and applied to a definite topic. Required of all majors in History. Prerequisite, senior standing. 3 hours.
- 453. New Viewpoints in American History.** A course presenting new interpretations and recent developments in the field of American History. Prerequisite, 201-202. 3 hours.
- 454. Biography in American History.** A study of outstanding leaders and their contributions to the history of the United States. Some attention will be paid to historical writers who specialize in biography. Prerequisite, a course in United States history. 3 hours.
- 500-509. History Seminar.** Research methods applied to the various history fields. Prerequisite, graduate standing and adequate background. Offered on demand. 3 hours.
- 510. Readings in History.** Registration by special permission only. Offered on demand. 3 hours.
- 515. Current United States History and Problems.** A combined content and research course dealing with contemporary American affairs. It will consist of textbook assignments, outside readings, lectures, and projects for investigation. Prerequisite, graduate standing and proper background. 5 hours.

- 516. Studies in Contemporary European Civilization.** A content and research course in European civilization since 1914, stressing the rise of fascism and the democratic crisis of the present time. Prerequisite, graduate standing and proper background. 5 hours.
- 517. Constitutional History of the United States and Problems.** A combined content and research course involving a careful study of the origin and development of the American constitution from its English background through the convention to the present. Special attention will be given to the progressive adaptation of law to a changing social and economic order. Prerequisite, graduate standing and proper background. 5 hours.

HOME ECONOMICS

Professor Woody (Chairman) ; Assistant Professors Babcock, Barnes

In addition to shorter programs in Dressmaking and Homemaking, the Department of Home Economics is ready to work out with any student a specialized program leading to specific job competence in any of a large number of different fields, such as the job of Clothes Designer, identified as 0-46.01 in the United States Government's Official Dictionary of Occupational Titles. These individual programs require careful planning for each case. A student interested in such a program should consult with the Chairman of the Department prior to the registration date.

Only the following courses are open to students not majoring in home economics:—105, 106, 127, 135, 220, 224, 227, 307, 325, 325B, 326, 335, 335A. Such students, if they elect a minor in home economics, must have the minor approved by the chairman of the Home Economics Department.

- 105. Food and Cookery.** A beginning course in food preparation. Required of students majoring in home economics in the College of Vocations and Professions. 3 hours.
- 106. Food Purchasing.** Food production and marketing with emphasis on consumer needs. Required of students majoring in home economics in the College of Vocations and Professions. 3 hours.
- 111. Introduction to Home Economics.** Survey of opportunities in the field of home economics as a basis for choice of vocation. Consideration of the qualities necessary and the resources available for their development. 1 hour.
- 127. Clothing Construction.** Making of underclothing and simple washable dresses over commercial patterns. 4 hours.
- 135. Textiles.** Appreciation of values in the choice of fabrics for clothing and house furnishings. 4 hours.

- 205. Food and Cookery.** Production, marketing, preparation, and food values of foods rich in carbohydrates and fat. 4 hours.
- 206. Food and Cookery.** Production, marketing, preparation, and food values of meat and other protein foods, and of wheat flour. 4 hours.
- 220. Food in Health.** A beginning course in nutrition and dietetics. 4 hours.
- 224. Housing and Equipment.** Planning and building of the home and choice of its basic equipment from the standpoint of cost, comfort, and service. 4 hours.
- 225. Survey Course in Home Economics.** A course planned especially for majors in elementary education. Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing. 4 hours.
- 227. Marriage and Family Relationships.** A study of factors to be considered in selecting a mate. Consideration of adjustments to be made within modern family groups. 3 hours.
- 251. Clothing Selection and Care.** Discussion of suitability of clothes as to color, line, and interest. Expenditures for the clothing and care of it (in service and in storage) considered as factors in choice and conservation. 3 hours.
- 251A. Care of Clothing and Household Textiles.** A short course dealing with a variety of mending procedures, problems on stain removal, laundering, and storage, and basic facts about textiles necessary to the application of the above. 2 hours.
- 307. Child Care and Training.** A study of the physical, mental, social, and emotional development of the child and some practical aspects of his care and training. Prerequisite, Education 206. 3 hours.
- 308. Philosophy of Vocational Homemaking Education.** A study of the history and development of vocational education. Trends in homemaking education. Consideration of responsibilities of the homemaking teacher, and development of units of work for homemaking course in high school. 4 hours.
- 309. Methods of Teaching.** A study of the techniques effectively used in teaching vocational homemaking and educating for family life. Development of teaching aids. Prerequisite, 308. 4 hours.
- 310. Adult Education in Home Economics.** Philosophy of adult education, promotion and organization of groups, development of materials, and discussion of effective teaching techniques. Prerequisite, 308 and 309. 2 hours.
- 320. Nutrition and Dietetics.** A study of the body's need for energy, growth and regulation. Planning of dietaries for people

of various ages and activities and at different cost levels. Prerequisites, Home Economics 205 and 206, and Chemistry 249. 4 hours.

- 321. Experience in Food Demonstration.** A course offering opportunity to practice the techniques studied in 309, the students giving demonstrations before children in grades and high school and before adults; the commercial type of demonstration is also included. 2 hours.
- 322. Textiles and Clothing.** A course organized to help majors in home economics to meet the requirements for the more advanced courses. 3 hours.
- 325. Home Management, Lectures.** A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy. 3 hours.
- 325A. Home Management, Residence.** Six weeks' residence in Home Management House, with actual experience in different phases of homemaking as housekeeping, food preparation, meal planning and serving, hospitality, and group relationships. It is suggested that those registered in the course take no more than 16 hours including this course. Prerequisite or required concomitants, 227, 307, 325, 335. 4 hours.
- 325B. Home Management, Residence.** Same as 325A. Standards in keeping with group abilities. No prerequisites. 4 hours.
- 326. Home Furnishings.** Discussion of good taste in the choice of many things used in the house. 4 hours.
- 328. Family Living and Home Management.** A course planned for students majoring in dietetics and institutional management. Consideration of technological and human values involved in meeting the needs of individuals and groups and creating a satisfying home environment. 3 hours.
- 330. Costume Selection and Design.** Dresses designed in inexpensive materials and in pencil. 3 hours.
- 335. Meal Planning and Table Service.** Selection and care of table appointments. Planning, preparing, and serving of formal and informal meals. 4 hours.
- 335A. Meal Planning and Serving.** Discussion of material covered in 335 but without practice in preparation and serving. 4 hours.
- 338. Art Needlework.** Laboratory work acquainting a student with a variety of ways to decorate garments and household articles, and providing a fund of ideas in dress designing and home furnishing. 2 hours.

- 340. Diet and Disease.** Modifications of the normal diet as necessitated by diabetes, goitre, gastric ulcers, fevers, etc. Prerequisite, 220 or 320. Required for majors in hospital dietetics. 3 hours.
- 341. Consumer Problems.** Discussion of difficulties in the economical purchase of commodities and of helps available to the consumer. 3 hours.
- 350. Institutional Furnishings and Equipment.** A study of fabrics and furniture for various institutions in which a dietitian might work, and a study of equipment from the standpoint of use, care, and cost for these institutions. 3 hours.
- 351. Institutional Organization and Management.** A course dealing with the organization of time and labor and the management of finances in the operation of institutions. 4 hours.
- 352. Quantity Cookery.** Food problems of institutions, including financing, menu-making, food preparation, and service. Experience in the University cafeteria. 4 hours.
- 356. Experimental Cookery.** Advanced food preparation, from the experimental standpoint. 4 hours.
- 357. Readings in Food and Nutrition.** Reports, discussion, and review of current scientific literature. 2 hours.
- 358. Experience in Institutional Administration.** Opportunity to work with the head of one or more institutions, to put into practice the theoretical points discussed in 351. 5 hours.
- 359. Advanced Nutrition and Dietetics.** Reports and discussions of problems dealing with nutrition; feeding experiments and dietary studies. 4 hours.
- 360. Advanced Dressmaking.** Experience in fitting, tailoring in wool, and developing dresses in materials chosen for variety in pattern. 4 hours.
- 361. Problems in Fitting.** Experience in fitting different people and in handling different types of material, each of which presents certain difficulties. The aim of the course is not to complete dresses, but to do only enough stitching to carry the fitting to completion. 2 hours.
- 362. Tailoring.** Making of a tailored dress, an unlined coat, and a lined coat, together with practice in the necessary preliminary details of tailoring. 4 hours.

INDUSTRIAL EDUCATION

Professors Bicknell (Chairman), Schroeder; Assistant Professors English, Shake; Instructor Kohler.

The Department of Industrial Education offers training and education for five groups of individuals; namely,

1. Industrial Arts Teachers.
2. Trades and Industries Vocational Teachers.
3. Individuals interested in preparation for a specific job.
4. Those interested in technical training.
5. Those who desire to obtain manipulative experience and technical information for a vocational or educational use.

Curricula are offered in the department which will fulfill the requirements for a Bachelor of Science Degree in the following fields:

1. Industrial Arts
2. Trades and Industries
3. Technical

Curricula set up for giving training for specific job competence in the following fields are offered in the Department:

1. Metal fabrication
2. Wood fabrication
3. Drafting and Design

Special curricula are offered for students preparing to teach Industrial Arts on either the elementary or the junior and senior high-school level.

Students preparing to teach in the trades and industries vocational program will be required to obtain or present evidence of having had actual experience in industry in the fields they desire to teach.

Those students preparing for a specific job will be encouraged, if not required, to obtain part-time, cooperative, on-the-job training as part of their preparation.

Students preparing to teach Industrial Arts on the Junior and Senior high-school level will be encouraged to obtain practical industrial experience during summer vacations.

Sixty-four quarter hours are required for a major in Industrial Education and 32 quarter hours for a minor.

101. Mechanical Drawing I. Fundamental principles and practices involved in the use of drafting instruments in making orthographic projections, including auxiliary and sectional views; development of surfaces and intersections of solids; pictorial representations, lettering, dimensioning, titles and notes, freehand shop sketching, applied geometrical construction, technical drafting, and design information. 4 hours.

106. Descriptive Geometry. Graphical solution of problems involving the understanding of space relations of points, lines and surfaces, intersections, and developed surfaces. Prerequisite, 101. 4 hours.

- 112 (211). Bench Woodwork.** Fundamental principles and practices in the use of woodworking hand tools in making useful projects involving the more common types of joints and wood fasteners; elementary wood-finishing, care of tools, and technical information. 4 hours.
- 114. Wood-turning.** Fundamental principles and practices in the operation, care, and use of wood-turning lathes and lathe tools in spindle and face plate turning; finishing; and technical information. 4 hours.
- 121 (221). Art Metal.** A course designed to give training in the fundamental practices followed in making useful and ornamental articles of copper, brass, aluminum, silver, pewter, nickel silver, and other non-ferrous alloys. Work in plastics, and cutting, polishing, and setting of stones is included. The execution of designs will be stressed, as well as related technical information. 4 hours.
- 122 (322). Machine Shop I.** In this course emphasis is placed on the fundamental operations performed on the engine lathe in making useful projects, safety, care, and operation of machine tools, industrial practices, and related technical information are stressed. 4 hours.
- 125 (225). Sheet Metal.** A course which emphasizes the development of skill in the use of hand and machine tools for making useful articles out of sheet metal. Sheet-metal layout, soldering, spot welding, surface development, and related technical information will be stressed. 4 hours.
- 126 (226). General Metal.** Fundamental processes in bending, hammering, shaping, and finishing of hot and cold metal projects usually made of tool or mild steel. A study of heat-treatment of these metals, metal-working tools, and related technical information. 4 hours.
- 145 (320). Electrical Construction I.** A study of the application of electrical theory to the use of simple electrical equipment, of wiring, and of fire-underwriters' regulations. Structure, care, and repair and adjustment of electrical devices usually found in the home or on the farm, house-wiring, and related technical information. 4 hours.
- 204 (102). Architectural Drawing I.** Fundamental principles and practices of Architectural Drawing; technical information concerning architectural drafting and design; problems and procedures in planning and constructing a home; blue prints and specifications for a set of house plans. Prerequisite, 101. 4 hours.
- 205 (103). Mechanical Drawing II.** Continuation of 101. The course includes technical data concerning machine design and a study of standards and methods used in industry. Advanced

shop-sketching and problem-solving, assembly and detail drawings of complete machines, tools, jigs, and fixtures. Prerequisite, 101. 4 hours.

- 212. Machine Woodwork.** Fundamental principles and practices in the use of woodworking machines for making useful projects involving the more advanced types of joints and construction; finishing, safety practices, care of machines, and related technical information. Prerequisite, 112. 4 hours.
- 213 (313). Furniture Construction and Cabinet-Making.** A course designed to give advanced training in the use of machines and hand tools for making special pieces of furniture and elementary cabinet work; safety practices, production methods, care and use of equipment, finishing, and advanced technical information on woodwork. Prerequisite, 212. 4 hours.
- 214 (314). Wood Pattern-Making and Foundry.** In this course experience is given in making wood patterns of machine parts for castings; molding, involving the cutting and tempering of the molding-sand preparatory to ramming the molds; melting, handling, and pouring of molten metals; related technical information. Prerequisite, 114. 4 hours.
- 216 (315). Furniture Re-upholstering and Re-finishing I.** This course deals with the use of the tools, materials, and fundamental processes of re-upholstering and re-finishing furniture. Students will be given experience in the elementary processes used in reconditioning old pieces of furniture and upholstering new pieces; the course is designed for those interested in the subject from an avocational or educational viewpoint. 4 hours.
- 222 (323). Machine Shop II.** In this course emphasis is placed on practices in connection with the more intricate and exacting processes used on the engine lathe, the shaper, the planer, and the milling machine. Useful articles are made. Industrial practices and related technical information will be stressed. Prerequisite, 122. 4 hours.
- 230. Industrial Arts for Rural and Elementary Schools.** A course designed to give experience in constructional activities involving the use of wood, metal, leather, plastics, reed, raffia, clay, and other materials usually found adaptable to the needs and interests of the rural and elementary schools. Selection, organization, care, and use of tools and materials will be stressed. 4 hours.
- 304. Architectural Drawing II.** Continuation of 204. The study of legal phases of building, such as contracts, permits, mechanic's liens, and advanced details of construction. Students will be required to plot and landscape small residential or business districts and make complete set of plans and specifications for a departmental building or small business structure. Prerequisite, 204. 4 hours.

- 305. Advanced Machine Drawing.** Continuation of 205. Study of advanced technical data pertaining to the design of machines, tools, jigs and fixtures as practiced by industry; consideration of the properties of metals and strength of materials used in machine design. Designing and drawing assemblies and details of simple mechanisms. Study of industrial design practices. Prerequisite, 304. 4 hours.
- 306. Industrial Arts Design.** Principles of structural design, contour, and surface enrichment applied to shop projects using metal, wood, plastics, leather, etc. Includes sketches, assembly and detail drawings, and perspectives of projects. Prerequisite, 204. 4 hours.
- 307, 308, 309. Advanced Drafting and Design.** Designed for students preparing for a specific job in drafting or a technical degree. A study of advanced technical information, pertaining to designing and drafting in the fields of machines, tools, jigs, and fixtures; architecture; sheet metal; structural steel; reinforced concrete; topography; industrial illustrations and production drawings; electricity; and aeronautics. Prerequisite, 205, or 304. 4 hours each.
- 313. Millwork.** This is a course designed to give training in production procedures followed by the construction of furniture and cabinets with woodworking machinery. Production practices, safety, care and adjustment of machines, and related technical information will be stressed. Prerequisite, 213. 4 hours.
- 316. Furniture Re-upholstering and Re-finishing II.** A continuation of 216, with emphasis on the advanced processes involved in using tools and materials in re-upholstering and re-finishing. The course includes upholstering and finishing of large pieces of furniture and related technical information. 4 hours.
- 317. Furniture Re-upholstering and Re-finishing III.** This course is designed for individuals training for job competence in either re-upholstering or re-finishing of furniture. Prerequisite, 316. 4 hours.
- 322 (324). Machine Shop III.** An advanced course in machine shop practices involving the construction of machines and tools for practical use, as well as making repair parts for tools, and transportation and farm machinery. Advanced industrial production practices and related technical information are stressed. Prerequisite, 222. 4 hours.
- 325, 326, 327. Advanced Vocational Machine Shop.** These courses are especially designed for students preparing for either specific jobs in industry or technical degrees. Experience in precision processes followed by a study of shop work in industry and advanced related technical information will be stressed. Prerequisite, 322. 4 hours.

- 330. Special Problems in the Arts and Industries.** An opportunity for the advanced student to obtain special instruction in the solution of his problems of special interest, in specific subject matter fields. 4-12 hours.
- 331. Industrial Education Seminar.** Study and research as to methods of making and using instructional aids in industrial education. 1 to 4 hours. Credit to be arranged with instructor.
- 332. Industrial Education Seminar.** Design of industrial education projects and their preparation for publication. 1 to 4 hours. Credit to be arranged with instructor.
- 333. Problems of Industrial Education.** A study of some of the most important problems confronting the teacher of industrial education today. 4 hours.
- 337. Organization of Industrial Education Shops and Courses.** A study of various shop organizations, planning of courses, and methods of teaching industrial education subjects. 4 hours.
- 341. Machine and Tool Maintenance.** Sources, manufacture, supply, cost, sharpening, adjusting and repair of saws, drills, drill-presses, jointers, lathes, milling machines, shapers, sanders, and other machines, as well as hand tools used in the various Industrial Education shops. Construction and use of simple jigs and fixtures designed to facilitate production. 4 hours.
- 342. Painting and Finishing.** A course designed to give specialized training in the fundamental practices and procedures in painting, staining, varnishing, enameling, lacquering, using transfers, etc., with practice in the use of the spray gun. The study of the chemical elements of various finishes, and proper care of finishing equipment and materials will be stressed. 3 hours.
- 350, 351, 352. Specialized Advanced Drafting and Design.** These courses are designed to continue student specialization in the fields of drafting and design selected in previous courses. They are also for students wishing to specialize in more than one field of drafting and design. Part-time on-the-job training will be encouraged if not required in these courses. Prerequisite 309. 4 hours each.
- 370. General Shop Organization and Practice.** A course designed to give advanced students specific training in organization and management of a general shop in junior and senior high schools. Experience will be given in the selection and construction of suitable projects in at least four areas of work—metal, wood, electricity, graphic arts, transportation, etc. Construction of various types of teaching aids and organization of instructional material will be stressed. For advanced students only. 4 hours.

- 380. Materials and Methods of Teaching Industrial Education in Rural and Elementary Schools.** A study of activities performed by the Industrial Education teacher or regular classroom teacher in planning and using constructional activities in the lower grades. Selection and organization of equipment and materials and the observation and evaluation of classroom practices will be stressed. Prerequisite 230. 4 hours.
- 390. Materials and Methods of Teaching Industrial Education in Junior and Senior High Schools.** A study of activities performed by the Industrial Education teacher in the promotion of interest and motivation of learning in the shop. Planning and methods of presentation of teaching materials, use of teaching devices and procedures, shop management, safety, and measurement of achievement. Observation and evaluation of classroom use of materials and methods of teaching Industrial Education. Designed for teachers and supervisors of Industrial Education. 4 hours.

JOURNALISM

Instructor Steffes and Director of the Information Service Drummond

The aim of courses in the Journalism Department leading to a major or minor in the College of Vocations and Professions is to provide basic training for practical editorial and reporting work on the staff of newspapers, trade journals, and other publications or publicity services.

In addition, certain courses provide journalistic training for students in other colleges of the university in free lance writing, technical writing, or supervision of high school publications.

To obtain a minor in journalism, the student must complete Journalism 100, 101, 200, 201, 202, 301, 302, together with a 3-hour journalism elective to total 18 hours and Business 221 (Business English), and at least 6 hours in English beyond 217, preferably elected from the following: Creative Writing (290), The Short Story (335), Advanced Composition (390 or 392). The candidate must demonstrate a working knowledge of typewriting, based on a minimum straight copying rate of 25 words per minute.

The first two years of the recommended journalism curriculum are designed to fulfill admission requirements for the pre-journalism student at those schools of journalism where a liberal arts program is specified.

- 100. Survey of Journalism I.** Students gain a background of journalistic reading. The only writing consists of reports on the major sources covered. 1 hour.
- 101. Survey of Journalism II.** A continuation of 100. Newspapers are analyzed for content and makeup, purpose and policy. The broad field of journalistic vocations is examined. 1 hour.

- 200. Principles of Journalism I.** A basic course in writing and editing practices. Newspaper terms are defined, news sources are examined, and classroom exercises introduce news-writing and copy-editing problems. Prerequisites, 100 and 101, and a working knowledge of typewriting. 3 hours.
- 201. Principles of Journalism II.** A continuation of 200. Practical news reporting, copy-writing and copy-editing are stressed. News stories are written and exercises introduce techniques of the sport story, the society page, the column, the editorial, and the feature story. 3 hours.
- 202. Principles of Journalism III.** A continuation of 201. News and features are written for campus and nearby newspapers. Specialization in certain branches of newspaper writing is encouraged, such as feature writing, sports writing, or society reporting. Field trips are made to local newspapers to examine printing equipment. 3 hours.
- 301. Editorial Writing.** This course deals with the structure, style and principles involved in editorial writing. Instruction and practice in writing material for the newspaper editorial page is stressed. Student editorials are submitted to campus publications and nearby newspapers. Prerequisites, 200, 201, and 202. 2 hours.
- 302. Feature Writing.** Newspaper features including the column, the department, critical reviews and the special story are written. Factual news features and human interest stories are stressed. Prerequisites, 200, 201, and 202. 2 hours.
- 303. Principles of Advertising.** A course designed to acquaint the student with current practices in the field of advertising. It deals with advertising media, preparation of copy and layouts, consumer analyses, and testing techniques. Prerequisites, Art 120 and 125. 3 hours.
- 304. School Publications.** Designed for the prospective journalism teacher or publications sponsor in high school, this course deals with methods of teaching journalism and advising publications staffs. Practical suggestions in staff appointment, editing, circulation, advertising, and general policies are offered. Prerequisites, junior standing and enrollment in the College of Education. 2 hours.
- 305. Principles of Typography.** For journalism majors or minors only. A study of the mechanics of printing including selection of type faces, printing processes, inks, and papers as applied to newspaper and magazine printing. Identification of common printing machinery is accomplished in field trips to nearby publishing plants. 2 hours.

- 306. Technical Writing.** This course is designed to train students primarily interested in scientific or technical fields to write simple and intelligent newspaper or magazine articles on material in their major field. Not a course for preparing specialized academic reports, theses, or dissertations. Prerequisite, junior standing. 200 is recommended. 2 hours.
- 307. Publicity Methods.** For journalism majors or minors only. Methods and media of presenting publicity, including the news service bulletins, advertising campaigns, direct mail, lectures, and visual education. 2 hours.

MATHEMATICS

Professor Mayor (Chairman); Associate Professors McDaniel, Purdy; Assistant Professor Wright.

Students who are beginning college mathematics may choose Mathematics 106 or 111. Either course satisfies part of the physical science requirement and counts toward a major or 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.

For a major in mathematics a student must complete 36 hours if he is in the College of Education, or 42 hours for the College of Liberal Arts and Sciences. Twenty-four hours are required for a minor. Mathematics 210 does not count toward a major or minor in either college. Mathematics 210 or 311 are not counted for graduation from the College of Liberal Arts and Sciences.

- 106. General Mathematics I.** Advanced algebra, including fundamental operations, factoring, fractions, exponents, radicals, logarithms, linear and quadratic equations, and graphs. Prerequisite, high school algebra (1 year). 4 hours.
- 107. General Mathematics II.** Elementary mathematics of finance. Compound interest, annuities certain, life annuities, and life insurance. Prerequisite, 106 or 111. 4 hours.
- 111. Elementary Mathematical Analysis I.** College algebra, including determinants, logarithms, and binomial expansions. It is recommended that students have completed the equivalent of 3 semesters of high school algebra before registering for this course. 4 hours.
- 112. Elementary Mathematical Analysis II.** Trigonometry. Prerequisite, 111 or 106. 4 hours.
- 113. Elementary Mathematical Analysis III.** Plane analytic geometry. Straight line, circle, conic sections, loci, polar coordinates, parametric equations, and transformations. Prerequisite, 112. 5 hours.

- 210. Mathematics for Elementary Teachers.** A professional treatment of the subject matter of arithmetic, including historical development of some topics of arithmetic, methods, and a study of trends and current literature on the teaching of arithmetic. This course is planned primarily for elementary school teachers. Prerequisite, 106. 4 hours.
- 212 (312). Spherical Trigonometry.** The solution of right and oblique spherical triangles, with an introductory study of spherical geometry. Application to the finding of distances on the earth's surface, determination of solar time, and the navigational methods of finding latitude and longitude. Prerequisite, 112. 3 hours.
- 230 (313). Solid Analytic Geometry.** The analytic geometry of curves and surfaces in space, including the study of straight lines, planes, and quadric surfaces. Prerequisite, 113. 4 hours.
- 251. Calculus I.** The elements of the differential calculus, with applications to geometry, physics, and other sciences. Prerequisite, 113. 4 hours.
- 252. Calculus II.** A continuation of 251 with most of the time given to the integral calculus. Some topics in differential calculus, methods of integration, and applications. Prerequisite, 251. 4 hours.
- 303. Calculus III.** Additional applications of integration, multiple integration, series, and partial derivatives. Prerequisite, 252. 4 hours.
- 305. Differential Equations I.** A study of the common types of ordinary differential equations, including separation of variables, the linear differential equation of the first order, and linear differential equations with constant coefficients. Special applications to problems of physics and geometry. Prerequisite, 252. 3 hours.
- 306. Differential Equations II.** A continuation of 305. The linear differential equation of the second order; integration in series; total differential equations, simultaneous equations; special topics in partial differential equations. Prerequisite, 305. 3 hours.
- 307. Statistical Methods.** The study of frequency distributions, averages, dispersions, linear correlation, reliability of statistical measurements, index numbers, and the frequency curve. The course attempts to develop understanding of the basic statistical measures and some competence in working with them. Prerequisite, two terms of college mathematics. 4 hours.

- 311. The Teaching of Secondary Mathematics.** This course includes a study of the origin and nature of mathematics, the history of the teaching of mathematics, and current literature on the teaching of secondary mathematics. Special attention is given to the two 1940 Reports on the Teaching of Secondary Mathematics. Prerequisite, three terms of college mathematics. 3 hours.
- 317 (206). Mathematical Theory of Finance.** A course in the mathematics of finance, more advanced than course 107. Includes annuities certain, sinking funds, amortization, bonds, life insurance, and life annuities. 3 hours.
- 320. Advanced College Algebra.** A further study of more advanced topics in algebra, including progressions, inequalities, mathematical induction, permutations and combinations, and complex numbers. Some topics in the theory of equations, including the solution of higher-degree equations, graphical methods, and roots of unity. A course particularly valuable as a background for the teaching of algebra. Prerequisite, 251. 3 hours.
- 421 (321). Theory of Equations.** The more advanced parts of the traditional college course in this subject. Topics include isolation of the roots of polynomial equations, symmetric functions, methods of approximating roots, determinants, systems of equations, resultants, and possible constructions with ruler and compass. Prerequisite, 320. 3 hours.
- 430 (330). Synthetic Projective Geometry.** Introduction to the fundamental concepts of projective geometry, including a study of conics and polar systems of conics. At the beginning projective properties are distinguished from metric specializations. Later full opportunity is given to prove some of the more familiar metric properties as special cases of the projective theorems. Prerequisite, 113. 4 hours.
- 451 (351). Infinite Series.** A course in advanced calculus, including the theory of infinite sequences and series of constants, tests for convergence, series of variable terms, power series, and Fourier series. Prerequisite, 303. 3 hours.
- 452 (352). Foundations of the Calculus.** A course in advanced calculus, including the theory of limits and its application to differentiation and integration, both with functions of one variable and with functions of more than one variable. Prerequisite, 303. 3 hours.
- 460 (360). Modern Geometry.** Advanced topics in Euclidean geometry by the synthetic method. Topics include the nine-point circle, the Simson line, the theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite, twelve hours of college mathematics. 4 hours.

- 480. Probability.** The basic theorems of probability theory and their applications. 3 hours.
- 481. Mathematical Statistics.** A second course in statistics. Students are required to have a working knowledge of the calculus, so that topics in advance of those in the elementary course may be included. 3 hours.
- 505. Topics in Modern Mathematics.** A course planned to show the relationship among the various parts of mathematics already studied by the student, to provide an introduction to selected topics in modern mathematics, and to present a clarified picture of the mathematical field. Attention is given to topics of interest to the secondary school teacher, and emphasis is placed on logical and historical developments. Topics from algebra, geometry, analysis and applied mathematics will be included. 6 hours.
- 515. Non-Euclidean Geometry.** An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis will be given to the nature and significance of geometry and the historical background of non-Euclidean geometry. 3 hours.
- 520. Introduction to Modern Algebra.** The course is intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary complex numbers, and also to examine the basic concepts of the ordinary systems of algebra. Among the topics studied are the uniqueness of factorization, rational numbers and fields, complex numbers, the theory of permutation groups, matrices, and algebraic number fields. 4 hours.
- 525. Theory of Numbers.** Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, congruence of numbers continued fractions, magic squares, and other topics. 3 hours.
- 550. Readings in Mathematics.** Each student studies a topic of particular interest to him. Class periods are devoted to general discussion of sources and topics. For any one term all students will be working in the same area. In the fall term of 1944 the topic was "Problems in the Teaching of Secondary School Mathematics". 3 hours.

MUSIC

Professor Kesnar (Chairman); Associate Professors McIntosh, Wakeland; Assistant Professor Barry; Instructors Grizzell, Hines, Matthes, Wharton.

Students may prepare themselves as performers in the field of music by taking the suggested music curriculum, or may prepare themselves to become teachers of music by taking the music education curriculum. In each of these two curricula, there are the following four major fields:

1. Organ
2. Piano
3. Voice
4. Orchestral and band instruments.

All music majors must maintain a satisfactory membership in two of the University's music organizations—Band, Orchestra, Chorus, Madrigal Group—during their University attendance. Scholarships in Band, Orchestra, Chorus, or applied music will be awarded to the most talented members of the various University music organizations by examination before the entire music faculty.

Theory Courses

- 100. Music Understanding.** An examination of music with emphasis on the background, purpose, and structure of thirty representative compositions chosen mainly from the field of symphonic music. 3 hours.
- 105, 106, 107. Theory of Music.** A study of the fundamentals of music, including four distinct but correlated fields—sight singing, ear training, harmony, and keyboard harmony. These classes meet five times weekly. 4 hours each.
- 205, 206, 207. Theory of Music.** A continuation of 105, 106, and 107. This course includes more advanced sight singing in three and four parts; with continued work in ear training; keyboard harmony; two, three, and four part dictation; and improvisation at the keyboard. It also includes a study of the various methods of modulation, the treatment of dissonance in music, the use of altered chords and an introduction to contemporary harmonic principles. These classes meet five times weekly. 4 hours each.
- 300. Materials, Methods, and Problems I.** The teaching of music in the first six grades. 3 hours.
- 301. Observation I.** Students are required to observe systematically the teaching of music in the grades. 1 hour.
- 302. Observation II.** The students observe music instruction at the junior and senior high school levels. 1 hour.
- 303. Materials, Methods, and Problems II.** The teaching of music in the junior and senior high schools. 3 hours.

- 304. Techniques of Teaching Music Appreciation.** 3 hours.
- 305-I. Instrumental Problems and Materials.** 3 hours.
- 305-V. Vocal Problems, Materials, and Conducting.** 3 hours.
- 307. Recreational Music and Singing Games.** A number of attractive folk songs and stunt songs suitable for assembly sings and informal groups are learned. The singing games taught are largely those collected in Southern Illinois by the instructor. Each student makes a shepherd pipe and is taught to play it. Instruction is given in the playing of pocket musical instruments, such as the harmonica and the ocarina. This course is particularly useful to teachers who are interested in the less formal approach to music in the schools and for students interested in preparing themselves as leaders in summer camp activities, playground supervision, Four-H Club work, and similar types of recreational leadership. 4 hours.
- 309, 310. Orchestration.** A study of the instruments of the orchestra, together with practical work in orchestra scoring. Prerequisites, 107 and one year of college work in piano. 2 hours each.
- 311. Bandstration.** A study of problems in scoring for band. 2 hours.
- 315, 316, 317. Choral Reading.** This course familiarizes the student with a large amount of choral material of all kinds and deals with the chief problems in drill and conducting a chorus. Prerequisite, 305-V. 2 hours each.
- 318, 319. Conducting.** A study of the techniques employed in conducting instrumental groups of various sizes and combinations. The student will be provided with opportunities to conduct both the University Orchestra and the Band. 3 hours each.
- 323, 324, 325. Counterpoint.** 2 hours each.
- 326, 327, 328. Form and Composition.** A study of the form and texture of music from motif through symphony, correlated with original writing in different forms. 3 hours each.
- 336. Music History.** The beginnings of musical thought, through the early Greek and Roman periods, and the development of music in the fifteenth and sixteenth centuries. 3 hours.
- 337. Music History.** The history of musical thought in the seventeenth and eighteenth centuries and the first part of the nineteenth century. (Bach until Wagner). 3 hours.
- 338. Music History.** Wagner, The rise of nationalism; later nineteenth-century and twentieth-century composers. 3 hours.

- 340. Music Esthetics Research.** The student must have permission of the chairman of the department before registering for this course. 1 hour.
- 341, 342, 343. Musical Literature.** A discussion of musical literature from the earliest compositions to the present day. Students admitted to this course only by the approval of the chairman of the department. 1 hour each.
- 355. Chamber Music.** String ensemble, string quartet. 2 hours.
- 365. Chamber Music.** Woodwind or brass ensemble. 2 hours.

Applied Music

For every hour of applied music taken, privately or in class, an equal number of hours of practice is expected.

Strings—Violin, Viola, or Cello. 1 or 2 hours each.

150	151	152	First Year
250	251	252	Second Year
350	351	352	Third Year
356	357	358	Fourth Year

Woodwinds—Flute, Oboe, Clarinet, or Bassoon. 1 or 2 hours each.

160	161	162	First Year
260	261	262	Second Year
360	361	362	Third Year
366	367	368	Fourth Year

Wind and Percussion. Class lessons. 3 hours.

166

Piano and Organ. 1 or 2 hours each.

170	171	172	First Year
270	271	272	Second Year
370	371	372	Third Year
376	377	378	Fourth Year

Brasses—French Horn, Trumpet, Trombone, or Tuba. 1 or 2 hours each.

180	181	182	First Year
280	281	282	Second Year
380	381	382	Third Year
386	387	388	Fourth Year

Ensemble—Band, Chorus, Orchestra. ½ hour each.

183	184	185	First Year
283	284	285	Second Year
383	384	385	Third Year
393	394	395	Fourth Year

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Voice. 1 or 2 hours each.

190	191	192	First Year
290	291	292	Second Year
390	391	392	Third Year
396	397	398	Fourth Year

PHILOSOPHY

Professor Tenney

A minor in philosophy consists of twenty-four quarter hours. Certain closely related subjects in other departments may be counted on the minor, subject to the consent of the philosophy instructor.

- 200. Approaches to Knowledge.** An attempt to show the relationship of the various college subjects to each other and to the student's basic beliefs and attitudes, with a view to integrating his studies and experiences. 3 hours.
- 290, 390. American Thought.** A survey of the ideas and ideals of Puritanism, transcendentalism, realism, pragmatism, and the other major philosophies which govern the behavior of modern Americans. 4 hours.
- 300. Types of Philosophy.** A beginning discussion of naturalism, idealism, pragmatism, realism, mysticism, and other important systems of thought, with special reference to the views of such modern philosophers as Bergson, Dewey, Alexander, and Whitehead. Fills the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
- 310. Introduction to Reflective Thinking.** A study of reasoning processes in action; the logical principles involved in the solution of historical, scientific, ethical, metaphysical, and practical problems. 3 hours.
- 316. Ethics.** An analysis of the principal theories of right and wrong, with practical applications to moral problems derived from the student's experience. Fills the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
- 320. Philosophy of Religion.** An objective survey of the various religious points of view prevailing in the Western World. 4 hours.
- 345. Philosophy of Art.** A survey of present-day theories of aesthetics, together with discussions 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. 4 hours.
- 355. Philosophy of Education.** Theories of knowledge and their relationship to educational practices. This course may count on the education requirement as Education 355. 4 hours.

- 555. Seminar in Educational Philosophies.** For graduate students in elementary or secondary education. Offered only on request. 4 hours.

PHYSICAL EDUCATION FOR MEN

Associate Professors Lingle, Martin; Instructors Freeberg, Holder.

Courses 151, 152, and 153 are required of all freshmen. All students must have these for graduation, or offer in lieu thereof three quarters of competition on a varsity squad, each quarter in a different sport. Courses 145, 149, 151, 152, 153, 170, 171, 172, 173, 174, and 175 do not count toward a major or minor.

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.

Forty-two quarter hours in the Department of Physical Education and approval of the chairman 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 Physiology are recommended for majors and minors: 209a, 230, 300, and 303.

- 145. Physical Education.** Equivalent in credit to 151, 152, or 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. Five times a week. Fall, Winter, and Spring. 2 hours.
- 151. Physical Education.** Group games, relays, individual combative contests, calisthenics, softball, volleyball, and basketball. Five times a week. Fall. 2 hours.
- 152. Physical Education.** Boxing, wrestling, tumbling, and apparatus work. Five times a week. Winter. 2 hours.
- 153. Physical Education.** Track, baseball, tennis, and archery. Five times a week. Spring. 2 hours.
- 170. Football.** The University 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. Five days per week. 2 hours.
- 171. Basketball.** A basketball team represents the school during the winter term. The same observations hold for this course as for 170, so long as the student is retained on the varsity squad.
- 172. Track.** See comments under 170.
- 173. Tennis.** See comments under 170.
- 174. Gymnastics.** See comments under 170.

- 175. Baseball.** See comments under 170.
- 201. Boxing.** The theory and practice of boxing. One hour a day, four days a week. Winter. 3 hours.
- 202. Wrestling.** The theory and practice of wrestling. One hour a day, four days a week. Winter. 3 hours.
- 203. Gymnasium Activities I.** This course aims principally to develop, by practice, individual technique in the following activities: single-line marching maneuvers, calisthenics, 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.
- 204. Elementary Swimming.** Instruction and practice in all of the beginning fundamental strokes, floats, and kicks. Individual instruction given as needed. Summer. 2 hours.
- 205. Advanced Swimming.** Further practice and study of all recognized strokes. Development of speed, endurance, rhythm, and timing are stressed. Prerequisite, passing of elementary swimming test. Summer. Three days a week, two hours a day for four weeks. 1 hour.
- 210. Basketball Techniques.** This course deals with individual basketball fundamentals, with special emphasis on passing, pivoting, basket-shooting, dribbling, and individual defense. One hour a day, four days a week. Winter. 2 hours.
- 220. Recreational Activities.** Techniques, skills, and rules are taught by participation in individual and group outdoor recreational sports. Four days a week. 2 hours.
- 221. Recreational Activities.** Techniques, skills, and rules are taught by participation in individual and group indoor recreational sports. Four days a week. 2 hours.
- 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.** Study, demonstration, and practice of the physical education activities of children from six to fourteen years of age. Graded lists of activities adapted to the various age-periods of children. Organization and management of the activities; methods in the leadership of them. One hour a day, four days a week. Spring. 4 hours.
- 256. Track and Field Theory and Technique.** Instruction and practice in all individual track and field events. Actual performance in all events required of the student. Methods of organizing and conducting track and field meets are a part of the course. Two hours a day, five days a week. Spring. 5 hours.

- 257. Football Techniques.** Individual instruction and practice in all the fundamentals of the game, such as passing, kicking, tackling, blocking, running with the ball. The student participates in actual scrimmage. Four days a week. Fall. 2 hours.
- 258. Football Theory.** This course deals with all phases of the game. Offensive and defensive formation are analyzed; the strength and weakness of each are studied. The various types of individual plays are analyzed. The rules of the game discussed. Prerequisite, 257, or permission of the instructor. One hour a day, three days a week. Fall. 3 hours.
- 270. Baseball Theory and Technique.** The technique of batting, fielding, playing the different positions, the strategy of the game, the conduct of daily practice, rules and play situations; also methods of teaching baseball. One hour a day on Monday and Wednesday, two hours a day on Tuesday and Thursday. 4 hours.
- 301. Gymnasium Activities II.** 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 principles of leadership in an organized schedule or in outdoor and indoor developmental activities, necessitating 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.** The mechanical analysis of physical education activities through the study of joint and muscle action. One hour a day, five days a week. Prerequisite, Physiology 209a. Spring. 5 hours.
- 327. Boy Scout Leadership Training.** The principles of the Boy Scout movement, together with aids for the finding of source material. Practical demonstrations and active leadership are required of each student. Prerequisite, junior standing. 2 hours.
- 330. Basketball Theory.** The different types of offense and defense are studied. Special emphasis is given to early season practice, offensive and defensive drills, team strategy, care of minor injuries, and the rules of the game. Prerequisite, 210 or permission of the instructor. One hour a day, three days a week. 3 hours.

353. The Organization and Administration of Physical Education.

This course includes the problems of the administrator, such as the grading, care and maintenance of playgrounds and gymnasiums, student leadership in physical education, the purchase and care of equipment, organizing and administering an intramural program. One hour a day, four days a week. 4 hours.

360 (260). Playground Administration. Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the personnel, and building good will. One hour a day, four days a week. 4 hours.**PHYSICAL EDUCATION FOR WOMEN**

Associate Professor Davies (Chairman); Assistant Professor Muzzey; Instructor Stehr.

The courses presented for graduation must include the following:

1. Three courses selected from the following group:
101H, 101S, 101SP, 101A, 102, 102A, 103, 103A, and
2. Three courses selected from the following: 201A, 202A, 203A, 204, 205, 211, 212, 213, 214, 215, 216, 218, 222, 230, 233, 236, and 239.

However, students majoring or minoring in physical education should take the following courses: 104, 105, 106, 223, 224, and 225, which correspond to the six activity hours required of all University students.

Forty-two hours, in addition to the courses listed in the preceding paragraph, are required for a major in physical education, a total of forty-eight hours. Twenty-six hours are required for a minor in physical education, in addition to the required six activity hours, a total of thirty-two hours.

A major in this Department must include the following courses: 245, 303, 304, 305, 306, 307A, 307B, 308, 350, 351, 352, 353, 354, 314, 315, 413, and 414.

A minor in this Department must include the following: 245, 304, 305, 306, 307A, 307B, 308, 350, 353, 354.

Activity Courses

Students who are advised by the Medical Department to restrict their activities should register in a course marked with an "A" or an asterisk.

All activity courses numbered 100 meet 3 days a week.

All activity courses numbered 200 meet 2 days a week.

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

- 101H. Hockey.** Techniques, skills, and team tactics. For freshmen only. 1 hour.
- 101S. Soccer.** Techniques, skills, and team tactics. For freshmen only. 1 hour.
- 101SP. Speedball.** Techniques, skills, and team tactics. For freshmen only. 1 hour.
- 101A. Individual Physical Education.** A course for students who are physically unable to participate in the regular physical education activities. Horseshoes, croquet, badminton, shuffleboard. 1 hour.
- 102. Basketball and Folk Dancing.** Continuation of 101. 1 hour.
- 102A. Individual Physical Education.** Continuation of 101A. Posture correction, table tennis, bowling, and folk dancing. 1 hour.
- 103. Volleyball, Stunts, Posture Correction.** Continuation of 102. 1 hour.
- 103A. Individual Physical Education.** Continuation of 102. Paddle tennis and golf. 1 hour.
- 104. Speedball.** Techniques, skills, and team tactics. For highly skilled girls, and majors and minors. 1 hour.
- 105. Basketball and Folk Dancing.** Continuation of 104. 1 hour.
- 106. Volleyball, Stunts, Posture Correction.** Continuation of 105. 1 hour.
- 201A, 202A, 203A. Adapted Physical Education.** Hours to be arranged by conference.
- *204. Swimming.** Strokes and safety devices for beginning swimmers. 1 hour.
- *205. Swimming.** Intermediate and advanced techniques and strokes. 1 hour.
- 211. Hockey.** 1 hour.
- 212. Basketball.** 1 hour.
- 213. Softball.** 1 hour.
- *214. Archery.** 1 hour.
- 215. Badminton.** 1 hour.
- 216. Tennis.** 1 hour.
- 218. Individual Sports.** Badminton, duck pins, and other recreational sports. Not open to those who have had 101A, 102A, and 103A. 1 hour.
- *222. Golf.** Strokes, rules and regulations of the game. 1 hour.

- 223. Hockey.** Techniques and skills. 1 hour.
- 224. Tap Dancing.** Fundamentals and routines. 1 hour.
- 225. Tennis.** Skills and techniques. 1 hour.
- *230. Folk Dancing.** Fundamental steps and dances of various countries. 1 hour.
- 233. Modern Dance.** Fundamentals of movement and composition. A basic course, leading to the creating of contemporary dance compositions. 1 hour.
- *236. Tap and Character Dancing.** 1 hour.
- *239. Social Dancing.** Fundamental steps of ballroom dancing. For beginners only. 1 hour.
- 313. Speedball.** 1 hour.
- 314. Modern Dance.** 1 hour.
- 315. Golf.** 1 hour.
- 316. Swimming.** Advanced techniques. 1 hour.
- 317. Life Saving and Water Safety.** Techniques of Red Cross Life Saving and Water Safety. 1 hour.
- 373. Archery.** 1 hour.
- 374. Advanced Dancing.** 1 hour.
- 375. Recreational Sports.** 1 hour.
- 376. Advanced Modern Dancing.** Prerequisite, 233 or 314, or consent of instructor. 1 hour.

Theory Courses

- 245. Conduct of Play Activities.** A course dealing with age interests and characteristics of childhood, and the adaptation of games and play activities to the elementary grades. 4 hours.
- 303. Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. (Taught in the Department of Physical Education for Men). Prerequisite, Physiology 209a. Spring. 5 hours.
- 304. Techniques of Seasonal Sports.** Soccer and Volleyball. Methods of teaching, construction of daily lesson plans, and analysis of techniques. Fall. 2 hours.
- 305. Techniques of Seasonal Sports.** Hockey and Speedball. Methods of teaching, construction of daily lesson plans, and analysis of techniques. Fall. 2 hours.

- 306. Techniques of Seasonal Sports.** Basketball. Methods of teaching, construction of lesson plans, and analysis of techniques. Winter. 2 hours.
- 307A. Techniques of Teaching Seasonal Sports.** Tumbling, stunts, track and field. A continuation of 306. Spring. 2 hours.
- 307B. Techniques of Teaching Seasonal Sports.** Softball, tennis, and gymnastics. Methods of teaching, construction of lesson plans, and analysis of techniques. Spring. 2 hours.
- 308. Methods of Teaching Dance.** A comprehensive course dealing with each of the various types of dance, including fundamentals, progression, and competition in each type. Prerequisite, 102, 224, and 233, or equivalent. Winter. 3 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. Study of requirements of a nationally-rated official, and practice in officiating. Winter. 1 hour.
- 312. Theory of Officiating.** Softball and other seasonal sports. Study of requirements of a nationally-rated official as set up by the National Section on Women's Athletics. Spring. 1 hour.
- 319 (219). Teaching Elementary School Group Activities.** Study of age characteristics; planning of an activity program for all grade levels; care of equipment; techniques of teaching activities for elementary grades. Planned to fulfill the requirements of the State of Illinois for elementary school teachers. 4 hours.
- 345. Supervision of Physical Education.** The functions of the supervisor of physical education; program-planning, grading and planning of the progression of activities, devices for improving instruction. 2 hours.
- 348 (248). Camp and Community Leadership.** Fundamentals of Scouting, camping, counselling. 2 hours.
- 350. Materials and Methods for Teaching in Elementary and Secondary Schools.** A course designed for supervisors and teachers of physical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts, and tumbling. Fall. 3 hours.
- 351. Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examinations; postural defects and their correction; activities suitable for the atypical; program building; and correlation of this program with the physical education curriculum. Fall. 3 hours.

- 352. History 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. Winter. 2 hours.
- 353. Organization and Administration of Physical Education.** Criteria for the selection of activities and the organization of classes, the policies and the personnel; the physical plant and its upkeep; the planning, utilization, and care of equipment in the physical education program. Spring. 4 hours.
- 354. Principles of Physical Education.** The fundamental principles, aims, and objectives of physical education, the place of physical education in the educational program, and the problems of athletics. Winter. 2 hours.
- 355. Techniques of Teaching Swimming and Life Saving.** Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving. 3 hours.

PHYSICS AND ASTRONOMY

Professor Young (Chairman); Assistant Professor Zimmerschied.

A major consists of thirty-six quarter hours for the Bachelor of Science in Education degree and forty-two for all other degrees; a minor requires twenty-four. Majors, and minors as far as is practicable, should take Mathematics courses as advised by the Chairman of the Department.

- 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 single complete course. It is planned for those whose chief interests are not in the natural sciences, so as to enable them to interpret intelligently common physical phenomena and to obtain some insight into scientific methods. Mathematics and measurements are not stressed. Students who have had a year of physics in high school are not admitted. 101 and 102 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, and all who elect physics as a major or minor, must take their general college physics in 206, 207, and 208. 4 hours each.
- 206, 207, 208. College Physics.** These three courses are open to all students; they may be taken in any order. They are especially recommended for those who are scientifically inclined or plan to take additional work in physics or for those who desire pre-technical training. 4 hours each.

- 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. 5 hours.
- 301A. Analytical Mechanics for Engineers.** No student should take both 301 and 301A. Prerequisite, Mathematics 251, or registration therein. 4 hours.
- 303. Heat.** A study and measurement of the fundamental quantitative aspects of heat. Also considerable attention to the principles and applications of thermodynamics. 5 hours.
- 305. Magnetism and Electricity.** Intensive study of fundamentals: Gauss's theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. 5 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. 5 hours.
- 308. Sound.** Theory of vibrations, vibrating systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. 5 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. 5 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. 5 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, atomic and nuclear topics. 5 hours.
- 316. History of Physics.** A study of the development of physical thought, concepts, and theories, including the results and methods of contemporary physical research. This course should be especially valuable to those who desire to teach. 5 hours.

Astronomy

- 201, 202. Introduction to Astronomy.** These two terms together constitute a single complete 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 each.
- 301, 302. Astronomy.** A more advanced course similar to 201 and 202, for senior-college students. 4 hours each.

PHYSIOLOGY AND HEALTH EDUCATION

Professor Hinrichs (Chairman); Associate Professor Beinke; Assistant Professor Denny; Instructor Phillips.

- 200. Control of Communicable Diseases in the 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 to the community. 2 hours.
- 202. Health Education.** The meaning of health, the building of health attitudes and practices. Personal and community health problems. Application of the principles of healthful living to the public schools. 4 hours.
- 203. Physical Handicaps to Learning.** Designed for teachers to aid in detecting deviations from the health norms in children and young adults. Meaning of the health examination. Methods used in correction of remediable defects. Agencies whose help can be secured in the care of the physically handicapped. 3 hours.
- 206. Hygiene of the Home.** Child hygiene in the pre-school age, home nursing care of the young child, first aid in the home, home sanitation, food preservation. 2 hours.
- 209a. Introduction to Physiology.** The anatomy and physiology of the human body. A preliminary course in preparation for the more advanced work in physiology designed for students in pre-professional courses. 4 hours.

- 210. Home Nursing.** Theory, practice and demonstration in equipment and care of the sick room, routine care of patients, maternal and child care, recognition of more common symptoms of disease. Administration of simple treatments. 4 hours.
- 225. Community Health Problems.** Methods of water purification, sewage disposal, diseases transmitted by contaminated food, water, and milk. The problem of food handling. 2 hours.
- 230. Safety in Physical Education.** The prevention and treatment of athletic injuries. The most commonly occurring athletic injuries and infections. Methods of preventing, recognizing, and treating will be considered. 2 hours.
- 232. Beginning First Aid.** Red Cross First Aid Course as Basis. 2 hours.
- 233. Advanced First Aid.** Red Cross First Aid Course as Basis. 1 hour.
- 250. History of Nursing. Nursing Ethics.** Relations of the activities of doctor, patient, nurse and hospital. Responsibilities of each. 2 hours.
- 252. Introduction to Nursing Care. Elementary Therapeutics.** Designed for students interested in a nursing career. 3 hours.
- 300. Human Anatomy.** By the use of skeletons and mannikin, the principles of human anatomy are introduced. Designed especially for majors in the biological sciences, and for majors in Physical Education. 4 hours.
- 301. Bacteriology.** An introduction to the study of sanitary science, including a study of the morphology and physiology of microorganisms. Emphasis is placed on laboratory study of non-pathogenes. Consideration of the relation of bacteriology to daily living. Prerequisite, one term of laboratory biology. 4 hours.
- 303. Physiology of Exercise.** Designed to supplement P. and H. 209a and P.Ed. 303. A study of the effects of exercise on the various systems of the human body. An introduction to physical therapy. 2 hours.
- 306. The Teaching of Health Education.** An aid in organizing material for presentation of health subject matter in elementary school and in high school. 3 hours.
- 310. Public Health Aspects of Maternal and Child Hygiene.** 2 hours.
- 311. Child Development.** Physical development of the child, beginning with the study of pregnancy, pre-natal and post-natal care, and the physical development of the child from birth to puberty. To supplement Education 343. 2 hours.

- 315, 316, 317. Advanced College Physiology.** Series of three consecutive courses, especially designed for students intending to do advanced work or teaching in the biological sciences. (Course 315, Blood, Circulation and Respiration; Course 316, Gastro-intestinal and Endocrine Systems; Course 317, Nervous System and Special Senses.) Admission by permission of the Department. 5 hours for each course.
- 350. Health Education Methods Applicable to Public Schools.** Designed especially for in-service teachers. Extension course. 4 hours.
- 360. Fundamentals in Clinical Laboratory Testing.** Recommended for pre-professional students in the fields of medicine, nursing, dentistry, and veterinary sciences. 2 hours.
- 365. Introduction to Pathology.** Histological changes in tissues, due to local or systemic disease conditions. Prerequisite, Zoology 420. 2 hours.
- 380. The Meaning of the Physical Examination.** Introduction to the techniques of a physical examination, and discussion of the significance of results of such an examination. Introduction to elementary laboratory and clinical determinations. Primarily for majors and minors in Physiology and Health Education and in Botany and Zoology, as well as for pre-clinical students and in-service teachers. May be taken for 1 hour or for 2 hours of credit. The first six weeks, devoted to elementary physical diagnosis, carries credit of 1 hour. The second six weeks, providing an introduction to clinical laboratory methods, likewise carries credit of 1 hour.
- 400. History of Medicine.** 2 hours.
- 440. Special Problems in Cellular Physiology.** An introduction to the study of the chemistry and physics of cellular behavior. Designed for advanced students in biological sciences. Prerequisites, Zoology 420, P. and H. 209a, Chemistry 302, and Physics 102. Lectures and demonstrations. 2 hours.
- 441. Special Problems in Cellular Pathology.** Prerequisite, 440. 2 hours.
- 455. Health Education in the Public Schools.** Recommended for advanced students in Education and in Health Education. 3 hours.
- 461 (361). Workshop in Health Education.** Summer course designed for in-service teachers, administrators, advanced students, nurses, social workers, and others interested in public health aspects of school and community living. Individual problems of classroom health are treated as units of study, together with other units in such fields as speech defects and their detection and

correction, communicable disease control, nutrition, social and mental hygiene. Lectures, demonstrations, films, field trips and individually supervised research in special problems. 6 hours. Summer.

590. Problems and Introduction to Research in Physiology. Registration by permission of the member of the Department under whom the student chooses to work. 4-6 hours.

H. Honors Course in any of the Fields of Physiology and Health Education Offered. Introduction to research. Registration limited to one student per term. 4-6 hours.

SOCIOLOGY

Assistant Professors Harlan, Petroff.

A major in sociology consists of 42 quarter hours for students in the College of Liberal Arts and Sciences, and 36 hours for the College of Education.

Students majoring in sociology are urged to minor in at least one other social science department and to take some work in each of the social sciences.

Geography 342 and History 375 or 376 may be counted toward a major in sociology.

101. Introductory Sociology. A broad survey of the field of sociology. The nature of group life, culture, the social processes, personality, and social problems will be presented in the light of modern knowledge. This course is prerequisite to all other courses in sociology except 203. 5 hours.

202. Social Disorganization. A study of various forms of disorganization in our society. Attention is given to the problems of standard of living, income, unemployment, poverty, relief, population, race, immigration, health, sex, and to those of special classes, such as the adolescents, the aged, the mentally deficient, and the diseased. Analysis of preventive and therapeutic measures. Prerequisite, 101. 4 hours.

203. Marriage. The nature and present-day problems of courtship, steps to marriage, and the various kinds of adjustment involved in marriage. A correlation of physiological, psychological, economic, and sociological aspects of marriage. Prerequisite, sophomore standing. No other course required. 3 hours.

205 (201). Sociology of Rural Life. Problems peculiar to American rural life, the family-farm institution, and the conflicts with urban types, are studied. Prerequisite, 101. 3 hours.

305. Social Institutions. Concepts of social institutions, study of the origin, development, and variability of human institutions. Prerequisite, 101. 3 hours.

- 310. The Family.** The family in historic society and various contemporary cultures; the Industrial Revolution and the evolution of the modern family; changes in family functions; the family and the community; the role of women; the child in the family; growing instability; family member roles and personality development. Prerequisite, 101. 4 hours.
- 311. Urban Sociology.** The rise, development, structure, culture, and problems of early and modern cities; urban personalities and human groupings. Prerequisite, 101. 3 hours.
- 312. Human Ecology.** A study of the spatial pattern of rural and urban communities; the effects of competition at a subsocial level; the theoretical significance of recent ecological research. 2 or 3 hours.
- 314. 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 distributions are treated in this course. Prerequisite, 101. 3 hours.
- 315. Crime and Its Treatment.** Study of the nature of crime; classifications, changing types of crime, criminal statistics, casual factors, and development of punishment. Prerequisite, 101. 3 hours.
- 320. Race Relations.** Racial and cultural contacts and conflicts, covering a comprehensive and analytical view of the role played by racial groups in the United States. Prerequisite, 101. 3 hours.
- 321. Teaching of the Social Studies in High School.** 2 hours.
- 325. Industrial Sociology.** An interpretation of the theories and principles which underlie the present organization of mass production; socially disintegrating effects of unemployment, standardization, and technology. Prerequisites, Sociology 101 and Economics 310. 3 hours.
- 330. Propaganda and Public Opinion Analysis.** A presentation of the techniques and characteristics of propaganda and the methods devised to measure and estimate public opinion on controversial issues. Prerequisite, 101 or senior status. 3 hours.
- 331. Social Control.** A presentation of the means by which members of groups are regulated. The importance of social institutions as factors in the shaping of group opinion and giving direction to social action is analyzed. Prerequisite, 101 or senior status. 3 hours.
- 333. Problems of Southern Illinois.** 3 hours. See Government 333.

- 340. Educational Sociology.** 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. Prerequisite, 101. 3 hours.
- 355. Social Psychology.** An investigation of the role of social interaction as a factor in group life. Considerable attention devoted to the behavior of man as influenced by suggestion, fashion, fads, customs, and group morale. Prerequisite, 101 or senior status. 3 hours.
- 360. Social Legislation.** A study of legislative plans for the remedy of various social problems in the United States and in foreign countries. Prerequisite, 101. 3 hours.
- 365. General Anthropology.** The origin of man and culture. Fossil races and living races. Cultural types and cultural processes. Environmental effects on culture. One or two field trips. Prerequisite, 101. 3 hours.
- 366. The American Indian.** The origin, distribution, and culture of the American Indian. The effects of his contacts and conflicts with white man. Prerequisite, 365. 3 hours.
- 369. Sociology of Leadership.** Heredity, environment, and the conjuncture of opportunities as factors accounting for leadership. Theories of leadership, tests of leadership, and an analysis of representative leaders. Prerequisite, 101 or senior status. 3 hours.
- 370. Social Implications of Religion.** 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. 3 hours.
- 375. Community Organization.** The factors involved in community organization and their integration; types, aims and objectives; community diagnosis; relationships with larger social units in the national life. Individual case study of a specific community. 3 hours.
- 401. Juvenile Delinquency.** A study of the causes 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. Prerequisite, 101. 3 hours.
- 410. Social Research Methods.** The possibility of scientific research in sociology. Discussion and evaluation of various methods of collecting, classifying, interpreting, and presenting social data, with particular emphasis on local research projects. Prerequisites, 101 or senior or graduate standing. 3 hours.

- 450. History of Social Thought.** A critical analysis of the social thinking of some of the outstanding scholars, including Egyptian, Oriental, Hebrew, Christian, Greek, and Roman representatives, and the schools of social thought developing after the Middle Ages. Prerequisite, 101. 3 hours.
- 455. Contemporary Sociology.** A comparative study of recent developments in the field of sociology. Considerable attention is focused on the contributions of living sociologists. 450 is recommended as a preparation for this course. 3 hours.
- 490. Social Progress.** A study of various theories of social progress, with a critical analysis of their applicability. 3 hours.
- 500. Cultural Change.** The origin and development of world culture, the processes of cultural change, and the various problems and maladjustments arising therefrom. Prerequisite, 101. 3 hours.
- 510. Seminar in Social Research Projects.** Students select projects, preferably subjects of local interest. As this course is virtually an extension of 410, students should either have taken the latter or be familiar with the various methods of social research. 3 hours.
- 515. Seminar in the Family.** A study of the problems created in the home and family by the impact of economic and social changes, and measures for meeting them. Programs for the conservation of the family and for raising the level of family welfare. 4 hours.
- 555. Collective Behavior.** An advanced course in the general area of social psychology. Special attention will be devoted to the nature of human attitudes, their formation, control, and expression. Prerequisite, 355. 3 hours.
- 560. Social and Institutional Processes.** General nature of processes, classification and analysis of them; interaction, opposition, cooperation, and their various phases. Prerequisite, 101. 3 hours.
- 565. Seminar in Social Psychology.**

SPEECH

Associate Professor Larson (Chairman).

In an age of the increasing importance of the spoken word, training in speaking and listening effectively becomes ever more essential to the college-trained person who is inevitably looked to as a community leader.

These three departmental objectives make it possible for every student to have his speech needs and desires served: to offer adequate training in the effective oral communication of ideas, to provide cultural and

leisure-time experiences and training for a richer life, and to provide specific occupational training.

To satisfy the needs of students in all curricula, certain service courses are available to everyone. For the student expecting to become an effective, intelligent, active citizen in his community, a course leading to the degree either of Bachelor of Science or of Bachelor of Arts with a major in speech is excellent. For the student whose vocational interests lie in the field of speech, especially fine opportunities are open in both elementary and secondary education. Other vocational opportunities lie in radio, theater direction and management, law, and public relations work.

Courses elected by students majoring in speech will be determined by the area of concentration selected by the student; that is, public speaking, theater, interpretation, speech correction, or radio. While a preponderance of courses will be taken from one of these, it is required that courses be taken from at least three areas.

For the Public Speaking concentration, the following courses are required: Speech 102, 202, 205, 301, and 401. Other courses strongly recommended are Economics 328 or Government 370, Philosophy 310, Sociology 330, 331, and 369.

For the Theater concentration the following courses are required: Speech 103, 204, 206, 302, 304, 402, and either 403 or 404. Other courses strongly recommended are Art 120, Home Economics 135 and 330, and at least twelve hours from the following English courses: 306, 360, 361, 363, and 366.

For the Interpretation concentration the following courses are required: Speech 103, 104, 105, 304, and 404. Other courses strongly recommended are History 101, 102, and 103, Art 120, Music 100, English 369, and twelve hours from the following courses: English 305, 318, 320, 321, 324, 330, 366, and 370.

For the Radio concentration the following courses are required: Speech 102 or 103, 104, 105, 203, 301 or 304, 306, and 403. Other courses strongly recommended are shorthand and typewriting (unless at least two years of high school work has been taken), Business 337, Journalism 101, 102, 103, Physics 101, 102, and 312, Sociology 330 and 331.

For the Speech Correction concentration the following courses are required: Speech 104, 105, 305, and 306. Other courses strongly recommended are Sociology 340 and 355, Education 305, 340, 425, and 306 or 343, and at least ten hours of Physiology.

101 (210). Principles of Speech. The aim of this course is to develop an understanding and proficiency in the basic principles and skills involved in everyday communication and in every medium available to speech. Group discussion and individual speech activity are used both to present basic concepts and to provide experience in a variety of speech situations. - This course is prerequisite to all other courses in the department, except by special permission of the instructor and department chairman. 4 hours.

- 102 (341). Public Speaking.** Special emphasis is placed on types of speaking for specific purposes and audiences. Analysis of audience motives and reactions is stressed in the approach to speech preparation. 4 hours.
- 103 (230). Interpretation.** The study and practice of principles and techniques involved in the interpretation of common literary forms. Consideration is given to the problem of achieving adequate mental and emotional responsiveness in stimulating appreciation in the listener. 4 hours.
- 104. Training in the Speaking Voice.** The objective is to develop and establish good voice habits through a study of the principles and practice of the techniques involved in excellence of voice and diction. Drill work and materials for practice are selected to suit individual needs. 3 hours.
- 105. Phonetics.** A study of the International Phonetic Alphabet and its application to the sounds of the English language. This is a requisite course for all students with difficulties of pronunciation and for prospective speech teachers. 3 hours.
- 201. Parliamentary Law.** A study and application of the principles involved in presiding over, and participating in, meetings. 2 hours.
- 202. Principles of Discussion.** A consideration of principles, methods, and techniques, applicable to various types of group discussion dealing with contemporary problems. Application of parliamentary rules and procedures to organized discussion is also considered. 3 hours.
- 203 (315). Radio Speaking.** Study and practice of suitable speech before the microphone. Both original and interpretative speaking are treated, as they apply to announcing and general program materials. Prerequisites, 101, 102, and 103 or 104. 3 hours.
- 204 (250). Acting.** A study of acting principles and an application of them in scenes for class exercises. Opportunities are also afforded for participating in one-act and major plays. Prerequisites, 101 and 103. 3 hours.
- 205. Principles of Argumentation and Debate.** A study of the principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery, as well as application of them in speech situations. Prerequisites, 101 and 102 or 202. 3 hours.
- 206. Stagecraft.** A study of the techniques and practices involved in non-professional theater production, e.g., the school and community theater. Opportunity is afforded for participation in actual stage work in production. 4 hours.

- 207. Story-Telling.** The principles and practices involved in presenting stories interestingly and fascinatingly to young children. The course is especially planned for the needs of elementary teachers and parents. 3 hours.
- 208. Dramatic Activities.** Not more than three quarter hours credit, and not to exceed two each year, may be secured for participation in major college plays. A schedule of points is on file in the Office of the Speech Department. Credit for 308, on a similar basis, may also be secured by students having at least 18 hours of speech and junior or senior standing.
- 209. Forensic Activities.** Not more than three quarter hours of credit, and not to exceed two each year, may be secured for participation in certain forensic activities. A schedule of points is on file in the Office of the Speech Department. Credit for 309, on a similar basis, may also be secured by students having at least 18 hours of speech and junior or senior standing.
NOTE: No credit will be allowed in excess of nine hours for 208, 209, 308, and 309 combined.
- 301. Persuasion.** A study of the psychological principles involved in influencing individuals and groups. Motivating forces, instincts, and emotions are analyzed; and rhetorical techniques for dealing with them are studied and practiced. Prerequisites, Education 206 and 12 hours of speech. 4 hours.
- 302 (328). Play Production.** Problems of selecting and producing a play are studied. Practice in directing one-act plays and assisting in the production of major plays are also essentials of this course. Prerequisite, 206. 4 hours.
- 303. Business, Professional, and Technical Speaking.** Consideration is given to the specific speaking needs in the professional and business world. The delivery of technical reports, as well as of lighter after-dinner speeches, is included. Specifically for adult and extension classes. 4 hours.
- 304 (330). Advanced Interpretation.** Basic principles are applied to special literary and speech forms, such as narrative, lyric, and didactic poetry; and ancient, Shakespearean, and modern drama. Students will be expected to participate in public recitals. Prerequisites, 101 and 103. 4 hours.
- 305. Principles of Speech Correction.** A study of the causes, diagnosis, and therapy of speech defects. Observation in the Speech Clinic is an essential part of this course. Prerequisites, 104 and 105, and Physiology 209a. 4 hours.
- 306 (350). Methods in Speech Education.** A consideration of principles of effective speech teaching, as applied to primary and secondary schools through both curricular and extra-curricular activities. Required of all majors and minors. Prerequisite, 18 hours of speech. 4 hours.

- 308. Dramatic Activities, Advanced Level.** Not more than three quarter hours credit, and not to exceed two each year, may be secured for participation in major college plays. A schedule of points is on file in the Office of the Speech Department. Prerequisites, 18 hours of speech and junior or senior standing.
- 309. Forensic Activities.** Not more than three quarter hours of credit, and not to exceed two each year, may be secured for participation in certain forensic activities. A schedule of points is on file in the Office of the Speech Department. Prerequisites, 18 hours of speech and junior or senior standing.
NOTE: No credit will be allowed in excess of nine hours for 208, 209, 308 and 309 combined.
- 310. Children's Theater.** A study of the techniques of story-telling and the dramatization of stories by and for children especially. Observation and experience in children's classes constitutes an essential part of this course. Prerequisites, 206 and 304. 3 hours.

ZOOLOGY

Associate Professors Gersbacher (Chairman), Stein.

A total of from forty-two 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, 320 and 335 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 to 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.
- 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 Zoology 101 or following it, as suits the student's convenience. 5 hours.
- 200. Comparative Vertebrate Anatomy I.** Studies of comparative skeletal and muscular structures are made from a phylogenetic and evolutionary viewpoint. Prerequisite, Zoology 101, or its equivalent. 5 hours.

- 201. Comparative Vertebrate Anatomy II.** A continuation of the above, taking up a phylogenetic comparison of the digestive, reproductive, circulatory and nervous systems of vertebrates. Prerequisite, Zoology 101, or its equivalent. Zoology 201 may be taken before or after Zoology 200, as suits the convenience of the student. 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. 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 human health and wealth. Prerequisite, Zoology 105, or its equivalent. 4 hours.
- 300. Vertebrate Embryology.** Chick and pig embryos are used as types. Emphasis is placed on the ontogeny of the individual and its relation to vertebrate phylogeny. Prerequisite, Zoology 101, or its equivalent. 5 hours.
- 315. Genetics.** A general course, with experimental work in breeding strains, etc., involving the principles of evolution and genetics. Prerequisite, approval of the department. 5 hours.
- 335. Field Zoology.** This course consists of the study of local fauna, its taxonomy and distribution. Prerequisites, Zoology 101 and 105, or their equivalents. 4 hours.
- 351. Economic Biology.** Effects of plants and animals upon the economic welfare of man. Not to be taken by students who have had Botany or Zoology 350. 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 Zoology and Botany. Not to be taken by anyone who has had Zoology 330. 4 hours.
- 405. Comparative Anatomy of Invertebrates.** The comparative study of the development of tissues, organs, and systems; and their tendencies in the invertebrates. Library reading and lectures. Prerequisite, Zoology 105, or its equivalent. 4 hours.
- 420. Histology of Organs.** Microscopic study of organs and tissues, with their origin and development. Prerequisite, one year of Zoology. 4 hours.
- 421. Histological Technique.** A study of the latest methods of preparing histological material in biology. The development of a certain skill in technique is required. Prerequisite, one course in Zoology or Botany numbered lower than 300. 5 hours.

- 422. Advanced Histology.** Serial slide making, and the working out of special problems in technique (beginning research). Prerequisite, Zoology 421, or its equivalent, and special permission from the department. 4 hours.
- 470. Methods in Biology.** A study of methods, consisting of a consideration of objectives, different types of courses, teaching the scientific method, the laboratory method, the project method, field studies, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations and readings. 4 hours.
- 500. Parasitology.** Collection, identification, morphological and life history, and control measures of the main groups of the parasites of vertebrate animals. 5 hours.
- 510. Bio-ecology.** A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. 5 hours.
- 511. Limnology.** A study of the biology of Crab Orchard Lake, Horse Shoe Lake, and various streams of Southern Illinois. 5 hours.
- 512. Animal Geography.** 5 hours.
- 590. Problems and Introduction to Research in Zoology.** 2-5 hours.
- 591. Readings in Current Literature.** 3 hours.

DEGREES CONFERRED, 1946**Master of Science in Education Degree**

Anna Ellean McCann
Glenn J. McGowan
Berthal Middleton

Gladys M. Pyatt
Alice Phillips Rector
George William Schroeder
Gaffney A. Taylor

College of Education**Bachelor of Science in Education Degree**

Arthur Eugene Abney
Attie Belle Adams
Ray Adams
Mary Frances Allen
Mary Florence Alston
Marjorie Dawe Appert
Ernest R. Arms
Dixie Bean
Margaret Grant Booth
Velia A. Bortolotti
Betty Jule Bowen
Doris Elva Bowers
Martha Louise Brann
Gary P. Brazier
Helen Hall Brennan
Murvin H. Brown
Norma Lou Brown
Ernestine Elizabeth Budina
Alice Violet Buehler
Bertha Welch Burgess
Clydell Gay Burgess
John Carlton Busenhart
Cleo Dorris Carter
Mildred Diskey Cicka
Edward Everett Clark
Imogene Iris Clark
Zella A. Cook
Loyal O. Covington
Ernestine Cox
Mary Louise Cox
Margaret Ellen Craig
Robert E. Crombar
Aileen Davis
Dorothy Jean Dennis
Leon Howard Dickerson
Lewis W. Dobbs
Troy Clyde Dorris
Pearl W. Easterly
Rudell Edmonds
Mary Catherine Ehresmann
Herschel Wayne Ellis
Fred Avery Fansler
Feorl Jean Fiss
Lucille Hartley Fligor
Dorothy Fogler
Harry Burke Foltz
Nellie Roberta Frailey
Raymond W. Foster
Bernice M. Fritz

John T. Fullerton
Helen Louise Garrison
Cloman D. George
Maude Smith Gerlach
Ethel V. Maxwell Gilbert
Scott P. Gill
Betty Ann Grater
Mary Kathryn Greaney
James Clarence Greer
Robert I. Gregg
LaDonna Jean Harrell
Dorothy Mae Hart
Phyllis June Hays
Jack Hedges
Virginia Bernice Heflin
Charles A. Helwig
Ruby Worrell Henry
Warren Clifford Hess
William Carey Hodge
William Thomas Holder
Ernest L. Hood
Guy J. Hunter
Ruth Arvada Jackson
Mary Dorothy Jacobs
Dorothy Lorraine Jones
Dwight Karnes
Ruby B. Keith
Howard Eugene Keller
Effie Grace Kittle
Carl H. Kuehn
Bertha Estelle Kuhn
Herall C. Largent
June B. Laurie
Robert Lee Leathers
Bette Jane Leckrone
Hazel Snyder Lefler
Mildred Liebheit
Wyatt A. Lindsey
Vivian Elizabeth Lupardus
Betty Qualls Malinsky
Alice L. Choate Mann
Mary Agnes Mann
Robert Edward Mann
Edward A. Martin
Mary Elizabeth Martin
Helen Alvera Mataya
Ruby Matthews
Martha Jane McAfoos
Raymond Roscoe McBride

Bachelor of Science in Education Degree—Concluded

Ruth Esther McFeron
 Jamie Lee McGee
 Paul Willis McKinnis
 Elaine Audrey Miller
 Geraldine Montgomery Miller
 Lebern N. Miller
 Evelyn Ann Missavage
 Jane Frances Mitchell
 Arthur E. Newbern
 Thomas B. Newman
 Lottie Jane Owen
 Everett C. Parkhill
 George Lavern Patrick
 June Phillips
 Carl Lee Phipps
 Clarence Baird Pierce
 Claude Franklin Piersall
 Clara Pixley
 Victor Arthur Pixley
 James Pleasant
 Pauline Potts
 Juanita Prickett
 Thelma Estelle Quigley
 George Clay Ragland
 Doris Henderson Ragsdale
 Evelyn Louise Reichmann

Carl Francis Rolando
 Claude Rose, Jr.
 Dorothy Venue Rush
 Marian Opaline Schroeder
 Helen Mar Schwegman
 Thomas L. Settle
 Don Ray Sheffer
 Nan Shelton
 Inez Singleton
 Carolyn Stotlar
 Jane Dean Swofford
 Pearle M. Tate
 Dwight Teel
 Nina Louise Theiss
 Alma Farrar Todd
 Cecil G. Trainer
 Vada Miller Tudor
 Cleo Ulm
 Faye Irene Beard Vandever
 Vivian Vickers
 Grace M. Wegner
 James Edward West
 Virgil N. Wheelles
 Clarence Eugene Whisler
 Retha Witzel
 Gwyneth Lee Williams

Alonzo Woods

College of Liberal Arts and Sciences**Bachelor of Arts Degree**

Gerald M. Bethards
 Helen Jean Blackburn
 Bruce B. Church
 Marion R. Dowell
 Charles H. Ellis
 Ora A. Gray
 Lillian Goddard
 Douglas William Greene
 Lois Afton Gruenenfelder
 John William Hawkins

Helen Virginia House
 Patricia Schultz Kobler
 John E. Loftus
 Max L. Martin
 Harold Lee Maze
 Allan E. Miller
 Donald A. Payne
 Robert E. Stiff
 Loraine L. Waters
 J. Eugene M. Wells

Peggy Wilhelm

Bachelor of Science Degree

James M. Allison
 Rex Ray Bivins
 Harry Louis Davis
 Everett L. Deason
 John O. Erkman
 Homer H. Hanson

Marian F. Hargis
 Margaret K. Henderson
 Thomas Nelson Kias
 Walter H. McDonald
 Victor A. Pixley
 Lloyd A. Rains

Gerald E. Webb

College of Vocations and Professions**Bachelor of Science Degree**

Gloria Barger
 Marguerite C. Barra
 Esther J. Craver
 Edythe Miller Gahan

Lois Lay
 Max M. Lewis
 Herman Philbrick
 Guanaviere Wheeler

SUMMARY OF DEGREES, 1946**Graduate School****Master of Science in Education Degree**

	Men	Women	Total
June 7	2	0	2
August 2	2	2	4
August 30	0	1	1
	<hr/> 4	<hr/> 3	<hr/> 7

College of Education**Bachelor of Science in Education Degree**

	Men	Women	Total
June 7	30	59	89
August 2	25	25	50
August 30	5	7	12
	<hr/> 60	<hr/> 91	<hr/> 151

College of Liberal Arts and Sciences**Bachelor of Arts Degree**

	Men	Women	Total
June 7	8	5	13
August 2	4	3	7
August 30	1	0	1
	<hr/> 13	<hr/> 8	<hr/> 21

Bachelor of Science Degree

	Men	Women	Total
June 7	7	1	8
August 2	4	1	5
August 30	0	0	0
	<hr/> 11	<hr/> 2	<hr/> 13

College of Vocations and Professions**Bachelor of Science Degree**

	Men	Women	Total
June 7	2	2	4
August 2	0	4	4
August 30	0	0	0
	<hr/> 2	<hr/> 6	<hr/> 8

Totals	90	110	200
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ENROLLMENT BY COLLEGES, 1946-47

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
1st Summer, 1946.....													1573
Graduates.....										61	40	101	
Post Graduates.....	14	9	23	7	0	7	3	0	3	24	9	33	
Seniors.....	91	131	222	31	8	39	9	2	11	131	141	272	
Juniors.....	82	198	280	43	12	55	20	3	23	145	213	358	
Sophomores.....	49	110	159	66	10	76	33	6	39	148	126	274	
Freshmen.....	86	150	236	94	11	105	135	11	146	315	172	487	
Unclassified.....	9	33	42	3	0	3	3	0	3	15	33	48	
Total Residence.....	331	631	962	244	41	285	203	22	225	839	734	1573	

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
2nd Summer, 1946 (4 weeks).....													473
Graduates.....										12	4	16	
Post Graduates.....	2	1	3	0	0	0	0	0	0	2	1	3	
Seniors.....	43	19	62	12	0	12	1	0	1	56	19	75	
Juniors.....	35	6	41	15	0	15	8	1	9	58	7	65	
Sophomores.....	22	3	25	20	0	20	15	0	15	57	3	60	
Freshmen.....	31	4	35	31	0	31	47	1	48	109	5	114	
Unclassified.....	4	0	4	0	0	0	1	0	1	5	0	5	
Total Residence.....	137	33	170	78	0	78	72	2	74	299	39	338	
Extension (duplicates excluded).....										29	106	135	

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
Fall, 1946.....													3590
Graduates.....										28	22	50	
Post Graduates.....	5	2	7	3	0	3	1	0	1	9	2	11	
Seniors.....	86	82	168	46	8	54	16	2	18	148	92	240	
Juniors.....	78	123	201	58	15	73	41	10	51	177	148	325	
Sophomores.....	108	145	253	122	22	144	120	11	131	350	178	528	
Freshmen.....	342	260	602	281	62	343	569	36	605	1192	358	1550	
Unclassified.....	7	4	11	0	1	1	1	1	2	8	6	14	
Total Residence.....	626	616	1242	510	108	618	748	60	808	1912	806	2718	
Extension (duplicates excluded).....										207	666	872	

ENROLLMENT BY COLLEGES, 1946-47—Concluded

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
Winter, 1946-47.....													3451
Graduates.....										26	17	43	
Post Graduates.....	5	2	7	5	0	5	2	2	4	12	4	16	
Seniors.....	107	91	198	59	8	67	22	2	24	188	101	289	
Juniors.....	76	115	191	58	13	71	52	12	64	186	140	326	
Sophomores.....	128	135	263	139	23	162	183	8	191	450	166	616	
Freshmen.....	281	239	520	251	46	297	417	48	465	949	333	1282	
Unclassified.....	9	7	16	1	1	2	1	2	3	11	10	21	
Total Residence.....	606	589	1195	513	91	604	677	74	751	1822	771	2593	
Extension (duplicates excluded).....										179	773	952	

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
Spring, 1947													
Graduates.....										43	24	67	
Post Graduates.....	6	4	10	1	2	3	1	1	2	8	7	15	
Seniors.....	115	116	231	71	11	82	23	4	27	209	131	340	
Juniors.....	76	119	195	79	13	92	63	9	72	218	141	359	
Sophomores.....	162	128	290	167	22	189	234	12	246	563	162	725	
Freshmen.....	227	207	434	178	35	213	255	50	305	660	292	952	
Unclassified.....	1	10	11	2	0	2	5	1	6	8	11	19	
	587	584	1171	498	83	581	581	77	658	1709	768	2477	

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