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STATE OF ILLINOIS
DWIGHT H. GREEN, GOVERNOR

Southern Illinois University Bulletin

VOLUME XLII

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FOR
1948-1949
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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. Richard F. Dunn.....Bloomington

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Mr. Ira M. Means.....Macomb

Mrs. Peter Miller.....Peru

Mrs. Helen Rose Pegelow.....Mattoon

Mr. Lindell W. Sturgis.....Metropolis

Mr. Lewis M. Walker.....Gilman

* * *

Mr. Charles G. Lanphier, Co-ordinator.....Springfield

SOUTHERN ILLINOIS UNIVERSITY

The Graduate School

College of Education

College of Liberal Arts and Sciences

College of Vocations and Professions

Division of Extension and Adult Education

Southern is a member of and accredited by

NORTH CENTRAL ASSOCIATION OF COLLEGES AND

SECONDARY SCHOOLS (as a University)

AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

ASSOCIATION OF AMERICAN COLLEGES

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

All degrees conferred by Southern are fully accredited
by the American Association of University Women

CALENDAR

1948-49

Fall Quarter, 1948

1948

Sept. 8-11	Wednesday-Saturday	Freshman Week
Sept. 13-14	Monday-Tuesday	Registration
Oct. 15-16	Friday-Saturday	Homecoming
Nov. 25-26	Thursday-Friday	Thanksgiving Recess
Nov. 30-Dec. 4	Tuesday-Saturday	Final Examinations

Winter Quarter, 1948-49

Dec. 6	Monday	Registration
Dec. 18	Saturday	Christmas Recess Begins

1949

Jan. 3	Monday	Instruction Resumed
Feb. 12	Saturday	Lincoln's Birthday Holiday
March 8-12	Tuesday-Saturday	Final Examinations

Spring Quarter, 1949

March 21	Monday	Registration
May 30	Monday	Memorial Day Holiday
June 6-9	Monday-Thursday	Final Examinations
June 10	Friday	Seventy-Fourth Annual Commencement

Summer Session, 1949

June 13	Monday	Registration
July 4	Monday	Independence Day Holiday
August 5	Friday	Commencement

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
Roye R. Bryant, M.A.....
.....	Executive Assistant in Education and Administration
Minnie Mae Pitkin, M.A.....	Assistant in Personnel

* * *

Graduate School

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

College of Education

Douglas E. Lawson, Ph.D.....	Dean
Marshall S. Hiskey, Ph.D.....	Acting Dean ('47-'48)
Roye R. Bryant, M.A.....
.....	Executive Assistant in Education and Administration

College of Liberal Arts and Sciences

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

College of Vocations and Professions

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

Division of Extension and Adult Education

Raymond H. Dey, M.S.....	Director
Roye R. Bryant, M.A.....
.....	Executive Assistant in Education and Administration
Donald A. Ingli, M.A.....	Director of Audio-Visual Aids Service

Biological Research Laboratory

Carl C. Lindegren, Ph.D.....	Director
------------------------------	----------

* * *

Student Life Offices

Marshall S. Hiskey, Ph.D.....	Dean of Men
Ledford J. Bischof, M.S. in Ed.....	Assistant to the Dean of Men
Helen A. Shuman, M.A.....	Dean of Women
Ruth Haddock, M.A.....	Assistant Dean of Women
Loretta Keough, B. S. in Ed.....	Assistant to the Dean of Women
Doris Sewell, A.B.....	Assistant to the Dean of Women
Alice Phillips Rector, M.S. in Ed.....	Assistant to the Deans
Lawrence E. Clark, Ph.D.....	Veterans Counselor
William Randle, M.S. in Ed.....	Veterans Counselor

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
Jane Crichton, B.Ed.....	Secretary to the Business Manager

Registrar's Office

Marjorie Shank, M.A.....	Registrar
Mary Lou McNeill, B.S. in Ed.....	Assistant Registrar
Norma Trotter, B.S. in Ed.....	Acting Recorder
Earl W. Murray, B.S. in Ed.....	Assistant to the Registrar

Information Service

Lorena Drummond, B.A.....	Director
Maxine H. Blackman, B.A.....	Assistant to the Director

Alumni Services

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

Placements Service

Raymond H. Dey, M.S.....	Director
Ernest R. Wolfe..	Executive Assistant in Education and Administration
Ruby Straker, B.S. in Ed.....	Assistant to the Director

Housing Service

Mabel Pulliam.....	Executive Assistant
Maxine Vogely, M.A.....	Director of Anthony Hall
Doris Sewell, A.B.....	Assistant to the Director of Anthony Hall
Ernest R. Wolfe.....	Supervisor, Veterans Housing Projects

Health Service

Marie A. Hinrichs, Ph.D., M.D.....	University Physician
Robert M. Bolton, M.D.....	Associate University Physician
Ralph Boatman, M.P.H.....	Health Co-ordinator
Florence E. Denny, R.N., M.A.....	Assistant Professor
Orpha Jane Borgsmiller, R.N.....	Nurse
Edna Bradley, R.N.....	Nurse
Helen Goetz, R.N.....	Nurse
Naomi Manering, R.N.....	Nurse

Bookstore

Carl Trobaugh, B.S.....	Manager
-------------------------	---------

Physical Plant

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

FACULTY

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., University of Illinois.
- ORVILLE ALEXANDER (1938) *Director of Alumni Services,
Professor of Government*
B.Ed., Southern Illinois University; M.A., Ph.D., University of Iowa.
- 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; University of Iowa.
- LOUISE BACH (1934) *Assistant Professor, University High School*
A.B., Illinois Wesleyan; A.M., University of Illinois; Leave of Absence, 1948-49.
- 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*
B.A., M.A., University of Illinois; Northwestern University; University 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 NOEL BARRON (1948) *Assistant Professor of Business Administration*
B.S., University of Kentucky; M.B.A., University of Michigan;
C.P.A., Kentucky; C.P.A., Tennessee.
- MARY EILEEN BARRY (1946) *Associate Professor of Foreign Languages*
B.A., M.A., University of Manitoba; Ph.D., University of Chicago.
- JOSEPH R. BAXTER (1946) *Assistant Professor of Latin American Culture*
A.B., Berea College; M.A., Duke University.
- 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.
- LEDFORD J. BISCHOF (1946) *Instructor, Assistant to the Dean of Men*
B.Ed., Northern Illinois State Teachers College; M.S. in Ed., Southern Illinois University; Syracuse University.
- AMOS H. BLACK (1948) *Associate Professor of Mathematics*
A.B., Marietta College; M.A., West Virginia University; Ph.D., Cornell University.
- RALPH BOATMAN (1947) *Instructor in Physiology and Health Education, Health Co-ordinator*
B.Ed., Southern Illinois University; M.P.H., University of North Carolina.
- CECIL M. BOLTON (1947) *Assistant Professor of Music*
B.Mus., University of Mississippi; M.Mus., American Conservatory of Music.
- ROBERT M. BOLTON (1948) *Associate University Physician, Associate Professor of Physiology and Health Education*
M.D., George Washington University.
- HENRY M. BORELLA (1947) *Faculty Assistant in Physics*
B.S., Southern Illinois University.
- HOWARD E. BOSLEY (1937) *Associate Professor of Education*
B.Ed., Southern Illinois University; M.A., Ed.D., Teachers College, Columbia University.
- EMMA L. BOWYER (1912) *Professor of English, Chairman of Department, Emerita (1947)*
A.B., A.M., University of Chicago.
- GEORGE BRACEWELL (1931) *Associate Professor, Director, Rural Education*
B.Ed., Southern Illinois University; A.M., University of Michigan; Northwestern University; University of Chicago.
- MABEL G. BRACEWELL (1947) *Faculty Assistant in University High School*
B.Ed., Southern Illinois University; M.A., University of Michigan.

- 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 Administration*
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; Leave of Absence, 1948-49.
- NORMAN CALDWELL (1946) *Associate Professor of History*
B.Ed., Southern Illinois University; A.M., Ph.D., University of
Illinois.
- GEORGE C. CAMP (1947) *Assistant Professor of English*
B.A., Ohio Wesleyan University; M.A., Ohio State University; Uni-
versity of Illinois.
- THERA CAVENDER (1947) *Librarian, Instructor*
B.S. in Ed., Southwest Missouri State College; A.M., University of
Missouri; B.S. in L.S., University of Illinois.
- STEWART C. CHANDLER (1940) *Consulting Entomologist*
B.S. in Agriculture, University of Wisconsin; Field Entomologist,
Illinois Natural History Survey.
- GEORGE L. CHERRY (1947) *Associate Professor of History*
A.B., A.M., University of Illinois; Ph.D., Northwestern University.
- W. G. CISNE (1916) *Professor, Director of Placements
Emeritus (1945)*
Southern Illinois 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.A., Teachers College, Col-
umbia University.
- LAWRENCE E. CLARK (1945) *Associate Professor,
Veterans Guidance Center*
A.B., Drake University; A.M., Ohio State University; Ph.D., Col-
umbia University; Harvard University; Teachers College, Columbia
University.
- LULU R. CLARK (1917) *Assistant Professor, Allyn Training
School, Emerita (1940)*
Southern Illinois University; University of Chicago; Teachers Col-
lege, Columbia University.
- MARSHALL GRANT CLARK (1947) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois.
- MARTHA M. CLARK (1948) *Faculty Assistant in English*
A.B., University of Illinois.

- E. C. COLEMAN (1946) *Associate Professor of English*
A.B., University of Illinois; A.M., University of Wisconsin; Ph.D.,
University of Illinois.
- JOHN L. COLP (1946) *Faculty Assistant in Industrial Education*
Southern Illinois University; University of Illinois.
- DOROTHY COX (1946) *Instructor in Mathematics*
A.B., University of Illinois; Southern Illinois 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.
- ZELLA CUNDALL (1946) *Librarian, Instructor*
B.A., B.S. in L.S., University of Illinois.
- FLOYD F. CUNNINGHAM (1947) *Associate Professor of Geography,*
Chairman of Department
B.Ed., Illinois State Normal University; University of Chicago;
A.M., Ph.D., Clark University.
- DOROTHY R. DAVIES (1939) *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 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 University; graduate, School of Nursing,
Beth-El Hospital, Colorado Springs; M.A., Teachers College, Col-
umbia University.
- MAY DORSEY (1947) *Faculty Assistant in Music*
B.M., M.M., Arthur Jordan Conservatory, Cornell University.
- VIOLA M. DUFRAIN (1947) *Associate Professor of Business*
Administration
A.B., University of Illinois; A.M., Ph.D., University of Chicago.
- CLAUDE J. DYKHOUSE (1947) *Associate Professor of Education*
B.S., Michigan State College; M.A., Ph.D., University of Michigan.
- TROY W. EDWARDS (1947) *Instructor in University High School*
B.Ed., M.S. in Ed., Southern Illinois University; Indiana Uni-
versity.

- EILEEN E. ELLIOTT (1948) *Professor of Home Economics,
Chairman of Department*
B.S., Northwest Missouri State Teachers College; M.A., Teachers
College, Columbia University; Ed.D., University of Missouri.
- ROBERT W. ENGLISH (1940) *Assistant Professor of Industrial
Education*
B.S., James Millikin University; M.A., University of Illinois; Uni-
versity of Pennsylvania; St. Louis University; Washington Uni-
versity; Leave of Absence, 1948-49.
- MARY E. ENTSMINGER (1922) *Associate Professor,
Allyn Training School*
Southern Illinois University; Ph.B., University of Chicago; M.A.,
Teachers College, Columbia University.
- KENNETH A. ERVIN (1947) *Instructor in Art*
B.A., M.A., Louisiana State 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.
- ROBERT DUNN FANER (1930) *Associate Professor of English*
A.B., Allegheny College; M.A., University of Iowa; Ph.D., Uni-
versity of Pennsylvania.
- EMILY E. FARNHAM (1947) *Assistant Professor of Art*
B.S. in Ed., Kent State University; M.A., Ohio State University;
California College of Arts and Crafts; Cleveland School of Art.
- R. JEAN FLIGOR (1941) *Instructor, University High School*
B.Ed., Southern Illinois University; M.A., Northwestern Uni-
versity; Michigan State College.
- CHARLES L. FOOTE (1947) *Associate Professor of Zoology*
B.S., North Texas State Teachers College; M.S., Texas A. and M.
College; Ph.D., University of Iowa.
- FLORENCE FOOTE (1947) *Assistant Professor of Zoology*
A.B., Mt. Holyoke College; A.M., Mt. Holyoke College; Ph.D.,
University of Iowa.
- CECIL C. FRANKLIN (1948) *Assistant Professor of Physical Education
for Men, Chairman of Department*
B.S. in Ed., M.S., Dir. P.E., Indiana University.
- WILLIAM FREEBERG (1942) *Instructor, Physical Education for Men*
B.Ed., Southern Illinois University; M.S., University of Illinois;
Leave of Absence, 1948-49.
- ELBERT FULKERSON (1932) *Assistant Professor, University
High School*
B.Ed., Southern Illinois University; M.A., University of Illinois.

- CAMERON W. GARBUTT (1947) *Assistant Professor in Speech*
B.S., Northwestern University; M.S., University of Washington;
Louisiana State University; University of Iowa; University of
Oregon.
- WILLARD M. GERSBACHER (1936) *Professor of Zoology,
Chairman of Department*
B.Ed., Southern Illinois 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.
- TINA GOODWIN (1947) *Assistant Professor, Allyn Training School*
B.Ed., Southern Illinois University; M.A., Teachers College, Col-
umbia University; University of Tennessee; University of Chicago.
- CHALMER A. GROSS (1946) *Assistant Professor, University High School*
B.S. in Ed., M.S., University of Illinois; Southern Illinois Uni-
versity; University of Chicago.
- JUANITA A. GROSS (1946) *Faculty Assistant in English*
B.S., Carthage College; University of Cincinnati.
- RUTH HADDOCK (1948) *Assistant Dean of Women,
Assistant Professor*
A.B., Pennsylvania College for Women; M.A., University of
Pennsylvania; University of Wisconsin; College of William and
Mary; University of Hawaii; Syracuse University.
- ELBERT H. HADLEY (1947) *Associate Professor of Chemistry*
B.S., M.S., University of Michigan; Ph.D., Duke University.
- DILLA HALL (1924) *Assistant Professor, University High School*
B.Ed., Southern Illinois University; M.S., University of Chicago;
St. Louis University.
- GOLDA D. HANKLA (1938) *Librarian, Instructor*
B.Ed., Southern Illinois University; M.A., B.S. in L.S., University
of Illinois.
- J. W. HARRIS (1939) *Associate Professor of English*
B.S., M.A., Ph.D., University of Illinois.
- HELLMUT A. HARTWIG (1948) *Associate Professor of Foreign Languages*
A.B., University of Illinois; M.A., Louisiana State University;
Ph.D., University of Illinois.
- DOROTHY E. HEICKE (1947) *Librarian, Assistant Professor*
B.S., M.A. in L.S., University of Illinois.
- 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) *Dean of Men, Acting Dean of the College of Education, Professor of Psychology*
B.S., M.S., Kansas State Teachers College; Ph.D., University of Nebraska; Ohio State University.
- HARLAN HODGES (1947) *Instructor in Physical Education for Men*
B.Ed., Southern Illinois University; A.M., University of Michigan; Columbia University; George Peabody College.
- LYNN C. HOLDER (1946) *Assistant Professor of Physical Education for Men*
B.Ed., Southern Illinois University; M.S. in Ed., Indiana University.
- DONALD A. INGLI (1947) *Assistant Professor, Director of Audio-Visual Aids Service*
B.S., State Teachers College, River Falls, Wisconsin; M.A., University of Minnesota; University of Wisconsin.
- THERESA IVANUCK (1947) *Faculty Assistant in Physical Education for Women*
B.S. in Ed., Southern Illinois University.
- JOSEPH K. JOHNSON (1947) *Professor of Sociology, Chairman of Department*
A.B., M.A., University of Texas; Ph.D., Washington University.
- MARVIN E. JOHNSON (1948) *Instructor in Industrial Education*
B.S. in Ed., Eastern Illinois State College; M.S., University of Illinois.
- MARGARET KAEISER (1947) *Assistant Professor of Botany*
B.S., M.S., University of Oklahoma; Ph.D., University of Illinois.
- BESSIE KAWACHI (1947) *Faculty Assistant in Biological Science and Research*
San Jose State College, California; Washington University.
- RUBY KERLEY (1948) *Librarian, Assistant Professor*
B.Ed., Southern Illinois University; B.S., University of Illinois; A.M. in L.S., University of Michigan.
- MAURITS KESNAR (1946) *Professor of Music, Chairman of Department*
Master Dipl., Royal Conservatory (Flesch and Schmuller), Amsterdam, 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, Assistant Professor*
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; University of Pennsylvania; Leave of Absence, 1947-49.
- 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 University High School*
B.Ed., Southern Illinois University; M.S. in Ed., University of Illinois; Southern Illinois University.
- DOUGLAS E. LAWSON (1935) *Dean of the College of Education,*
Professor of Education
A.B., M.A., Colorado State Teachers College; Ph.D., University of Chicago; Leave of Absence, 1947-48.
- E. G. LENTZ (1914) *Professor of History,*
Director, Clint Clay Tilton Library
A.B., Indiana University; A.M., University of Illinois.
- CARL CLARENCE LINDEGREN (1947) *Professor of Biological Science*
and Research, Chairman of Department
B.S., M.S., University of Wisconsin; Ph.D., California Institute of Technology.
- GERTRUDE LINDEGREN (1947) *Faculty Assistant in Biological*
Science and Research
- FRED K. LINGLE (1948) *Assistant Professor, University High School*
B.Ed., Southern Illinois University; A.M., University of Illinois; New York University; University of Wisconsin.
- LELAND P. LINGLE (1927) *Associate Professor of Physical Education*
B.Ed., Southern Illinois University; M.A., University of Iowa.
- BONNIE A. LOCKWOOD (1945) *Instructor, University High School*
B.Ed., M.S. in Ed., Southern Illinois University; University of California at Los Angeles.
- 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 University; M.A., Northwestern University; Ohio State University; Leave of Absence, 1948-49.
- WILLIAM M. MARBERRY (1939) *Assistant Professor of Botany*
B.Ed., Southern Illinois University; M.A., University of Illinois.
- GLENN MARTIN (1938) *Associate Professor of Physical Education for Men, Director of Athletics*
B.Ed., Southern Illinois University; M.A., University of Iowa.
- HELEN E. MATTHES (1920) *Instructor in Music*
Chicago Musical College; Julliard School of Music.
- WILLIAM R. MATTHIES (1948) *Assistant Professor of Business Administration*
B.S., Northwestern University; M.S., University of Colorado.
- LEWIS A. MAVERICK (1946) *Professor of Economics, Chairman of Department*
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; Leave of Absence, 1947-48.
- WALTER MAZUREK (1946) *Faculty Assistant in Physical Education for Men*
B.A., Westminster College.
- WILLIAM MCBRIDE (1948) *Faculty Assistant in Physiology and Health Education*
B.S. in Ed., Southern Illinois University.
- W. C. MCDANIEL (1939) *Associate Professor of Mathematics, Acting Chairman of Department*
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.
- ARCHIBALD MCLEOD (1947) *Associate Professor of Speech*
A.B., Oberlin College; M.A., University of Iowa; Ph.D., Cornell University.
- ELIZABETH MEEHAN (1941) *Instructor, Allyn Training School*
B.Ed., Southern Illinois University; M.A., University of Illinois.
- WILKISON W. MEEKS (1947) *Associate Professor of Physics*
A.B., Maryville College in Tennessee; M.S., Ph.D., Northwestern University.
- JOHN D. MEES (1946) *Assistant Professor, Principal, University High School*
B.Ed., Southern Illinois University; M.S., University of Illinois; Indiana University; University of Chicago; University of Missouri.

- MARY BELLE MELVIN (1947) *Instructor, Library*
B.Ed., Southern Illinois University; B.S. in L.S., University of Illinois.
- BRUCE W. MERWIN (1927) *Professor of Education*
A.B., B.S., in Ed., P.S. in Ed., A.M., Ph.D., University of Kansas.
- EDWARD V. MILES, JR. (1919) *Business Manager*
Associate Professor of Economics
B.Ed., Southern Illinois University; M.A., St. Louis University; University of Chicago.
- FRANK B. MOAKE (1948) *Faculty Assistant in English*
B.S. in Ed., Southern Illinois University.
- KATE E. MOE (1947) *Assistant Professor of Music*
B.S., University of Minnesota; M.S., University of Idaho; Boston Conservatory of Music; Royal Conservatory of Music at Copenhagen, Denmark.
- VERNON GUY MORRISON (1947) *Assistant Professor of Economics*
B.S., M.A., University of Nebraska; University of Chicago.
- RICHARD L. MORSE (1948) *Assistant Professor of Music*
B. Mus. Ed., University of Nebraska; University of Michigan; M. Mus., Baylor University.
- 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.
- BALAJI D. MUNDKUR (1948) *Faculty Assistant in Biological*
Science and Research
B.S., Royal Institute of Science, Bombay.
- DOROTHY M. MUZZEY (1928) *Assistant Professor of Physical*
Education for Women
B.A., Iowa State Teachers College; A.M., University of Iowa; Columbia University; University of California at Los Angeles.
- OLGA L. NAGLE (1948) *Faculty Assistant in Biological*
Science and Research
- CHARLES D. NEAL (1948) *Associate Professor of Education*
B.P.S.M., Indiana University; A.M., University of Illinois.
- JEANNETTE NECKERS (1946) *Faculty Assistant in Speech*
B.A., Hope College; Southern Illinois 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; University of Wisconsin.
- SUSIE OGDEN (1931) *Assistant Professor of Business Administration*
B.Ed., Southern Illinois University; M.A., University of Illinois; Columbia University; University of Tennessee. Leave of Absence, 1948-49.
- CHARLES J. PARDEE (1929) *Assistant Professor of History*
A.B., Hiram College; B.D., Union Theological Seminary; A.M., University of Chicago.
- 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 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*
B.A., University of Wisconsin; M.A., Ph.D., University of Southern California.
- WILLIAM NEAL PHELPS (1941) *Associate Professor, Acting Director of Physical Plant*
B.Ed., Southern Illinois 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 University; M.A., Teachers College, Columbia University; University of Kansas; University of Minnesota.
- J. M. PIERCE (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. University of Colorado; University of Indiana; Ph.D., University of Texas.
- DALIAS A. PRICE (1947) *Assistant Professor of Geography*
A.B., A.M., University of Illinois; University of Wisconsin.
- JOSEPH STANLEY RAFALKO (1947) *Associate Professor of Zoology*
B.A., Villanova College; M.S., Ph.D., University of Pennsylvania.

- MARGARET M. RAFALKO (1947) *Faculty Assistant in Biological Science and Research*
B.Ed., Southern Illinois University; Washington University; University of Pennsylvania.
- TED R. RAGSDALE (1925) *Acting Principal, Allyn Training School, Professor of Education*
B. Ed., Southern Illinois University; M.A., University of Illinois; Ph.D., St. Louis University.
- WILLIAM L. RANDLE (1945) *Instructor, Veterans Guidance Center*
B.Ed., Southern Illinois University; Northwestern University; M.S. in Ed., Southern Illinois University.
- VICTOR RANDOLPH (1935) *Associate Professor of Education*
B.Ed., Southern Illinois University; A.M., Teachers College, Columbia University; Ph.D., George Peabody College for Teachers.
- ANNA CAROLINE RAUT (1948) *Assistant Professor of Biological Science and Research*
B.S., University of Illinois; George Washington University; Cornell University; Ph.D., Washington University.
- ALICE PHILLIPS RECTOR (1946) *Instructor, Assistant to the Student Life Deans*
B.Ed., M.S. in Ed., Southern Illinois University.
- ALEX REED (1946) *Assistant Professor, 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.
- JOSÉ LUIS REYES (1947) *Faculty Assistant in Foreign Languages*
B.A., B.S., National University of Mexico; National Engineering and National Architectural Schools in Mexico; University of Maryland; Southern Illinois University.
- EVELYN DAVIS RIEKE (1937) *Assistant Professor, Dean of Girls, University High School*
B.S., A.M., M.Ed., University of Illinois; University of Chicago.
- LULU D. ROACH (1930) *Assistant Professor of Art*
Southern Illinois University; Ph.B., University of Chicago; Fine Arts School, Washington University.
- LOUIS D. RODABAUGH (1947) *Associate Professor of Mathematics*
A.B., Miami University in Ohio; M.A., Ph.D., Ohio State University.
- ORA ROGERS (1928) *Assistant Professor, Allyn Training School*
B.Ed., Southern Illinois University; A.M., University of Illinois.

- MADGE TROUTT SANDERS (1924) *Assistant Professor,
University High School*
B.Ed., Southern Illinois University; A.M., University of Chicago;
University of Southern California; St. Louis University; New York
University.
- WILLIAM B. SCHNEIDER (1936) *Professor of English,
Chairman of Department*
A.B., A.M., University of Illinois; Ph.D., University of Chicago.
- J. HENRY SCHROEDER (1923) *Professor of Industrial Education*
B.Ed., Southern Illinois University; M.S., University of Iowa;
University of Missouri.
- JOHN WINFIELD SCOTT (1947) *Professor of Business
Administration, Chairman of Department*
A.B., University of Wichita; M.A., University of Texas; Ph.D.,
University of Chicago.
- R. A. SCOTT (1923) *Professor of Chemistry*
B.S., M.S., Ph.D., University of Illinois.
- ALBERT JENE SHAFTER (1948) *Faculty Assistant in Sociology*
B.A., Southern Illinois University.
- SHELBY S. SHAKE (1944) *Assistant Professor,
University High School*
B.S., Indiana State Teachers College; M.S., Indiana University;
Purdue University; University of Notre Dame.
- 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 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.
- GLADYS L. SMITH (1931) *Assistant Professor,
University High School*
B.Ed., Southern Illinois University; M.A., Teachers College, Colum-
bia University; University of Iowa.
- MADELEINE M. SMITH (1929) *Assistant Professor of
Foreign Languages*
A.B., A.M., Northwestern University; University of Chicago; Mid-
dlebury College French School; Yale University; Leave of Absence,
1947-49.
- 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.
- PATRICIA STAHLHEBER (1947) *Instructor in Foreign Languages*
B.S. in Ed., Southern Illinois University; M.A., 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, Acting Chairman of Department*
B.S., South Dakota State College; M.S., 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 University; M.S., University of Illinois; Ohio State University; Oceanographic Laboratory, University of Washington.
- ELIZABETH OPAL STONE (1929-1936; 1946) *Assistant Professor, Acting Director of the Library*
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 University; M.S., University of Alabama.
- JOHN W. STOTLAR (1948) *Instructor, University High School*
B.S. in Ed., Southern Illinois University; Indiana University.
- MARJORIE W. STULL (1942) *Librarian, Instructor*
B.Ed., Southern Illinois University; B.S. in L.S., University of Illinois.
- WILLIS G. SWARTZ (1930) *Professor of Government, Chairman of Department*
B.A., M.A., Ph.D., University of Iowa; Clark University.
- RAMON S. SWISHER (1948) *Faculty Assistant in Biological Science and Research*
B.S. in Ed., Northern Illinois State Teachers College.
- ERNESTINE COX TAYLOR (1948) *Faculty Assistant in Music*
B.S. in Ed., Southern Illinois University.
- HARLEY R. TEEL (1935) *Assistant Professor as Principal of Brush Training School*
B.Ed., Southern Illinois 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 University; M.A., University of Chicago.
- WALTER M. TROUTMAN (1947) *Faculty Assistant in Industrial Education*
B.Ed., Southern Illinois University.
- LOWELL R. TUCKER (1947) *Associate Professor of Agriculture, Acting Chairman of Department*
B.S., University of Illinois; M.S., University of New Hampshire; Ph.D., Massachusetts State College; University of Minnesota; University of Illinois.
- W. J. TUDOR (1948) *Associate Professor of Sociology*
B.S., M.S., Ohio State University; Ph.D., Iowa State College.
- MAX W. TURNER (1947) *Associate Professor of Government*
B.Ed., Eastern Illinois State College; M.A., Ph.D., University of Iowa.
- ROBERT C. TURNER (1947) *Associate Professor of English*
B.A., B.S. in Ed., M.A., University of Missouri; University of Chicago; Ph.D., Yale University.
- 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.
- MAXINE VOGELY (1947) *Instructor, Director of Anthony Hall*
A.B., B.Ed., University of Cincinnati; M.A., Cornell University; 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 University.
- F. G. WARREN (1913) *Professor of Education, Chairman of Department*
A.B., McKendree College; A.M., University of Chicago; St. Louis University.
- LORAIN WATERS (1947) *Instructor, University Museum*
B.A., M.S. in Ed., Southern Illinois University.
- BEN P. WATKINS (1946) *Assistant Professor of Art, Acting Chairman of Department*
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 University; A.M., University of Illinois.
- JOHN S. WHARTON (1945) *Assistant Professor of Music*
B.Mus., Oberlin Conservatory of Music; M.Mus., American Conservatory of Music.
- JAMES J. WILKINSON (1948) *Instructor in Physical
Education for Men*
B.S., M.S., Indiana University.
- D. C. WILSON (1948) *Faculty Assistant in Education*
B.Arch., Manitoba University.
- CARL WIMBERLY (1948) *Faculty Assistant in Government*
B.S. in Ed., Southern Illinois University.
- 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.
- HAYWARD WOOD (1948) *Faculty Assistant in Government*
B.S. in Ed., Southern Illinois University.
- LUCY K. WOODY (1911) *Professor of Home Economics*
B.S., M.A., Teachers College, Columbia University; Indiana State Teachers College; Stout Institute; University of Washington.
- ALICE KELSEY WRIGHT (1925) *Assistant Professor of
Mathematics*
A.B., Indiana University; A. M., University of Illinois.
- 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, 1947-48

MAXINE BLACKMAN B.A., Southern Illinois University.	<i>Information Service</i>
ROSALIE BROWN B.S. in Ed., Southern Illinois University.	<i>Zoology</i>
ROBERT E. COLLARD B.Ed., Southern Illinois University.	<i>University High</i>
WOODROW M. FILDES B.S. in Ed., Southern Illinois University.	<i>Mathematics</i>
LEMUEL D. HARRY B.S., Southern Illinois University.	<i>Dean of Men's Office</i>
WILLIAM HATLEY B.S. in Ed., Southern Illinois University.	<i>Curriculum Library</i>
BILLY HOYLE B.S. in Ed., Southern Illinois University.	<i>Mathematics</i>
WILLIAM NYLE HUFFMAN B.A., Southern Illinois University.	<i>Physics</i>
AMY MAE JONES B.Ed., Southern Illinois University.	<i>Botany</i>
DAVID KENNEY B.S. in Ed., Southern Illinois University.	<i>Government</i>
VIVIAN E. LUPARDUS B.S. in Ed., Southern Illinois University.	<i>Dean of Men's Office</i>
CHESTER F. NEWBY B.S. in Ed., Southern Illinois University.	<i>Business Administration</i>
EARL D. PATTON B.S. in Ed., Southern Illinois University.	<i>History</i>
FRANCIS PAULE B.S. in Ed., B.A., Southern Illinois University.	<i>Veterans Guidance Center</i>
MERRILL C. PETERSON B.S. in Ed., Southern Illinois University.	<i>Education</i>
PAULINE POTTS B.S. in Ed., Southern Illinois University.	<i>Physiology and Health Education</i>
WILLARD E. RODD B.A., Southern Illinois University.	<i>Sociology</i>
CARL RODY B.S. in Ed., Southern Illinois University.	<i>English</i>
JULIUS R. SWAYNE B.S., B.S. in Ed., Southern Illinois University.	<i>Zoology</i>
ARNOLD WENDT B.S., University of Chicago.	<i>Mathematics</i>

AFFILIATED PRACTICE SCHOOLS

Responsibility of employment is that of the local board, with assistance as to salary provided by Southern Illinois University.

Attucks (Carbondale)

- JOHN Q. CLARKE (1948) *Mathematics*
B.S., Wilberforce University; Southern Illinois University.
- MISANNA IKARD (1947) *English*
B.S., Wilberforce University; M.S., University of Wisconsin.
- JENOLAR MCBRIDE (1947) *Elementary Education*
B.Ed., Southern Illinois University; M.A., University of Illinois.
- ARTHUR NEWBERN (1948) *Social Science*
B.Ed., Southern Illinois University.
- J. D. RUSSELL (1947) *Physical Education*
B.S. in Ed., Wilberforce University; M.A. in Physical Education, Ohio State University.
- DERENDA W. TAYLOR (1947) *Social Science*
A.B., Lane College; Southern Illinois University.

Brush (Carbondale)

- MAE L. FOX (1924) *Elementary Education*
B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University; University of Chicago.
- MAUDE MAYHEW (1924) *Elementary Education*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University.
- JEWELL TRULOVE (1930) *Elementary Education*
B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University.
- GRACE WILHELM (1924) *Elementary Education*
B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University.

Buckles

- LORA BOSLEY (1945) *Rural Education*
Southern Illinois University

Buncombe

- LUCILLE H. FLIGOR (1944) *Rural Education*
B.S. in Ed., Southern Illinois University.
- BERNICE L. SICKMAN (1946) *Rural Education*
B.S. in Ed., Southern Illinois University; Teachers College, Columbia University.

Brookport Public Schools

CARL GARRETT (1948)

Education

B.Ed., Southern Illinois University; M.A., Murray State Teachers College.

Carbondale Community High School

WALTER K. CORRELL (1947)

Physical Education

B.S., University of Illinois.

KATHLEEN ISOM (1947)

Physical Education

B.S. in Ed., Southern Illinois University.

LOIS H. NELSON (1947)

Commerce

B.S. in Ed., Southern Illinois University.

RUBY WEBB PHILLIPS (1948)

Art

B.S. in Ed., Southern Illinois University.

MAMIE NELL STORY (1948)

Commerce

B.S. in Ed., Southern Illinois University.

Dupo Community High School

IRENE LIEBIG (1945)

Home Economics

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

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 458 acres at the present time.

Veterans' apartments are in use on the west campus on Chautauqua Street and at the Illinois Ornance 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 Colleges for Teacher Education, the Association of American Colleges, and the National Association of Schools of Music.

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 was accredited by the American Association of Colleges for Teacher Education in 1928, and three years later 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. During his first year on the campus, Southern was reorganized as a University, into the new colleges of Liberal Arts and Sciences, Vocations and Professions, and Education. In 1946-47, the Graduate School was established, University level research was begun, and in recognition of these developments, the North Central Association of Colleges and Secondary Schools placed Southern in Group IV, as a University. The first Master of Science in Education degree was awarded in 1945, and in 1948 the Master of Arts and Master of Science degrees were approved. The Bachelor of Music degree was approved in 1947. In 1947-48, the Association of American Colleges, and the National Association of Schools of Music accredited Southern. The word Normal was deleted from the name of the school July 1, 1948.

A four and a half million dollar building program is now under way.

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; the college section meets in 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 concert series brought annually to Shryock Auditorium by that organization.

In 1947-48 the list of artists included Jenny Tourel, SanRoma, the Indianapolis Symphony Orchestra, and Walter Cassell.

Campus Musical Activities

Student musical presentations at Southern have risen to a professional artistic standard. The entire region knows and enjoys the performances of the Orchestra, the Band, the Chorus, and the Madrigal Singers. Concerts are given during the school year, affording the students opportunities to appear in public. Any student may have an audition for membership in the Orchestra, Band, or Chorus.

A performance of the "Messiah" was given by the University Chorus and Orchestra, in Shryock Auditorium in 1947. The soloists for this presentation were Miss Camille Anderson, soprano; Miss Kate Moe, contralto; Thomas W. Williams, tenor; and James W. McEnery, bass-baritone.

Radio Programs

Southern carries on an extensive radio program, broadcasting by remote control directly from the campus, and also using the studio facilities of the local radio station. Programs produced by the University are disseminated by three stations in Southern Illinois: WJPF, Herrin; WEBQ, Harrisburg; and WCIL, Carbondale. Five fifteen-minute programs each week are presented over Station WCIL, Carbondale, and include music, news, drama, faculty speeches, and activities of student organizations. A faculty round-table is broadcast one evening a week over WJPF; and a Friday afternoon program, planned especially for public school classroom listening, is presented 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 into states nearby.

These programs also constitute fine training for students who are interested in radio announcing, newscasting, dramatics, 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.

Athletics

The athletic departments sponsor a full program of inter-collegiate competition in football, basketball, baseball, track, cross country, golf, tennis, and gymnastics. The University is a member of the National Collegiate Athletic Association, the National Intercollegiate Athletic Conference, and the Illinois Intercollegiate Athletic Conference. An extensive intramural program makes it possible for all students to enjoy exercise and recreation through sports.

Student Publications

Student publications include the *Egyptian*, a weekly newspaper conducted as a laboratory for journalism students; the *Obelisk*, an all-University yearbook; and the *Scarab*, an annual literary magazine. Editorships 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, "Southern Style," 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 1946-48 a member of Southern's faculty was president of the Illinois Division.

SOUTHERN ILLINOIS UNIVERSITY FOUNDATION

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

All gifts to the University should be conveyed through the Foundation, and stipulations concerning them should be stated in writing to its directors. Special forms for reporting gifts, loans, or memorials have been prepared by the Executive Committee of the Foundation.

An offer of a gift, loan, or memorial may be reported by the recipient to any officer of the Foundation. The present officers are:

President, Mr. Robert W. Davis, Carbondale, Illinois.

Secretary, Miss Mary Anna Robertson, Southern Illinois University.

Treasurer, Mr. Edward V. Miles, Jr., Southern Illinois University.

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

WHEELER LIBRARY

The main library of the University contains a collection of 54,861 books, 6,670 public documents, and 12,459 bound periodicals. The Library receives eleven metropolitan newspapers, and five microfilm editions of metropolitan newspapers, as well as many local, county, and city newspapers of Southern Illinois. The total number of current periodicals and newspapers received by subscription is approximately 900.

Branches of the main library include the Allyn Elementary Library and the University High School Library, which contain a total of 6,502 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 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 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 the students, faculty, and 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, with judges, and with the parents of children who ask for assistance. Its personnel consist of faculty members from several different departments of the University. The staff includes psychologists, clinicians, social workers, medical doctors and nurses, and specialists in diagnostic and remedial reading and mathematics.

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 one thousand 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 1935, a new museum program was launched, and the collection of materials was resumed. In 1939, 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. Much of the documentary materials relates to the area served by the University.

The museum has a collection of more than 3,000 items that are available for loan to schools. A part of this material has been organized into teaching units that are available to those wishing to use them. Teachers interested in using these units are invited to make inquiry.

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 and bird eggs, representative of the bird life in the region, are available for study purposes. The museum 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. All veterans are entitled to copies of the "Veterans Guide Book," which may be obtained at the Office of the Dean of Men.

Federal Assistance for Veterans of World War II

Any man or woman who was in active military or naval service after September 16, 1940, and prior to October 6, 1946, who served at least 90 days, and who was discharged other than dishonorably is eligible for educational benefits under the G. I. Bill or the Vocational Rehabilitation Act.

Tuition, fees, and specified equipment and supplies will be paid for by the U. S. Government through the Veterans Administration. In addition, \$75.00 a month will be paid for subsistence if the veteran has no dependents, \$105.00 a month if he has one dependent, and \$120.00 a month if he has two or more dependents.

Current publications give complete details of the training program under Public Law 346, the "G. I. Bill," and Public Law 16, "Vocational Rehabilitation for Disabled Veterans."

Disabled veterans may be eligible for training under Public Law 16. Application for training should be made to the nearest Veterans Administration Office, or to the Veterans Administration Guidance Center, 1014 S. Thompson Street, Carbondale, Illinois. Veterans interested in attending college under Public Law 346 should also contact these offices.

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; 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, 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 his proper training, he is given employment assistance.

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 for testing and its convenient location in the thirty-four counties involved. These factors have made possible one of the largest and most active V. A. Guidance Centers in the state.

The purpose of the Center is to furnish vocational guidance to all veterans in this region who are eligible for training under Public Law 16, and to assist such veterans in planning their vocational rehabilitation programs. All veterans of World War II who have a service connected disability for which compensation is being paid are eligible for this service.

Veterans who are without a service-connected disability and who are eligible for training under Public Law 346 may have this service if they desire.

All veterans who are in training under either law must have prior approval of the training officer before making a major change in course or transferring to another university or training facility. Otherwise, no subsistence will be paid.

Counselors from Southern's faculty supply the testing and counseling service. The United States Veterans Administration Office is located at 1014 South Thompson Street, Carbondale.

University Credit for Military Experience

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. For information, consult the Dean of Men.

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, Dean of Men.

Student Employment

The *Student Employment Service* (at office of Dean of Men) is conducted to assist students, whether men or women, 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, museum, and physical plant department; campus beautification; university farm; research and economic surveys.

Students working on the campus are paid in accordance with the campus salary schedule. Inexperienced students start at the minimum salary and are granted increases for each year of satisfactory service. Students with considerable off-campus experience in their field of work will be granted additional pay increases.

(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 assistantships for graduate students, see page 52 or write to the President of the University.

Placement Service

The Placement Service is maintained for the benefit of students, graduates, and others who attended the University who desire to find employment in the teaching field or the professional, business, and industrial world. It also exists for the purpose of serving employers in helping them to locate whatever personnel they need.

The facilities of the Placement Service 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. The credentials are sent to prospective employers at the request of the candidate or at the request of the employing agency.

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

Inquiries concerning positions or employees should be addressed to Raymond H. Dey, Director of the Placement Service.

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 five 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 health history, 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 of the schools under the Illinois Teachers College Board. 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 38.

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 \$10 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 Nu 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. Beta Xi Chapter of Beta Sigma Phi Sorority founded the June Vick Memorial Fund to be operated for the benefit of girl students desiring to attend the University but who are unable to do so without financial assistance. The funds are used as loans for tuition and are administered on a strictly business basis. The repayment of the loan is safeguarded by personal security. Applicants for this loan should see 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-Teacher 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 dormitory for women, is conveniently located on the south side of the campus. It was built in 1913 and named by the Carbondale Women's Club in honor of Susan B. Anthony. The hall has accommodations for 120 women. The rooms are attractively furnished, and each has hot and cold water. All linens are provided, but students are expected to supply curtains, bedspreads, and extra blankets. Meals are planned by a trained dietitian.

The cost of room and board at Anthony Hall is \$10.00 a week. The University reserves the right to raise the rate, should it become necessary. A student whose application is accepted is required to pay a reservation fee of \$5.00. Checks should be made payable to the University. No reservation fees are accepted until a definite reservation can be made for the student, as this fee cannot be refunded under any circumstances. The fee is applied on the first week's room and board. Applications for rooms should be sent to the Director of the Hall, Miss Maxine Vogely.

Other Student Homes

Listing of approved rooms for both men and women 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 co-operate 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 \$3.00 per 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 \$7.00 to \$10.00 or more per 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' and two boys' houses.

All persons accepted as students at 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. Ninety-five more units are available at Crab Orchard plant project, ten miles east of Carbondale. Application for quarters in either project should be sent to either the Housing Director or to Mr. Ernest R. Wolfe, Director of the Veterans Housing Projects.

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.

All former students must file application for re-admission.

For admission to the Graduate School, see "General Rules Governing Graduate Study," page 52.

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

Fees

Schedule of fees for a term of three months:

Tuition	\$15.00	
Student Activity Fee....	7.50	plus Federal admissions taxes
Book rental fee.....	2.50	

Total \$25.00 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 of \$20.00 instead of \$15.00. A student who takes his degree in one of these colleges must have registered there the last two years or pay back tuition (except when he is a transfer within this period from another school).

Graduate student fees include the tuition fee of \$15.00, the student activity fee of \$7.50 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:

Out-of-state fees.....	\$10.00
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	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. Includes incomplete records of all kinds. 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 number...1-5	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. 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 may 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. A student must have a 3.0 average before he may be admitted to the junior year.

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

For information concerning Honors courses open to high-ranking students, see page 70.

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 has heretofore offered one graduate degree, the Master of Science in Education. Beginning in 1948-49, the Master of Arts and Master of Science degrees will be offered in such fields as English, government, history, and biological sciences. 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 requirements stated on page 50 and a major of 42 hours as stated on page 64.

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. At least thirty hours must be in senior college courses.

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 of 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

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.

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.

No tests were administered

THE GRADUATE SCHOOL

As this Bulletin goes to press, word has been received that the governing Board of Southern Illinois University has approved the offering of graduate work leading to the Master of Arts degree in English, Government, and History, and the Master of Science degree in Biological Science.

Details as to the requirements and courses will be published in a special Graduate Bulletin, about September 1.

The Graduate School is one of the four distinct and separate divisions of Southern Illinois University.

About half the graduate courses are scheduled for evenings or on Saturdays, making it possible for a graduate student either to enroll in full-time graduate work or to enroll part-time in addition to his regular employment.

Southern has been careful to maintain high standards, both as to faculty preparation and 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: educational administration, elementary education, and 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 fields: English, Foreign Languages, Mathematics, Biological Sciences, Physical Sciences, 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.

The War Veteran and the Graduate School

The Graduate School is giving special attention to the veteran and his problems and is making every effort to fulfill his needs and desires. Special problems of the veteran may be presented to Dr. Marshall S. Hiskey, Dean of Men, who is acting as Co-ordinator of Veterans Affairs.

The services of the Veterans Guidance Center are available to all veterans. Veterans desiring information from this agency may write to the Veterans Guidance Center, 1014 South Thompson, Carbondale, Illinois.

Housing and Meals

The University tries to assist entering graduate students in securing satisfactory living accommodations. It is not news that the matter of housing has become, perhaps, the most serious concern of the college student at the moment, and students expecting to enroll at Southern will need to communicate with the University committee on housing. Inquiries should be addressed to Mrs. Mabel Pulliam, Chairman, The Committee on Housing. The University Cafeteria provides excellent meals for those who do not set up housekeeping.

Part-time Faculty Assistantships

Since 1945, a number of part-time faculty assistantships have been made available to graduate students of exceptional scholarship and promise of success. These assistantships permit the holders to take half-time or three-quarters-time class loads, according to the amount of the stipend and the weight of the work load expected. The half-time assistantship carries with it a stipend of about \$800 for the academic year, and the quarter-time a stipend of \$500. Assistants are assigned to special research activities, or to activities related to teaching and to administration.

Students wishing to apply for graduate assistantships should get in touch with the head of their major department or with the Chairman of the Graduate Studies Committee.

General Rules Governing Graduate Study

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

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.

Entrance Examination. Graduate students matriculating in the Graduate School after September 1, 1947, must take, as a prerequisite to being admitted to permanent standing in the Graduate School, either the General Education Test or the Graduate Aptitude Test, prepared under the auspices of the Graduate Record Office.

A student who does not make a satisfactory score on such examination may be denied admission to the Graduate School, or may be required to take additional undergraduate courses in fields of evident deficiency before being admitted to full graduate standing.

The Graduate Record Examination will take the place of the comprehensive preliminary examination, required heretofore when the graduate student had completed approximately half his requirements for the Master's degree. In case a graduate student makes a low score on the General Education or Graduate Aptitude test, he may be required later to take special examinations in major or minor areas.

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, except for a matriculation fee of \$5 for those who are not graduates of Southern Illinois University. The graduate student must purchase any textbooks used in graduate courses on campus.

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 on late afternoons or on Saturdays. 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 eight quarter hours' credit in approved graduate courses in the Extension Division.

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 sixteen quarter hours of acceptable graduate credit earned in another fully accredited institution may be transferred to apply toward a Master's degree. Of these sixteen, not more than eight should be from extension courses. Transfer of credit is subject to approval of the Graduate Studies Committee, after consultation with representatives of the department or departments concerned. Under certain conditions, the Committee may recommend or require that a student do specialized work in another school.

Seniors. Seniors who are in their last quarter of undergraduate study, have fulfilled their residence requirements for the bachelor's degree, and have declared an intention to work toward the Master's degree in Education, may register in the Graduate School for a number of hours determined by the formula, sixteen, less whatever undergraduate hour-load is needed for the bachelor's degree. The difference represents the permissible graduate load.

Advisory Committee. 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 naturally 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 Master's Degree in Education

Residence. Candidates for the Master's degree are required to spend at least two quarters in residence, carrying at least a three-quarter load while so doing. At least one-half of the required graduate credit must be earned in residence.

Course Requirements. Forty-eight quarter hours of graduate credit are required for the Master's degree. At least twenty-four of these 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 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 if not removed within eight weeks, 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 only.

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 four quarter hours of credit may be allowed for a special research project which is not prepared as a part of a regular course.

Preliminary Comprehensive Examination. A graduate student who has not taken the Graduate Aptitude test and made a satisfactory score thereon is required to take a preliminary comprehensive examination. The examination is under the immediate supervision of the student's advisory committee, and is normally taken when the student has completed approximately half of his 48 hours of graduate work required for the Master's degree.

The preliminary comprehensive examination covers the graduate student's work in the Graduate School, and is ordinarily written but may also include an oral examination.

Upon successfully passing this preliminary comprehensive examination, the graduate student is advanced to candidacy, which means that he is judged worthy of continuing in the Graduate School.

Final Examination. Each candidate must pass a comprehensive oral examination covering all work he has completed. Special emphasis will be given to individual studies and research projects.

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.

THE THREE COLLEGES OF THE UNIVERSITY

COLLEGE OF EDUCATION

Member of the American Association of Colleges for Teacher 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 holding 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 course of study in the College of Education leads to the degree 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.

Opportunities in the Teaching Profession

Teaching offers many opportunities for well-qualified young people today. There is a great demand for more and better classroom teachers on both the elementary and the secondary school levels. The demand for teachers will, no doubt, continue for many years because of the nation-wide shortage of competent teachers, trend towards reduced teacher's loads, and increased school population, and partially because of school reorganization now in process in 101 counties in Illinois and in other adjoining states.

In addition to regular classroom teachers, opportunities will be available in the profession for people prepared for general administrative work, including superintendents, principals and assistant principals, general supervisors, special subject supervisors, remedial teachers, kindergarten-primary specialists, and special teachers including teachers for the handicapped and others.

Good schools will also need curriculum directors, community recreation leaders, school nurses, and people with some training in school transportation problems.

Teachers and other related personnel, in the profession, can look forward to better salaries in the future. Beginning teachers usually receive higher salaries than beginners in many other professions. Salaries for teachers have increased steadily during the past few years, and there

is every reason to believe that they will continue to advance. Many states, including Illinois, have recently established minimum salary laws. This means a legal "floor" under teachers' salaries.

Not only are salary prospects brighter, but also, the entire status of the teacher is improving. Tenure laws, preventing the dismissal of teachers except for just and sufficient cause, are common today. Sabbatical leaves, providing time off for study without loss of tenure, are also common in many states. Retirement programs have been given legislative approval, and the benefits are gradually expanding.

Teachers render a service second to none in importance. Theirs is the task of developing the nation's greatest wealth—its human resources. The qualified and competent teacher finds much joy and satisfaction in teaching. He works with young people. Young people continually present a challenge for greater endeavor and greater service.

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). 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. Field majors are also acceptable in social studies and biological science. 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 or a field major. In the 48-hour departmental major and the 72-hour field major, 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. "Field minors" 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 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, provided 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 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, 314, 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

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 co-operating public schools, both in and near Carbondale. Opportunities are provided for student-teachers to observe, participate in, 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 Bachelor of Science in Education. Students are expected to enroll for the entire twelve hours during one quarter. Ordinarily, students are assigned to student-teaching during their senior years, usually one or two quarters prior to graduation. For prospective sec-

ondary teachers, eight quarter hours are assigned in the student's major field and the remaining hours in a minor field. Prospective elementary teachers are assigned to one grade for one quarter.

Preliminary application for student-teaching, during the regular school year, should be made at the beginning of the spring quarter, approximately one year prior to the date of expected graduation. Detailed application blanks should be filled in, one quarter prior to the quarter in which student-teaching is desired. For example, all students who expect to teach during the spring quarter should fill in application forms by the beginning of the winter quarter. Application for student-teaching during the summer session should be made not later than May 1.

Application blanks may be secured in the Office of the Dean, College of Education.

Rules regarding student-teaching are as follows:

1. The administration reserves the right to reject applicants for student teaching who have disqualifying physical handicaps.
2. 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.)
3. A student must have a total of 128 quarter hours credit with a 3.0 average or better.
4. A student must have at least sixteen quarter hours in the subject to be taught.
5. 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, including 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 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 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 intramural), safety patrol, Future Farmers of America, Future Homemakers of America, Girls' Athletic Association, assembly, student council, bi-weekly newspaper, yearbook, and variety of clubs.

A fee of \$8, plus Federal admission taxes, is charged for each semester. This fee entitles the student to the following: textbooks, use of the college library, 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 qualified supervising teacher. Special activities, such as music and art, are supervised by teachers from the regular University departments. Student-teachers serve a full day and receive twelve quarter hours credit for a twelve-weeks' term. Student-teachers may carry other course work in addition to student-teaching.

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 slightly more than 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 a full day at Brush and receive twelve quarter hours credit. Student-teachers may carry other course work in addition to student-teaching. 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 presenting and discussing subjects of general interest.

Student Teaching in Public High Schools

Below are listed schools in which students may gain teaching 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. In addition to other general activities, student-teachers are assigned to teach three classes and receive twelve 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.

Co-operating 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, supervised teaching is done in the Metropolis Community High School and in the Dupon Community High School.

Rural Training Schools

Rural student-teaching is carried on in affiliated schools under the supervision of the Director of Rural Education and supervising teachers in each school. Rural student-teaching affords varied and extensive contacts with the important aspects of rural school training.

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 co-operating 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 in the details of their work are assisting the various county survey committees under the current state legislative projects and county superintendents.

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

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. These are for students who have had 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

	Semester	Hours or	Quarter	Hours
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 quarters 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 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 49.

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.

** Minors only.

COLLEGE OF VOCATIONS AND PROFESSIONS

Associate Member of the National Association of Schools of Music

The College of Vocations and Professions was established to serve the needs of those students—

- 1. Seeking a four-year preparation leading to the bachelor's degree.
- 2. Interested primarily in vocational competence and not in a university degree.

For the students following the four-year course the programs of study are arranged to give—

- 1. The technical knowledge and understanding.
- 2. The broad educational background that gives the disciplined mind the larger perspective, flexibility, and versatility needed to cope with the diversified problems that are met, both on the technical and on the professional level.
- 3. The development of the ability to present the technical and professional matters in a clear and convincing manner.

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 worked out by the department chairmen. Such students should confer with the appropriate department chairman before the registration date, so their case can be given ample consideration.

The general admissions requirements stated on page 46 and the general degree requirements stated on pages 49 and 50 of the catalog govern the College of Vocations and Professions.

The College offers fields of specialization and degrees in each of the following departments—

	Minimum Credit Hours		Degree*
	Major	Minor	Bachelor of Science
Agriculture	48	24	"
Art	48	24	"
Business	48	24	"
Economics	48	24	"
Home Economics.....	48	24	"
Industrial Education.	48	24	"
Journalism		24	"
Music	127	60	Bachelor of Music
Speech	42	24	Bachelor of Science

It also offers two-year pre-professional programs in—

- Pre-engineering
- Pre-medical technology
- Pre-forestry
- Pre-nursing
- Pre-social work

* A student may receive the degree of Bachelor of Arts upon the approval of the Dean, provided he fulfills, in addition to the regular requirements of the College, one year of a foreign language.

A student choosing a minor field of specialization should do so with the counsel of the chairman of the departments of both his major and minor fields.

Courses in teaching methods are not accepted toward a degree in this college. Students desiring teacher training in any of the above fields should register in the College of Education.

While a student may choose his field of specialization late in his college career, it is desirable to make the choice early.

PRE-PROFESSIONAL COURSES

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

Dr. Marie A. 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 Florence E. 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 the above-mentioned departments and courses, the pre-legal student is free to take the electives of his choice.

DIVISION OF EXTENSION AND ADULT EDUCATION

Southern Illinois University maintains the Division of Extension and Adult Education as a part of its services to the in-service teachers and adults in general in that part of Illinois served by the University. Since its beginning nineteen years ago, the Division has developed with the increasing demands for extension work throughout southern Illinois.

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.

Many courses that are given in residence are offered as extension work, and, when satisfactorily completed, are given the same credit as resident courses. All instructors of these extension courses are members of the regular University faculty, and the work offered meets all of the requirements of the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools. These courses are not regularly scheduled for fewer than twenty persons. The tuition charge is \$2.00 per quarter hour, or \$8.00 for a four-hour course.

In addition to the program of regular extension classes, most of which in the past has been for in-service teachers, the Division of Extension and Adult Education is becoming more and more active in serving other adult groups and institutions in southern Illinois. The Audio-Visual Aids Service, which is described in the following section, is being greatly expanded. Classes in public speaking are available to business and professional men and women. Classes of special interest to particular groups, such as are desired by young men in the insurance or banking fields, may be scheduled wherever the demand arises. A radio series may be secured by certain groups who are interested in a particular subject, such as church organizations, women's clubs, or similar groups.

An experiment is being conducted at the present time whereby certain exhibits of materials from the campus museum are being distributed to public school systems. This program, when fully developed, will provide interesting exhibits concerning various topics of study for the young children of southern Illinois.

The Division of Extension and Adult Education is ready to attempt to furnish speakers or programs for civic groups. Music groups, individual students in the field of speech or music, and campus instructors who are specialists in their fields can provide unusually instructive and entertaining programs.

Specific inquiries concerning any service which the Southern Illinois University may provide should be addressed to Raymond H. Dey, Director of the Division of Extension and Adult Education.

Audio-Visual Aids Service

The use of audio-visual aids is becoming more and more indispensable as a tool of teaching in modern education.

For more than a decade, various forms of audio-visual aids have been used in classes at Southern. At the present time, the Audio-Visual Aids Service, a branch of the University Extension Division, is in the process of an expansion stimulated by the felt need of such a program in Southern Illinois. A budget has been provided which has made possible the purchase of a substantial number of films for Southern's library. To take care of the film needs of Southern Illinois, a rental system has been set up which will be in operation for the 1948-49 school year. In this rental system, films will be supplied at a nominal fee to both school and non-school groups.

The Audio-Visual Aids Service has two primary functions—"on campus" and "area" services. Campus users, when they need them, are provided with the various types of projection service. Films from Southern's library and many from other sources are provided for campus and extension classes and are shown to some 3,000 people a month.

In addition to supplying the merely technical needs of an audio-visual program, a course in audio-visual methods is provided for teachers in training, and also for experienced teachers who attend the summer session at Southern.

As to off-campus services, the department is desirous of serving as an audio-visual center for Southern Illinois, in fulfilling its function as part of the University Extension Division.

The Audio-Visual Aids Service will provide service to schools and other agencies desirous of developing an audio-visual program. This program includes both the consultation service and the rental of audio-visual materials, particularly films. Where the need is indicated and time permits, extension courses will be offered at strategic centers in the area served by the University.

Other plans include a course for graduate students, a series of one-day conferences for teachers and educators both in the area and on the campus, and, as soon as possible, an audio-visual institute designed to serve the interests and needs of both teachers and administrators.

The Division of Extension and Adult Education, in an attempt better to serve the Southern Illinois area, has made provision for consultative services for any public school systems or other organizations which have problems in public school education or adult education. A consultant will gladly meet with any group, discuss their problems with them, and endeavor to make arrangements for them to use any of our campus facilities. Those interested should address Royce R. Bryant, Division of Extension and Adult Education.

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

Associate Professor Tucker (Acting Chairman); Assistant Professors Clark and 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.
124. **Fruit Crops.** Fundamentals of propagation and growing of fruits for home use. 3 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 fundamentals 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.
- 215. Small Fruits.** Problems in the production of strawberries, grapes, brambles, and miscellaneous small fruits. 4 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. 3 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.
- 324. Orcharding.** 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. 4 hours.
- 325. Pests of Fruits and Vegetables.** Study of the life history, identification, and practical methods of control of important pests of commercial fruits and vegetables. Prerequisites, 140 and 260, or equivalent. 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.
- 334. Preservation and Processing of Agricultural Products.** A study of drying, freezing, fermentation, canning, processing of feeds and foods. Prerequisite, 30 hours of Agriculture or equivalent. 4 hours.
- 350. Farm Management.** Farm planning for soil conservation and profit; field and farmstead arrangement. Prerequisites, Agriculture 102, 105, 204 or equivalent.
- 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 Farnham, Roach, Watkins (Acting Chairman);
Instructor Ervin.

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 fewer than twelve in 300 courses.

- 100. Introduction to Materials and Techniques.** The student works with a variety of tools and materials in order to become familiar with the basic techniques of the graphic and plastic arts. One hour lecture and three hours of laboratory. 3 hours.
- 105, 106, 107. Drawing.** Introduction to charcoal, pastel, pencil, and pen and ink. 3 hours each.
- 110, 111, 112. Basic Design.** Study of design principles fundamental to all concepts of visual expression, combined with experiments in the various graphic media. 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.** Fundamentals of the art, with practice to meet modern advertising requirements. 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.
- 215, 216, 217. Advanced Design.** Block-printing and engraving, silk screen process with color theory, 3-dimensional design theory and application. Prerequisite, Design 110, 111, or 112. 4 hours each.
- 225. History of Architecture.** General survey of the development of architecture from earliest times, and its relationship to that of the present. 4 hours.
- 226. History of Sculpture.** General survey of the development of sculpture in terms of the cultures which produced it. 4 hours.

- 227. History of Painting.** General survey of the development of painting as an expression of the various cultures which produced it, and its relationship to modern painting. 4 hours.
- 245, 246, 247. Figure Drawing,** Drawing from model in various graphic media, figure composition. 4 hours each.
- 250, 251, 252. Beginning Painting.** Elementary picture-building from the standpoint of modern pictorial design. Non-objective, abstract, and realistic. Still life, figure, and landscape. Media: water-color and oil. 4 hours each.
- 275. Advertising Art.** Problems of the visualizer and layout artist in newspaper and magazine advertising. Application to advertising campaigns. 5 hours.
- 280. Descriptive Drawing.** Designed for biology, geography, and history students. Maps, relief drawings, museum materials, etc. 3 hours.
- 311. Theories and Techniques of Renaissance Art.** It is recommended that this course be taken concurrently with History 415. 2 or 3 hours.
- 300. Art Education in the Public Schools.** Studies in art curricula, and methods of presenting the principles of art to children of the various age-levels. 4 hours.
- 302, 303, 304. Advanced Ceramics.** Individual problems in pottery, figurines, and terra cotta pieces. Prerequisite, 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 Painting.** Advanced picture-building from the standpoint of modern pictorial design, with some stress on idea-content and mood. Non-objective, abstract, and realistic. Still life, figure, and landscape. Media: oil and water color. 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.
- 341. History of Architecture.** This course will take up a specific phase of architecture: Egyptian, Greek, Early Christian, Romanesque, Gothic, Renaissance, The Revivals, or Contemporary, according to the interest of the group. Lantern slide lectures. Discussion. Term paper. 4 hours.
- 342. History of Sculpture.** Sculpture will be developed as in History of Architecture 341. 4 hours.
- 343. History of Painting.** Similar to Art 341-342. 4 hours.
- 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. Portrait Painting.** The painting of the head, using the model as source for interpretive statement and creative design. Prerequisites, three courses in painting and three courses in drawing. Fourth-year majors only. Medium: oil. 5 hours each.
- 375. Design for Advertising.** Advanced study in the preparation of art work for printing and reproduction. Use of silk screen process in advertising. Prerequisite, Art 275. 5 hours.
- 385, 386, 387. Weaving.** 3 hours each.
- 390, 391, 392. Ceramic Sculpture.** Various methods in constructing clay sculptures, firing, and glazing. Prerequisite, 302. 3 hours each.
- 393, 394, 395. Applied Materials.** Application of various materials to practical campus problems. 5 hours each.

BIOLOGICAL SCIENCE AND RESEARCH

Professor Lindegren (Chairman); Assistant Professor Raut;
Faculty Assistants Kawachi, G. Lindegren, Mundkur,
Nagle, Rafalko.

- 501a. Genetics of Lower Plants and Animals.** Survey of the genetics of bacteriophage, bacteria, protozoa, smuts, rusts, ascomycetes, and basidiomycetea. Prerequisite, graduate status in biological sciences. 3 hours.
- 501b. Research.** Credit to be arranged.
- 502a. Physiology of the Cell.** 3 hours.
- 502b. Research.** Credit to be arranged.

BOTANY

Associate Professor Welch (Chairman); Assistant Professors Kaeiser, Marberry; Faculty Assistant Ward.

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, lecture, 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 one required all-day field trip. Prerequisite, 101. Winter and Summer. 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 and Summer. 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. Fall and Summer. 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. Fall. 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 generation, and heterospory. Laboratory, lecture, and recitation. Prerequisite, 101, 202. Winter. 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. Spring. 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*. Prerequisite, approval of the department. Lecture, laboratory, and discussion. Spring. 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. Fall and Spring. 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. Fall and Summer. 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.
- 390. Readings in Botany.** A course of individually assigned readings in classical botanical literature. Both oral and written reports required. Open only to undergraduate students. Prerequisites, a major or minor in Botany. 4 hours, or the amount of credit earned by the amount of work done.

- 403. Advanced Taxonomy.** An advanced study of the Flowering Plants both native and cultivated. Particular attention will be given the grasses and weeds. Work prerequisites, 101, 203. Hours to be arranged up to 5 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. 5 hours.
- 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 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.
- 520. 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.
- 522. Advanced Histological Technique.** A study in the preparation and presentation of research materials. Prerequisite, approval of the department. Credit on the basis of work completed.
- 525. Cytology.** Microscopical study of protoplasm, including mitosis and meiosis. Discussions of cytological behavior in relation to other problems in biology. Prerequisite, approval of the department. 5 hours.
- 590, 591, 592. Problems and Introduction to Research.** Assignments involving research and individual problems. Prerequisite, approval of department. Credit depends upon the amount of work done, but no more than six hours will be allowed for all three courses.

BUSINESS ADMINISTRATION

Professors Rehn, Scott (Chairman); Associate Professor DuFrain;
Assistant Professors Barron, Buboltz, Matthies, Morrison, Ogden

The Department of Business Administration 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, Finance, General Business, Merchandising, and Secretarial Training for those who intend to work toward the degree, Bachelor of Science. In addition, the department welcomes those students who are interested in only one course, or in 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

251, 252, 253 (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.

351, 352, 353 (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, 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, 253. 3 hours each.

354 (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, 253. 5 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, 353. 3 hours.

356 (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, 353. 3 hours.

* The student will purchase the laboratory manuals used in the various courses in Accounting, and also the text used in Accounting 357.

- 357 (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. Prerequisite, 353. 3 hours.
- 358. Accounting Systems.** A critical study of accounting systems for various types of business concerns; problems, and research. Prerequisite, 21 hours in Accounting. 3 hours.

Finance

- 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. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Prerequisites, Business 253, Economics 202. 5 hours.
- 323. Investments.** A survey of the problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as of the corporation. Prerequisite, 320. 4 hours.
- 327 (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 253 and 320. 4 hours.

General Business

- 170. Introduction to Business Administration.** A survey of business intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered. 4 hours.
- 271 (221). Business English.** Study and practice in writing typical kinds of business correspondence. Prerequisite, English 103. 4 hours.
- 370 (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 co-ordination and planning. Prerequisite, Economics 202. 5 hours.
- 371, 372, 373 (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.

- 374 (322). Time and Motion Study.** Study of the principles and methods for simplifying work and establishing sound time allowances for performance. 2 hours.
- 375 (465). Personnel Management.** Study of the relation of the human element to production; the art of securing understanding and co-operation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisites, Economics 202, and senior standing. 4 hours.
- 475. Budgeting and System.** Study of budgeting and systems as aids in co-ordinating and directing business operation. Prerequisites, 253 and 320. 3 hours.
- 479 (499). Problems in Business and Economics.** An application of economic theory to practical business problems. The course is open to majors in Business Administration or Economics, who have senior standing. 4 hours.

Merchandising

- 330 (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 202. 5 hours.
- 331 (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 202. 4 hours.
- 332 (360). Retail Store Management.** Study of the history of retailing, 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, 330. 4 hours.
- 333. Principles of Advertising.** Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prerequisite, 330. 4 hours.
- 334. Credits and Collections.** A study of the organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management is emphasized. Prerequisite, 330. 4 hours.
- 337. Principles of Salesmanship.** Study of the history, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prerequisite, 330. 4 hours.

Secretarial Training

- 102, 103, 104. Typewriting I, II, III.** Development of touch-type-writing skill in straight-copying at the average goal of 35-word speed with 97% accuracy in Typewriting I; 50-word speed with 98% accuracy in II; and 60-word speed with 98.5% accuracy in III. Acquisition of related technical information. In Typewriting III, development of techniques centering around the business letter, stencil-cutting, tabulation, rough drafts, manuscripts, and legal forms. The minimum speed requirement for credit in Typewriting II is 45 net words. Credits for 103 and 104 are allowed toward graduation only for secretarial majors in Business Administration and business majors in the College of Education. Five class periods per week and four additional practice periods. Prerequisite for 103 is 102 or $\frac{1}{2}$ unit in high school. Prerequisite for 104 is 103, or 1 unit in high school. 3 hours each.
- 105, 106, 107. Shorthand I, II, III.** Development of skill in writing Gregg Shorthand at the average rate of 100 words per minute, with minor emphasis on theory, the work covering a limited vocabulary in Shorthand I, and gradually broadening to an extensive vocabulary in II and III. Credits for 105, 106, and 107 are allowed toward graduation for secretarial majors in Business Administration and business majors in the College of Education, contingent upon completion of 107. Five class periods per week. Prerequisite for 106 is 105. Prerequisite for 107 is 106 or 1 unit in high school. 4 hours each.
- 213. Typewriting IV.** A continuation of Typewriting III. Prerequisite, 104 or $1\frac{1}{2}$ -2 units in high school. 3 hours.
- 216. Shorthand IV.** A continuation of Shorthand III. Prerequisite, 107 or $1\frac{1}{2}$ -2 units in high school. 4 hours.
- 302 (315). The Teaching of Typewriting.** Studies of the methods, materials, tests, programs, and other aspects of the teaching of typewriting in high schools. Prerequisite, 104 or equivalent. 3 hours.
- 303 (318). The Teaching of Shorthand.** Studies of the methods, materials, tests, programs, and other aspects of the teaching of shorthand in high schools. Prerequisite, 216 or equivalent. 3 hours.
- 304. The Teaching of Basic Business Subjects.** Studies of the methods, materials, tests, programs, and other aspects of the teaching of high school business subjects other than typewriting and shorthand. Prerequisites, 252, 373, 330, and Economics 202 and 355. 3 hours.
- 308 (314). Transcription.** An integration of shorthand, typewriting, and English. Credit allowance the same as 107. Prerequisite, permission of instructor. 4 hours.

- 309. Advanced Transcription.** A continuation of 308 (314). 4 hours.
- 310 (341). Office Machines.** A study of modern office machines, with intensive practice on typical calculating, voice-writing, and duplicating machines. Emphasis on theory and practice of mathematical operations and short-cuts. Four class periods per week and five additional practice periods. Prerequisite, 104 or permission from instructor. 3 hours.
- 311. Office Filing and Classification.** A study of modern filing systems and equipment, with intensive practice in applying indexing rules and filing correspondence. Emphasis upon classification principles and practices. Four class periods per week and five additional practice periods. Prerequisites, 104 and 376. 3 hours.
- 312. Office Management.** Application of the principles of management to the office problems, with the purpose of giving the secretary an understanding of office work from the management viewpoint. Prerequisite, permission of instructor. 3 hours.

CHEMISTRY

Professors Abbott, Neckers (Chairman), Scott, VanLente;
Associate Professor Hadley; 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, 461, 462 and 463; or 451 and 452; or both of these combinations. Chemistry 431, 441, and 471 are recommended for additional courses in the senior year.

Students who expect to do graduate work in Chemistry or to work in the field of Industrial Chemistry should take at least a year of German. A reading knowledge of French or Russian is also desirable.

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 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, 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 titrations, 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.
- 431. Quantitative Organic Chemistry.** The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis, illustrating general methods of procedure in the field of quantitative organic chemistry. Prerequisites, Chemistry 231, 232, and 343. Fall. 3 hours.
- 441. Qualitative Organic Analysis.** A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. Prerequisites, Chemistry 221 and 343. Winter. 4 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. Prerequisites, 305, 343, or registration in 343. Spring. 4 hours.
- 452. Biological Chemistry.** A continuation of the course of study outlined for the preceding course. Prerequisites, 221 and 451. Summer. 4 hours.
- 461 (401). Physical Chemistry.** Lecture and laboratory. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prerequisites, Chemistry 231, 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.
- 471. Industrial Chemistry.** A survey course on modern industrial chemistry, including a study of chemical literature, and an introduction to chemical research processes. Prerequisite, Chemistry 342, and a reading knowledge of German (or French). Spring. 4 hours.

ECONOMICS

Professors Maverick (Chairman), Rehn, Scott; Associate Professors Miles, Pitkin; Assistant Professor Morrison; Instructor Johnson

A student interested may take his major work in the field of economics in either one of the three colleges, depending upon his objective:

1. In the College of Vocations and Professions, for professional competence in the field of economics.
2. In the College of Education, for preparation to teach economics in the secondary school system, or (with further education) in junior college, and
3. In the College of Liberal Arts and Sciences, for a thorough knowledge of economics leading to objectives other than the two mentioned above.

In the College of Vocations and Professions, the student majoring in Economics need not present a minor in another field. He is urged to take courses in the social sciences, in Business Administration, in Mathematics, and in English.

In the College of Education, if the student offers only one minor, his major needs to cover 48 hours; if two minors, the major needs to cover only 36 hours. A minor covers 24 hours.

In the College of Liberal Arts and Sciences, the Economics major is 42 hours and the minor is 24 hours. Economics students in this college are urged to select the basic theoretical economics courses in preference to technical and professional courses.

- 200, 201, 202. Economic Principles and Problems.** These three, to be taken consecutively, constitute the standard introductory year-course for students planning to take further work in Economics or Business Administration. The three are prerequisite to all 300 and higher courses in Economics except 355. Economics 205 and 206 will be temporarily accepted as prerequisites for 200, 201, 202. These courses include a study of the economic system, markets, production, business and industry, labor relations, taxation, money, credit, value, price, distribution, the cycle, comparative systems. 3 hours each.
- 204. Agricultural Economics** (Agriculture 204). Intended for Agriculture students only. See Agriculture.
- 205. Principles of Economics.** Designed for general service in the three undergraduate colleges—to students who do not plan to take further work in Economics or Business Administration. The general features of the economic system, markets, production, business and industry, labor relations, taxation, money, credit, value, price, distribution. 5 hours.
- 307. Economic and Social Statistics.** Collection of data, questionnaires and polls, tables, graphs, averages, dispersion, correlation, index numbers, time series, trends, and cycles; applications to business and social fields. (3 hours lecture, 2 hours laboratory per week). 4 hours.
(See statement at head of departmental offering, that 202 is required for all 300 and higher courses—355 the only exception.)
- 310. Labor Problems.** Wages, hours, insecurity, industrial conflict, the sub-standard worker; attempts at solution of these problems: labor organizations and the activities of the government. Prerequisite, Sociology 101. 4 hours.
- 315. Money and Banking I.** The principles of money and banking; the development of money and banking systems; credit; prices; recent legislation in the United States. Prerequisite, Business Administration 205. 4 hours.
- 317. Economic History of the United States I.** An economic analysis of the colonial movement, the westward movement, and industrialization; the historical background of the economic problems of agriculture, transportation, banking, manufacture, and labor. Prerequisite, History 201 or 202; recommended preparation—Geography 319. 3 hours.
- 318. Economic History of the United States II.** The recent period; developments since 1890; the United States as a world power. Prerequisite, Economics 317. 3 hours.

- 328. International Economics.** Problems of international economic relations, against a background of history, economic theory, and current facts about the world's population, resources, industry, and commerce; the position of the United States in the world economy. Prerequisites, Geography 210 and Business Administration 336. 4 hours.
- 330. Public Finance.** Principles affecting government revenues, expenditures, debt, and fiscal administration; effects of fiscal measures on the economy; fiscal systems in the United States and in other leading countries. Prerequisites, Business Administration 205, Economics 315 and 317. 3 hours.
- 340. Public Utility Economics.** Local and regional development of public utilities under private and public ownership; valuation and rate-making; regulation and control; public policy. Prerequisite, Business Administration 207; recommended preparation, Business Administration 355. 3 hours.
- 345. Land Economics.** The part played by land and natural resources in production and in wealth; rent, appraisal, urban and rural land problems; real estate practice. Recommended preparation, Geography 210 and 304. 4 hours.
- 355. The Economics of Consumption.** The consumer as a center of attention in the economic system; consumers' choices; advertising and sales efforts, personal finance. (This is the only one of the 300 courses which a student may enter without having finished 200, 201 and 202—temporarily 206; prerequisite only 205, or the two 200 and 201.) 3 hours.
- 360. Regional Economy.** The character, objectives, and results of private and public economic projects of regional scope, in the United States and abroad; impact of formal governmental and less formal collective action on the regional economy; organization of statistics by regions: collection, presentation, and use of regional economic and other data. Recommended preparation, Geography 210 and 304; Government 101. 3 hours.
- 416. Money and Banking, II.** Emphasis upon the Federal Reserve and other banking systems. Prerequisite, Economics 315. 4 hours.
- 440. Value and Distribution.** Perfect competition and monopolistic competition. 3 hours.
- 450. History of Economic Thought.** Great economists, and the development of economic theory. 3 hours.
- 451. Economic Theories.** A study of the theories of leading recent economists. Prerequisite, Economics 440. 3 hours.
- 470. Business Cycles.** An analysis of the major business fluctuations in the United States; price changes, employment, production, credit, inflation and deflation, and government action during the cycles. Prerequisite, Economics 315 or 440. 3 hours.

- 481. Comparative Economic Systems.** Capitalism, socialism, fascism, and other economic forms of society. 3 hours.
- 500. Economic Seminar.** Economic research and writing; sources of material; the literature of economics. Admission by consent of the instructor. 4 hours.

EDUCATION

Professors Hiskey, Lawson, Merwin, Ragsdale, Thalman, Warren (Chairman); Associate Professors Bosley, Bracewell, Dykhouse, Mott, Neal, Phelps, Randolph; Assistant Professor Malone; Faculty Assistant Wilson

- 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.

- 307. The Junior High School.** This course is concerned primarily with the place of the junior high school in the organizational pattern. Major emphasis will be given to the areas of organization, administration, and curriculum. 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. 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).
- 317. Audio-Visual Methods in Education.** Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. The use of the motion picture, slides, film strips, and recordings will be particularly stressed. 4 hours.
- 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 sur-

veys, 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 Health Education. 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 activi-

ties; 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. Education 361 is a prerequisite to 362. 4 hours.
- 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 Health Education 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 Schneider (Chairman), Tenney; Associate Professors Barbour, Coleman, Faner, Harris, Neely, Turner, Winn; Assistant Professors Barber, Burns, Camp, Cox, Krappe; Instructor Smith; Faculty Assistants Clark, Gross.

An English major is 48 hours, including nine hours of freshman composition and six hours of sophomore literature. The remaining 33 hours should be from courses numbered 300 or above. Various requirements are listed below.

English 302, 316, 317. One-year survey, required of all majors, junior year.

English 300, English Grammar, required of majors in the College of Education.

One year of a foreign language, or the equivalent by examination.

At least three courses from the list in the following table, 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

Recommended additional courses are these:

English 318, Survey of American Literature

English 485, Problems in the Teaching of English

Philosophy

History: 322, 323, 324; and recent American history

Journalism 304, for prospective high school teachers

Students electing an English major should, as soon as they make their decision, even if they are freshmen at the time, consult the chairman of the English department, to secure help in planning their program well ahead.

An English minor should have at least 24 hours; 12 should be from courses numbered 300 or above; six will normally be from the sophomore literature courses—205, 206, 209, 211, 212; and a maximum of six may be from freshman composition courses. Minors, like majors, should consult an English counselor.

Special mention should be made of the fact that English 390, Advanced Composition, is designed for non-English majors who need, or who would like to have extra work or credit. Persons expecting to teach in high school must have twelve hours of composition credit, and 390 should be elected for making up this total. Freshmen and sophomores may elect Speech 101 for this additional composition credit; upper classmen wishing to use a speech course for composition credit should consult the chairman of the department of English.

0. Sub Freshman Rhetoric. No credit.

- 101. Freshman Composition.** The course requires weekly writing practice, mostly expository, the student using chiefly his own ideas and materials, and aiming at the development of skill in organizing and arranging these ideas and materials. Emphasis

is on unity and coherence in the whole composition. The student also begins to get acquainted with the library, does an amount of directed reading, studies the structure of the sentence, and attends conferences on his written work. 3 hours.

English 101, 102, and 103 are required of all students who wish to take a degree. The courses should be taken in order, and should be registered for every quarter until the requirement of nine hours is fulfilled.

- 102. Freshman Composition.** Writing practice continues, emphasis at the outset being concentrated on effective organization as applied to the individual paragraph and to consecutive paragraphs. Experience in library use continues, and materials for composition will occasionally be from library sources. Conferences, sentence study, and reading also continue, and punctuation study is added. 3 hours.
- 103. Freshman Composition.** Writing practice continues, in papers of greater length than in 102. Some of these involve further training in library use, and others provide training in description and narration, and give occasion for studying the somewhat advanced problems of diction, appropriateness of tone, and originality of treatment. Reading and conferences go on as in preceding courses. 3 hours.
- 205. Introduction to Poetry.** Emphasis on technique, type, and period. 3 hours.
- 206. Introduction to Drama.** An examination of the form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays will be read. 3 hours.
- 209. Readings in the Literature of Continental Europe.** An examination of masterpieces of various national literatures in various periods. 3 hours.
- 211. Introduction to 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.
- 290. Creative Writing.** Prerequisite, consent of the instructor. 3 hours.
- 300. Principles and Teaching of English Grammar.** Required of 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.
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 1880 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.** Readings in fiction, poetry, and drama of the Twentieth Century, chiefly from the literatures of continental Europe—France, Germany, Scandinavia, Russia, etc. 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 to 1900.** 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.
390. **Advanced Composition.** Expository writing, for the most part, with some opportunity for the student to work at ideas and types of writing of special interest to him. 3 hours.
392. **Advanced Composition: Creative Writing.** Practice in writing narrative, poetic, and other art forms, with study of contemporary models. 4 hours.

- 405. American Poetry.** A study of the works of a selected list of representative American poets from Bryant to Frost. 4 hours.
- 431. The Eighteen-Nineties.** Studies in authors of the 1890's, English and American. The course may emphasize one author one quarter, another author another quarter. 4 hours.
- 464. Modern Continental Drama.** A survey of the continental drama of Europe since 1870; with intensive study of representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal; and with attention to movements toward romanticism, realism, expressionism, naturalism, etc. 4 hours.
- 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.
- 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.
- 500. Materials and Methods of Research in English.** 2 hours.
- 505. Individual American Writers.** The intensive study of an American author. Ideas and artistry and their sources will be considered, as well as national qualities and influence on succeeding generations. Critical papers and research reports will be required of all students. In various terms such authors as Poe, Emerson, Melville, Whitman, and Mark Twain will be studied. 4 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.
- 514. Problems in Seventeenth Century Literature.** Studies in the development of forms and ideas in Seventeenth Century literature. 4 hours.
- 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; 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.

- 554. Eighteenth Century Novels.** This course seeks to discover the origins of the novel and its relation to other types of literature; to follow the development of the novel through the Eighteenth Century; and to study the early novel as an art form and a social instrument. 4 hours.
- 560. English Drama to 1550.** A study of the evolution, forms, and content of the English drama during this period. 4 hours.
- 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.
- 566. 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.

FOREIGN LANGUAGES

Professor Peacock (Chairman); Associate Professors Barry, Davis, Hartwig; Assistant Professors Neufeld, Smith; Instructor Stahlheber; Faculty Assistant Reyes.

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

101c, 102c, 103c. French Conversation. These courses in conversation and oral drill may be taken with French 101, 102, 103, by students who wish additional oral training. They may be elected only by students enrolled in the corresponding beginning sections. 1 hour 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, Parnassian, 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 Romains. 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.
- 101c, 102c, 103. German Conversation.** These courses in conversation and oral drill may be taken with German 101, 102, 103, by students who wish additional oral training. They may be elected only by students enrolled in the corresponding beginning sections. 1 hour 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.

Greek

- 101, 102, 103. Elementary Course.** Grammar is emphasized in the first quarter, and reading of an actual text is begun in the second. The text selected is usually the New Testament. 4 hours each.

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.
- 304a, 304b. 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.
- 101a, 102a, 103a. Spanish for Practical Use in the Americas.** A beginning course stressing the conversational approach. Emphasis on spoken Spanish. Open to students who have had no previous work in Spanish. 3 hours each.
- 101c, 102c, 103c. Spanish Conversation.** These courses in conversation and oral drill may be taken with Spanish 101, 102, 103, or with Spanish 101a, 102a, 103a, by students who wish additional oral training. They may be elected only by students enrolled in the corresponding beginning sections. 1 hour 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, 221, 222. Spanish Conversation.** Conversation based on topics of current interest. Extensive use of records for comparison and imitation. 2 hours each.
- 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.
- 515. Readings in Romance.** Selected readings in the literature of Old French and Old Spanish, with emphasis upon the student's major field. Prerequisite, Romance Philology 410 or equivalent. 4 hours.
- 516. Arthurian Romance.** Intensive readings in the Arthurian Romances in the field of the student's major interest (French or Spanish) with reference to the genre as a whole. Prerequisite, Romance Philology 410 or equivalent. 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.
- 101c, 102c, 103c. Russian Conversation.** These courses in conversation and oral drill may be taken with Russian 101, 102, 103, by students who wish additional oral training. They may be elected only by students enrolled in the corresponding beginning section. 1 hour 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

Associate Professors Cunningham (Chairman), Shank;
Assistant Professors Krause, Price.

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, 324, and 405.

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

Classification of Geography courses:

Physical: 101, 201, 300, 301, 302, 303, 306, 310, 311, 406, 407.

Social: 100, 210, 312, 317, 319, 324, 328, 345, 405, 409, 424.

State, Regional, or Continental: 313, 314, 315, 316, 318, 320, 321, 401, 402.

Educational: 341, 423.

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

One year of foreign language will be required of all Geography majors enrolled in the College of Education.

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. Prerequisite, Geography 100. 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. 5 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 de-formation 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 also 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.
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. Prerequisite, Geography 100. 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. Prerequisite, Geography 100. 4 hours.
311. **The Geography of Soils.** A study of the world-wide distribution of soils, with particular emphasis on those of the United States. Stress is placed upon the reasons for the major soil types. The course concludes with a study of the agricultural pattern as it relates to the various groups of soils, and with the many problems related to the use, misuse, and abuse of the soils. Prerequisite, Geography 100. 4 hours.
312. **Ecological Crop Geography.** A study of the ecological phases of crop production and distribution. The course deals specifically with (a) the social environment of crop plants, (b) a generalized study of the physiological environment, (c) the separate ecological factors of moisture, water, temperature, light, soil, and air, and (d) the actual geographical distribution of crop plants. Prerequisite, Geography 100. 5 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 Anglo-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. Prerequisite, Geography 100. 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. Prerequisite, Geography 100. 4 hours.

- 316. Geography of Latin America.** A study is made of the regions and resources of Latin American countries as they relate to national and international problems. Prerequisite, Geography 100. 4 hours.
- 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 emergence of the United States as a world power. The historical background of the economic problems of agriculture, transportation, banking, manufacturing, and labor is stressed. Prerequisites, Economics 205 and 206. 3 hours.
- 318. Geography of Asia.** Life conditions and economic development as influenced by location, climate, relief, size, shape, and other natural conditions. Prerequisite, Geography 100. 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 the adjustments and maladjustments of American society to earth conditions and resources. Prerequisites, Geography 100 and 101. 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. Prerequisite, Geography 100. 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. Prerequisite, Geography 100. 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, 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. Prerequisite, Geography 100. 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.
- 341. The Teaching of Geography.** This course is designed to meet the needs of those who expect to teach geography, either in the

elementary or in the secondary school. The various methods of teaching geography are studied and evaluated. Each student is given an opportunity to become acquainted with the geographic literature, the materials usable in the teaching of geography, and the many teaching devices available—all of these as they are related to his particular problem.

- 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. Prerequisite, Geography 100. 4 hours.
- 401. Monsoonal Asia.** A topical and regional study of the wet lands of Asia. This course is designed not only to give the student a realistic understanding of the various areas of Monsoonal Asia, but also to show how this vast area, containing almost two-thirds of the world's population, is related politically and economically to the rest of the world. Special attention is focused on our occupation policy in Japan; internal civil strife in China; the movements toward independence in British India, the Dutch East Indies, and French Indo-China; and the now independent Philippines. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
- 402. Russia and Southwestern Asia.** A study of the U.S.S.R. and the area often termed the Near East, based on both a topical and a regional approach. An attempt is made to obtain an accurate appraisal of the natural-resources base of Russia, as well as an estimate of her industrial and agricultural strength. In Southwestern Asia the effort is directed particularly toward the problems associated with Palestine, and those associated with oil exploitation in Iraq, Iran, and Saudi Arabia. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
- 405. Advanced Economic Geography.** A study of the areal differentiation of the earth's economic life as reflected in the production, movement, and consumption of raw materials, agricultural products, and the commodities of industry in national and international trade. Hindrances and barriers to interstate and foreign trade are examined, as well as current efforts to ease restrictions. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
- 406. Cartography and Graphics.** Critical supervision of the construction and reproduction of maps and charts used in reports, theses, and various publications. 3 or 4 hours.
- 407. Climates of the World.** A study of world climates and the physical bases for the differentiation of climatic types, preceded by a study of the principles of climatology. Prerequisites, Geography 100 and 310. 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. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
- 409. Trade Centers and Trade Routes.** An intensive survey dealing with the evolution of trade centers and trade routes. Considerable time is spent on problems encountered in urban and regional planning. Prerequisites, Geography 100, 101, and 210. 4 hours.
- 423. Special Methods and Problems in Geography.** A research methods course offered primarily for teachers of geography, earth science, and allied subjects. Special problems will be studied from the two standpoints of pure research and teaching method. 3 or 4 hours.
- 424. Methods and Problems in Resource-Use and Conservation.** A research methods course offered primarily for teachers of conservation or allied subjects. Special problems will be selected which have not been covered in the subject matter courses or in education courses. Prerequisites, Geography 100 and 210. 3 or 4 hours.
- 500-510. Pro-Seminar.** An introduction to the theory and techniques of research in Geography. 2 or 4 hours.
- 511. Philosophy of Geography.** The purpose of this course is to acquaint the student with the history and philosophies of geography as illustrated by various types and sources of literature. Emphasis will be placed on the role of geography in the social studies. 3 or 4 hours.
- 512. Geography of the Caribbean Lands.** A topical and regional study of the lands bordering the Caribbean, with a view of creating a basis for an understanding of the problems of the people as they are related to their own environments, to the rest of the world, and particularly to the United States. Prerequisites, Geography 100, 101, and 210.
- 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. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
- 520. Seminar in Population Distribution.** An intensive study of problems in the distribution of population. A detailed and comprehensive study is made of regions where population problems have been acute. Each student will select one area for intensive research. 3 hours.

- 521. Seminar in Industrial Geography.** A comprehensive study of some of the many problems in industrial geography as they are conditioned by the elements of the geographic environment. 3 hours.

GOVERNMENT

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

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.
- 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 Caldwell, Cherry, Pitkin, Wright; Assistant Professors Baxter, Pardee.

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.

Two terms of History 101, 102, 103 will meet the history requirements for graduation in the College of Liberal Arts and Sciences and in the College of Vocations and Professions. Five hours of United States history are required for graduation in the College of Education. History 201 or 202 will meet that requirement.

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

A year of work in a foreign language is required of all History majors.

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 the 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. Prerequisite, 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.
- 417. History of the British Empire.** A survey of English expansion beyond the seas, with an emphasis on the influence of mercantilism, *laissez faire*, and state capitalism on the pattern of control. Prerequisite, 324. 5 hours.
- 418. English Constitutional History.** A study of the origin, growth, and continuous modification of the English political and legal institutions from earliest times to the present day. Prerequisite, 324. 4 hours.
- 419. Seventeenth Century England.** A comprehensive treatment of the significant social, political, economic, and cultural trends in England during the Seventeenth Century, with special emphasis on the forces producing increased parliamentary power. Prerequisite, 324. 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 provide 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 adaption of law to a changing social and economic order. Prerequisite, graduate standing and proper background. 5 hours.

HOME ECONOMICS

Professors Elliott (Chairman), Woody; Assistant Professors Babcock, Barnes.

In addition to shorter programs in Dressmaking and Homemaking in the College of Vocations and Professions, 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. These individual programs require careful planning for each case. A student interested in such program should consult with the chairman of the department prior to the registration date.

In the College of Education this department prepares majors to teach in vocational high schools. Majors in the College of Education are required to take a foreign language.

Curricula for majors in both the College of Vocations and Professions and the College of Education are available upon request. Ordinarily only the following courses are open to students not majoring in Home Economics: 105, 106, 127, 135, 220, 225, 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. Upon consultation, non-majors whose experience may qualify them for other courses may register for them.

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 a homemaking course in high school. This course is substituted for Education 310 for majors. 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. This course is substituted for Education 315 for majors. 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; Instructors Johnson, Kohler;
Faculty Assistants Colp, Troutman.

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 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, co-operative, 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. 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.

- 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 a complete set of plans and specification 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, 205. 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, junior standing. 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.

- 312. 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, 212. 4 hours.
- 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.
- 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 each.
- 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.
- 333. Problems of Industrial Education.** A study of some of the most important problems confronting the teacher of industrial education today. 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.
- 360, 361, 362. Specialized Advanced Vocational Machine Shop.** These courses are designed to continue student specialization in metal fabrication. Prerequisite, 327. 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.

394. Organization and Administration of Industrial Education.

The organization and administration of Industrial Arts programs in elementary, junior and senior high schools; relation of federal and state supervision of Industrial Arts to local administration; relation of Industrial Arts administration to Vocational Education administration and to other areas of administration in the local school. The organization of administration and vocational all-day, part-time, and evening programs; apprenticeship and vocational rehabilitation; relation of federal and state vocational administration. 4 hours.

JOURNALISM

Instructor Steffes (Acting Chairman) 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, 200, 201, 301, 302, together with 6 hours of Journalism elective, to total 20 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. Students gain a background of journalistic reading. The only writing consists of reports on the major sources covered. 2 hours.

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. Prerequisite, 100, and a working knowledge of typewriting. 4 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. 4 hours.

210. Journalism Laboratory. Practical reporting and news writing on university newspaper. Class meets twice a week for assignments and criticism. May be repeated until a maximum of 6

credit hours is earned. Prerequisite, 200 or permission of instructor. 2 hours per term.

- 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 and 201. 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 and 201. 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. 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. 3 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. 3 hours.
- 307. Publicity Methods.** For journalism minors only. Methods and media of presenting publicity, including the news service bulletins, advertising campaigns, direct mail, lectures, and visual education. 3 hours.
- 350, 351. Magazine Article Writing, I, II.** This course is designed for the student who, regardless of his university program, displays talent for factual or creative writing suitable for magazines or trade publications. Students are required to write articles, study markets, and submit their manuscripts for publication. Prerequisite, senior standing. 4 hours each.
- 361. News Photography.** For journalism minors only. Basic photo techniques as applied to newspapers. News photos, composition, and captioning are studied, with laboratory demonstrations in basic developing, enlarging, and contact printing. Enrollment, which is limited to 12, may be made only with permission of instructor. 4 hours.

MATHEMATICS

Associate Professors McDaniel (Acting Chairman), Black, Rodabaugh;
Assistant Professors Hall, Wright; Instructors Clark, Cox.

Students who are beginning college mathematics may choose Mathematics 106 or 111. Either course satisfies part of the physical science requirements 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 and pre-engineering students. Mathematics 111 may be taken for two hours credit by students who have credit for 106, but no credit will be given for 106 if the student has credit in 111.

For a major in Mathematics, a student must complete 36 hours if he is in the College of Education, or 42 hours if he is in 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 and 311 are not counted for graduation from the College of Liberal Arts and Sciences. A foreign language is required of majors.

- 106. General Mathematics I.** Intermediate algebra, including fundamental operations, factoring, fractions, exponents, radicals, logarithms, linear and quadratic equations, and graphs. 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.
- 108. Solid Geometry.** Recommended for pre-engineering students and students preparing to teach high school mathematics if they have not had a high school course in solid geometry. May not be taken for credit if student has had solid geometry in high school. 3 hours.
- 111. College Algebra.** The usual topics of 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. Plane Trigonometry.** Prerequisite, 111 or 106. 4 hours.
- 113. Plane Analytic Geometry.** Straight line, circle, conic sections, loci, polar co-ordinates, parametric equations, and transformations. Prerequisite, 112.
- 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.** Prerequisite, 112. 3 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 (405). 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 (406). 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.** An elementary course in statistical methods which attempts to develop understanding of and some competence in working with statistical charts, averages, measures of dispersions, frequency curves, curve fitting, linear correlation, and index numbers. 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.
- 313 (230). 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.
- 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, Simson line, theorems of Ceva and Menelaus, coaxial 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. Modern Algebra I.** A course 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, polynomials, complex numbers, and theory of permutation groups. 4 hours.
- 521. Modern Algebra II.** A continuation of 520. Additional group theory, vector spaces, matrices, 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. Approval of the chairman of the department is required. 2 to 4 hours.

MUSIC

Professor Kesnar (Chairman); Associate Professors Barry, McIntosh, Wakeland; Assistant Professors Bolton, Moe, Morse, Wharton; Instructors Hines, Matthes; Faculty Assistants Dorsey, Taylor.

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. *It is advisable to start the program in the freshman year.* 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—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 music faculty.

The Department of Music is an associate member of the National Association of Schools of Music.

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. (For non-music students only.)
- 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. (A maximum of four hours credit in Music 300, 301, 302, 303 may be substituted for Education 315.)
- 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, 311. Orchestration I, II, III.** A study of the instruments of the orchestra, together with practical work in orchestra and band scoring. Prerequisites, 107 and one year of college work in piano. 2 hours each.

- 312, 313. Composition I, II.** Composition of original work in smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite, 207. 2 hours.
- 314. Composition III.** Composition in larger forms. Prerequisite, 313. 2 hours.
- 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 Analysis.** A study of the form and texture of music from motif through symphony. 2 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.
- 345. Chamber Music.** Vocal ensemble (Madrigal Group). 2 hours.
- 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. $\frac{1}{2}$ hour each.

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

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, James, 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; Assistant Professors Franklin (Chairman), Holder; Instructors Freeberg, Hodges, Wilkinson; Faculty Assistant Mazurek.

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.
- 240. Golf Techniques.** This course deals with fundamentals, such as the grip, stances, address, forward and backward swing, and the follow-through. Individual instruction given as needed. 1 hour.
- 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.
- 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.
- 358 (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.
- 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.
- 365. The Organization and Administration of Community Recreation.** Practical study is made of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the staff, integrating the administration, and building good will. 4 hours.

- 370. Tests and Measurements.** The theory of measurements in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. A project is required. 4 hours.

PHYSICAL EDUCATION FOR WOMEN

Professor Davies (Chairman); Assistant Professor Muzzey; Instructor Stehr; Faculty Assistant Ivanuck.

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 Posture Correction.** Continuation of 101. 1 hour.
- 102A. Individual Physical Education.** Continuation of 101A. Posture correction, table tennis, and bowling. 1 hour.
- 103. Volleyball and Folk Dancing.** Continuation of 102. 1 hour.
- 103A. Individual Physical Education.** Continuation of 102A. Folk dancing, deck tennis, paddle tennis, golf, croquet, and shuffleboard. 1 hour.
- 104. Speedball.** Techniques, skills, and team tactics. For highly skilled girls, and majors and minors. 1 hour.
- 105. Basketball and Posture Correction.** Continuation of 104. 1 hour.
- 106. Volleyball and Folk Dancing.** 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.
- 206. Volleyball.** This course presents advanced techniques and team tactics for the game of volleyball. 1 hour.
- 207. American Square Dance and Mixers.** This course presents the square dances common in various geographical areas of the United States. Additionally, this course gives many of the mixers or get-acquainted dances for starting parties. 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. 4 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. 4 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); Associate Professor Meeks; Assistant Professor Zimmerschied; Faculty Assistant Borella.

- 101, 102. Survey Course in Physics.** Mechanics, mechanical vibration, wave motion, light, and sound are covered in 101; heat and electricity are taken up in 102. 101 and 102 together constitute a single complete course. It is planned for those whose chief interest 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. 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, or who desire further work in this field, and all who elect Physics as a major or minor, must take their general college physics in 106, 107, and 108. 4 hours each.
- 106, 107, 108. 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. 5 hours each.
- 209. Photography and Geometrical Optics.** Principles of geometrical optics with applications to photography, including a treatment of the laws of image formation, optical systems, aberrations in optical systems, optical instruments, and elementary photographic techniques. Prerequisites, Physics 108 and Mathematics 106 or 111 and 112. 5 hours.
- 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. 5 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' 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 photoelectric effect, radioactivity and isotopes, astrophysics, relativity, atomic and nuclear topics. 5 hours.
- 316. History of Physics.** A study of the development of physics thought, concepts and theories, including the results and methods of contemporary physical research. This course should be especially valuable for those who desire to teach. 5 hours.
- 405. Electronics.** Alternating current theory, including circuit analysis by the use of complex numbers. Principles of vacuum tubes, including a treatment of rectifier, amplifier, oscillator, and photo tube circuits. Application of electronics, including discussion of electron tube instruments. Prerequisites, Calculus and three advanced Physics courses. 5 hours.

- 414. Recent Developments.** This course stresses those recent developments in physics which are of special importance in experimental theoretical, or applied fields. Because of the present rapid rate of such developments, there is an abundance of material. Emphasis is given to atomic energy and sub-atomic particles, electronoptics, high velocity projectiles, and ultra-high frequency radiation. Prerequisites: Calculus and three advanced Physics courses. 5 hours.
- 520. Special Projects.** In this course each student is assigned a definite investigative topic which demands of him considerable resourcefulness and initiative. He must use appropriate scientific methods and techniques. His project is determined by his needs and ability and by the facilities of the department. The project is selected from one of the following groups:
1. Experimental problems of a research nature.
 2. Experimental problems of a developmental or instrumental nature.
 3. Educational or professional projects in the field of physics.
 4. Theoretical problems of a research or borderline-research nature. Prerequisite, graduate status and adequate physics background. 2-5 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 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 the 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 Bolton; Assistant Professor Denny; Instructors Boatman, 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 micro-organisms. 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, Gastrointestinal 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

Professor Johnson (Chairman); Associate Professor Tudor; Assistant Professor Petroff.

A major in Sociology shall consist of 42 quarter hours for students in the College of Liberal Arts and Sciences, or 36 quarter hours for students in the College of Education. Students in the College of Education who major in Sociology are not required to satisfy a foreign-language requirement.

All students majoring in Sociology are required to take Sociology 460, *Current Sociological Journals*, and one course in statistical methods.

- 101. Introductory Sociology.** A broad survey of the field of sociology. The nature of group life, culture, 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. 5 hours.
- 202. Applied Sociology.** An application of sociological principles to the analysis of various contemporary social problems. Social

problems for investigation and report will be assigned to individuals or committees. Prerequisite, 101. 5 hours.

- 210 (365). General Anthropology.** The origin of man and culture. Prehistoric races and living races. Cultural types and cultural processes. Environmental effects. One or two field trips. 5 hours.
- 301 (401). Juvenile Delinquency.** The nature of juvenile delinquency and factors contributing to delinquent behavior. Practices and proposals in connection with treatment and prevention of delinquency are critically reviewed. Prerequisites, 101, 202. 3 hours.
- 303 (203). Marriage and Parenthood.** Processes of courtship and mate selection in contemporary society; biological, psychological, social, and legal aspects of marriage; social and legal obligations of parenthood. Prerequisite, 101. 3 hours.
- 305. Social Institutions.** Concepts of social institutions, study of the origin, development, and variability of human institutions, and of the processes of institutional lag and institutional change in contemporary society. Prerequisites, 101, 202. 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; changing roles of women; the child in the family; growing instability; family constellations and personality development. Prerequisites, 101, 202. 4 hours.
- 311. Urban Sociology.** The rise, development, structure, culture, and problems of early and modern cities; urban personalities and human groupings. Prerequisites, 101, 202. 3 hours.
- 312. Human Ecology.** A study of the spatial pattern of rural and urban communities; the effects of competition at a sub-social level; the theoretical significance of recent ecological research. Prerequisites, 101, 202. 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 distribution are treated in this course. Prerequisites, 101, 202. 4 hours.
- 315. Crime and Its Treatment.** A study of the nature of crime: classifications, changing types of crime, criminal statistics, causal factors, various types and theories of the treatment of the criminal. Prerequisites, 101, 202. 3 hours.
- 316 (205). Sociology of Rural Life.** Problems peculiar to American rural life, the family-farm institution, and conflicts between urban and rural patterns are studied. Prerequisites, 101, 202. 3 hours.

- 320. Race and Minority Group Relations.** Racial and cultural contacts and conflicts, the nature and causes of prejudices. Cultural contributions of various minority groups. Prerequisites, 101, 202. 3 hours.
- 325. Industrial Sociology.** An interpretation of the theories and principles which underlie the present organization of mass production; socially disintegrating effects of unemployment, standardization, and technology. Prerequisites, 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. Prerequisites, 101, 202. 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 in the giving of direction to social action is analyzed. Prerequisites, 101, 202. 5 hours.
- 355. Social Psychology.** A study of inter-action and inter-stimulation in groups. Considerable attention is devoted to the behavior of man as influenced by suggestion, fashion, fads, customs, and group morale. Prerequisites, 101, 202. 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, 210. 3 hours.
- 369. Sociology of Leadership.** Heredity, environment, and conjuncture of opportunities as factors accounting for leadership. Theories of leadership, tests of leadership, and an analysis of representative leaders. Prerequisites, 101, 202. 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. Prerequisites, 101, 202. 3 hours.
- 381. Personality and Social Adjustment.** Survey of recent psychological and sociological theories relating to personality. Consideration of problems of personal adjustment in major social relationships. Adjustment norms and deviations from the normal. Techniques for the analysis and classification of personalities. Prerequisite, 355. 4 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, 202. 4 hours.

- 415. Major Social Problems.** Major social problems are studied, and possible solutions are considered. Each student selects a specific major social problem on which he writes a term paper. Prerequisites, 101, 202. 4 hours.
- 450. History of Social Thought Prior to the 20th Century.** A critical survey of the social thinking of some of the outstanding teachers of ancient, medieval, and modern times, including Egyptian, Oriental, Hebrew, Christian, Greek, and Roman representatives, and the schools of social thought developing after the Middle Ages. Prerequisites, 101, 202. 4 hours.
- 455. Contemporary Sociology.** A comparative study of developments in scientific sociology since 1850. Special attention is given to the works of Comte, Spencer, Ward, Max Weber, Gumplovicz, Giddings, Small, Sumner, Ross, Cooley, Durkheim, and the leading contemporary sociologists. Prerequisite, 450. 4 hours.
- 460. Current Sociological Journals.** Each student enrolled in this course will be responsible for reporting to the group on the content of certain recent or current issues of leading journals in the fields of sociology and social psychology. Class meets for one period of 2 hours each week. **REQUIRED** of all sociology majors. Prerequisite, 15 hours of sociology. 2 hours.
- 500. Cultural Change.** A study of the processes of cultural change in the modern world, with attention given to culture lag and culture conflict, and to some of the individual and social problems arising from conflicting systems of cultural norms. Prerequisites, 101 or 210, and 202. 3 hours.
- 510. Research Project in Sociology.** Each student will select an appropriate research project in line with his interests and previous training, and pursue it to completion. Group will meet for one 2-hour period each week to discuss projects with members of departmental staff and to make progress reports. Prerequisite, 410. 4 hours.
- 515. Seminar on 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 these problems. Programs for the conservation of the family and for raising the level of family welfare. Prerequisite, 310. 4 hours.
- 550. Seminar—Foundations of American Sociology.** A detailed study of the writings of pioneer American sociologists: Ward, Sumner, Giddings, Ross, Small, and Cooley. Course continues through three quarters, meeting three hours each week. Prerequisite, 455. 9 hours.
- 560. Social Processes.** An analytical study of the social processes and the social structures which arise from them. Prerequisites, Sociology 101, and 6 hours of sociology courses numbered 300 or higher. 3 hours.

SPEECH

Associate Professor McLeod; Assistant Professor Garbutt;
Faculty Assistants Neckers, Young.

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, 310, and 402. 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 310. 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 311. 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, 210, 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.
- 106. Introduction to the Theater.** A survey of the traditions and elementary concepts of theater with regard to both acting and production. 4 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). Introduction to Radio.** 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.
- 210. Principles of Speech Correction I.** A study of articulatory speech defects, which constitute 90% of those found in elementary school students. 4 hours.
- 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. Primarily 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 II.** 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 constitute an essential part of this course. Prerequisites, 206 and 304. 3 hours.
- 311. Radio Script Writing.** A study of the preparation of radio program scripts and laboratory work in their preparation. Prerequisite, Speech 203 and three hours of English Composition beyond Freshman Rhetoric. 3 hours.

ZOOLOGY

Professor Gersbacher (Chairman); Associate Professors C. Foote, Rafalko, Stein; Assistant Professor F. Foote.

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.

One year of foreign language (preferably French, German or Russian) is required of all majors.

- 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.

- 310. Animal Ecology.** The study of animals in their habitats, relations, formations and associations. 4 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 its 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.
- 406. Protozoology.** A general consideration of the taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and preparing microscopical slides will receive attention. 5 hours.
- 411. Advanced Animal Ecology.** A continuation of Zoology 310 with stress on some particular phases of animal relationship, or on the effect of some environmental factor. 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.
- 440. Experimental Zoology and Endocrinology.** Principles of development and organization of animals by experimental study of living forms. Experiments will include regeneration and transplantation of organs and tissues, organization of the egg, effects

of external and internal factors in development, with emphasis on glands of internal secretion. 5 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.
- 540. Endocrinology.** Lectures, discussions, and reading on comparative morphology, physiology, and pathology of glands of internal secretion, including the relation of endocrine secretions to metabolism, growth, development, sex, and disease. (Not to be taken by students who have had Zoology 430.) 4 hours.
- 590. Problems and Introduction to Research in Zoology.** 2-5 hours.
- 591. Readings in Current Literature.** 3 hours.

DEGREES CONFERRED, 1947

Degree of Master of Science in Education

Edward L. Allen	Charles Leland Feller
Bronson Beasley	Matthew Earl Hamilton
Ledford J. Bischof	Jack R. Hedges
Helen Jean Blackburn	Arthur Eugene Hunter
Hobart Bolerjack	Herbert E. Johnson
Robert Francis Catlett	Bonnie Allen Lockwood
John Clifford	William L. Randle
Troy Clyde Dorris	Warren David St. James
Troy Walter Edwards	John L. Thomas
Reginald E. Frailey	Lorraine Lillian Waters
	William R. Winklemeyer

College of Education

Degree of Bachelor of Science in Education

Betty Maurine Adams	Virgil J. Davis
John Arthur Algee	Pauline Brown Davy
Kathryn Virginia Alley	William Hill Dawson
Richard L. Avis	Della Mae Dennis
Clarice May Baldwin	John Derbak
Rosemary Barlow	Mary Dohanich
Bertha Byars Beal	Monola Fidella Doolin
Delsia Beasley	Helen Dorris
Charles Bert Beatty	Leroy J. Ducksworth
J. Edwin Becht	Ernest B. Dunn
John Paul Benson	Beulah Eade
Frank Edward Bentley	Mary Eckert
Dale L. Berry	James Orvel Edmondson
Esther Elizabeth Blackwood	Russell Jay Elliott
Loren Freeman Boatman	Hazel Elizabeth Ervin
Hobart Bolerjack	Angelina Marie Ferrari
Peggy Dean Boucher	Woodrow M. Fildes
Edward Hildreth Boyer	T. E. Fitch
Nell M. Bradley	Avis Rae Frank
Donald G. Brasel	Raymond J. Franz
Alice Aleen Brennan	Nola Vivian Fulton
Charles Bradamore Brouillette	Rose Damosso Garavalia
John Wayne Buckner	Marvin O. Garlich
Clarence J. Buettner	Lois Christine Garrett
Howard Bundy	Catherine Marie Giacomelli
Evelyn June Burpo	Steve Giacomelli
Alva A. Byars	Arthur W. Gilliam
Phillip Theodore Cain	Dorothy Godair
Lawrence Calufetti	Raymond Joseph Goeddel
Ural L. Campbell	Iona Ruth Grant
Helen Williams Chester	Imogene Gray
Wayne Chester	Cazola Green
Esther Holly Chones	Virginia Lou Hailey
Phyllis E. Yvonne J. Roy Clark	Paul Byron Hale
Jason J. Collins	Arthur Halfar
Mildred G. Connaway	Everett Eugene Hall
E. Ronald Coon	Malcolm Conner Hamby
Harry W. Craver	Carol Troy Harker
Margaret Lou Davis	Virgil Richard Harmon

Bachelor of Science in Education Degree—Continued

Jeanne Lorraine Haroldson	Norman E. Moore
Ethel Britton Hartman	Paul Robert Moore
Bessie Emling Hastings	Earl Amos Morgan, Jr.
William D. Hatley	Mary Craig Morris
Allis Jean Hays	Marjory Morse
Norma Lee Heien	Ruth E. Nast
Frank R. Henderson	Agnes Bernice Newton
Obed Wayne Henderson	Martha Obermark
Orloff Howard Hicks	Gerald L. Obrecht
Rolland A. Hoehn, Jr.	Robert F. O'Brien
Charles Daniel Holmes	William Edward O'Brien
Vergie Lee Hornberger	Millie Louise Ogden
Robert Ward Howard	George Hamilton Otrich
Billy O. Hoyle	Mary Ellen Pangonis
Evelyn M. Hubler	Evelyn Parker
Anne Huha	Katherine Parlier
Thomas Huson	Francis A. Pate
Neva Woolard Isbell	Robert Leon Patrick
J. S. Isom	Herbert William Patterson, Jr.
Floyd Jent	Earl D. Patton
Sue A. Johnson	Francis R. Paule
Jennie J. Kaestner	Louie Pechenino
Nonnie Bernice Karraker	Wilhelmina Perez
Aliene Kauzlarich	C. Raleigh Phillips
David Kenney	Herchal J. Phillips
Herman Leroy Kirkpatrick	Ruth Utley Pigg
Joe Konya, Jr.	Vera J. Pittman
Edward Paul Kownacki	Dolores Jones Pleasant
Thelma Kremmel	Helen Marie Plumlee
Vecal Peyton Lager	Mary Ann Potmas
Kenneth Langford	Martha Jean Poulos
Roy E. Leilich	Nina Faye Price
Betty Jo Lemons	Philip Allen Provart
Robert D. Lightfoot	Patricia Pulliam
Phyllis L. Lindsey	Lee W. Quick
Mary E. Little	Alice M. Readnour
Ruth Marie Litton	Mary Jane Reeves
Dorothy Louise Logan	Vernie R. Render
Laline Lawis Lord	Carroll Douglas Renshaw
Blanche M. Lucas	Marie Restivo
Ocie Sprague Lybarger	Rosalee Restivo
Pete Makuu	Anna Ruth Rhine
David A. Malinsky	Carl Edward Rhodes
Laurence W. Martin	Francis M. Robinson
Marguerite McCann	Karl L. Robinson
Thelma Ruth McCarty	Daisy Rotramel
Martha McClanahan	Opal Ruff
Frances E. McDonald	Vaudra Mae Rushing
Doris Jean McDonald	Bonita Mae Russell
Waldo D. McDonald	Mary Catherine Russell
Marion Scott McGlasson	Robert Lemont Samuels
Ruth E. McKemie	Annabel Lee Sanders
Barbara Naomi Melvin	Mildred Louise Sanders
Dorothea Katherine Meyer	Laurence Thomas Schneider
Walter Mifflin	Carlos Edward Schoettel
Mary Elizabeth Miles	John Sebastian, Jr.
Muriel Eileen Miller	Effie Sharp
William H. Millspaugh	Violet Sharp
Sam Milosevich	Virginia Curtis Sielbeck
Herman Emanuel Mines	Virginia Miller Sikkell
Edward H. Moody	Emma Luella Simmons

Bachelor of Science in Education Degree—Concluded

Warren Steward Simpson	Jewel Rose Trainer
Joseph F. Sinkiawic	E. Harry Vaught, Jr.
James E. Smith	Josephine Noel Vickers
Kay Leona Smith	M. Angela Walsh
Charlene Mildred Sprankel	Gerald E. Webb
Virginia Spriggs	Ruby Johnson Webb
Mary Maxine Stevenson	Richard Earle Whalen, Jr.
Mayme Nell Story	Harry L. Whitecotton
John W. Stotlar	Walter Wendell Whitlock
Patricia Stover	James L. Williams
Olin W. Stratton	Mary Lorena Kerley Wills
Dolores Mae Suva	William Henry Wood
Julius R. Swayne	Genevieve Armstrong Wooldridge
Cecile B. Tabor	Howard Wright
Joseph Charles Telford	Gladys Shipp Young
Mary Elizabeth Thompson	Elmer O. Ziegler
	Delbert E. Zimmerman

College of Liberal Arts and Sciences

Bachelor of Arts Degree

Willie Dee Anderson	Robert M. Kesterson
Frederick Chester Armstrong	Joseph Edward McGovern, Jr.
Edsel W. Baldwin	David H. McIntosh
Jack Hutton Bishop	Kenneth W. Medley
Maxine Harris Blackman	Marie Olive Mowrer
Murray Woodford Brown	Thomas Edwin Parks
William O. Cantwell	Ramo Parola
Arthur Bernard Carter	Francis R. Paule
Arthur H. Doerr, Jr.	Robert J. Peavler
Betty Duncan	Evan A. Rader
Frances C. Evans	Annie Mae Rush
Donald Richard Fabian	James Eldred Seymour
Delbert Ray Fulkerson	Virgil Lee Seymour
Harry L. Garrett	Clifford John Souther
Georgia Bena Gher	Virginia I. Spiller
Amelia Joan Gooch	David Paul Stanhouse
Thomas W. Gray	Warren David St. James
Audrey Hoffman	Shirley G. Stone
Charles Lloyd Holliday	Robert Marshall Treece
Kenneth Thomas Hubler	Ray Elmer Walker
Vincent O. Kallenbach	Emma Marsh Welch

Bachelor of Science Degree

Mary Irene Adams	Thomas H. Huson
Henry Borella	David G. Karraker
John Ronald Boswell	Orval R. Krone
Carl Edward Burpo	Kenneth R. Molt
Clifford Wayne Childers	Richard Dignan Osland
Louis E. Cowser	Frank J. Raymon, Jr.
Helen Marie DeRuntz	Hubert M. Riherd
George Elston, Jr.	Robert D. Sauerbrunn
Sam Frankel	Ivan Edward Scherer
Howard D. Harris	Leland Latham Scott
Lemuel Dalton Harry	Julius R. Swayne
Charles L. Heffington	Robert E. Tenney
Claude Ray Hudgens	Glenn A. Terry
Jesse Ray Hudgens	Melba Wheeler Thresher
William Nyle Huffman	Mike Trbovich

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

Shirley Adams
Arthur Barnard, Jr.
Marion K. Blythe
John Bennett Brush
Edwin Lee Bryant
Alva A. Byars
Robert Eugene Goddard
Ruby M. Guyman
Gordon G. Henrichs
Robert Dean Isbell

Edward Jack Larimer
John Clayton Lingle
Lewis Vance Moyers
Wallace Boyd Nelson
Jack E. Simmons
Jesse Watson Spiceland
Stanley Ford Thomas
Lawrence Allen Troutman
Frank Eugene Vaughn
Orlen Herman Wallace

Walter David Yehling

SUMMARY OF DEGREES, 1947

Graduate School

Degree of Master of Science in Education

	Men	Women	Total
June 13.....	12	2	14
August 8.....	5	0	5
September 5.....	1	1	2
	<hr/> 18	<hr/> 3	<hr/> 21

College of Education

Degree of Bachelor of Science in Education

	Men	Women	Total
June 13.....	71	63	134
August 8.....	41	47	88
September 5.....	3	8	11
	<hr/> 115	<hr/> 118	<hr/> 233

College of Liberal Arts and Sciences

Bachelor of Arts Degree

	Men	Women	Total
June 13.....	20	6	26
August 8.....	7	3	10
September 5.....	4	2	6
	<hr/> 31	<hr/> 11	<hr/> 42

Bachelor of Science Degree

	Men	Women	Total
June 13.....	17	2	19
August 8.....	9	0	9
September 5.....	1	1	2
	<hr/> 27	<hr/> 3	<hr/> 30

College of Vocations and Professions

Bachelor of Science Degree

	Men	Women	Total
June 13.....	13	1	14
August 8.....	5	1	6
September 5.....	1	0	1
	<hr/> 19	<hr/> 2	<hr/> 21
Totals	210	137	347

ENROLLMENT BY COLLEGES, 1947-48—Concluded

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals			
	M	W	T	M	W	T	M	W	T	M	W	T	
Spring, 1948.....													
Graduates.....										74	45	119	
Post-Graduates.....	2	4	6	0	1	1	2	1	3	4	6	10	
Seniors.....	125	121	246	78	11	89	33	4	37	236	136	372	
Juniors.....	241	109	350	134	11	145	98	9	107	473	129	602	
Sophomores.....	177	162	339	149	24	173	159	14	173	485	200	685	
Freshmen.....	178	178	356	156	30	186	183	38	221	517	246	763	
Unclassified.....	0	1	1	1	0	1	3	1	4	4	2	6	
Total Residence.....	723	575	1298	518	77	595	478	67	545	1793	764	2557	

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