

1951

1951-1953 Southern Illinois University Bulletin

Southern Illinois University Carbondale

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ANNOUNCEMENTS FOR

1952 - 1953



BULLETIN

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY
EMPLOYEE-CARBONDALE
SOCIETY

SEP 1 1953

DOCUMENTS AND
CORRESPONDENCE DIVISION



BULLETIN

**SOUTHERN
ILLINOIS UNIVERSITY**

Volume 46 • Carbondale, Illinois • July 1952 • Number 3

Announcements for

1952 - 1954

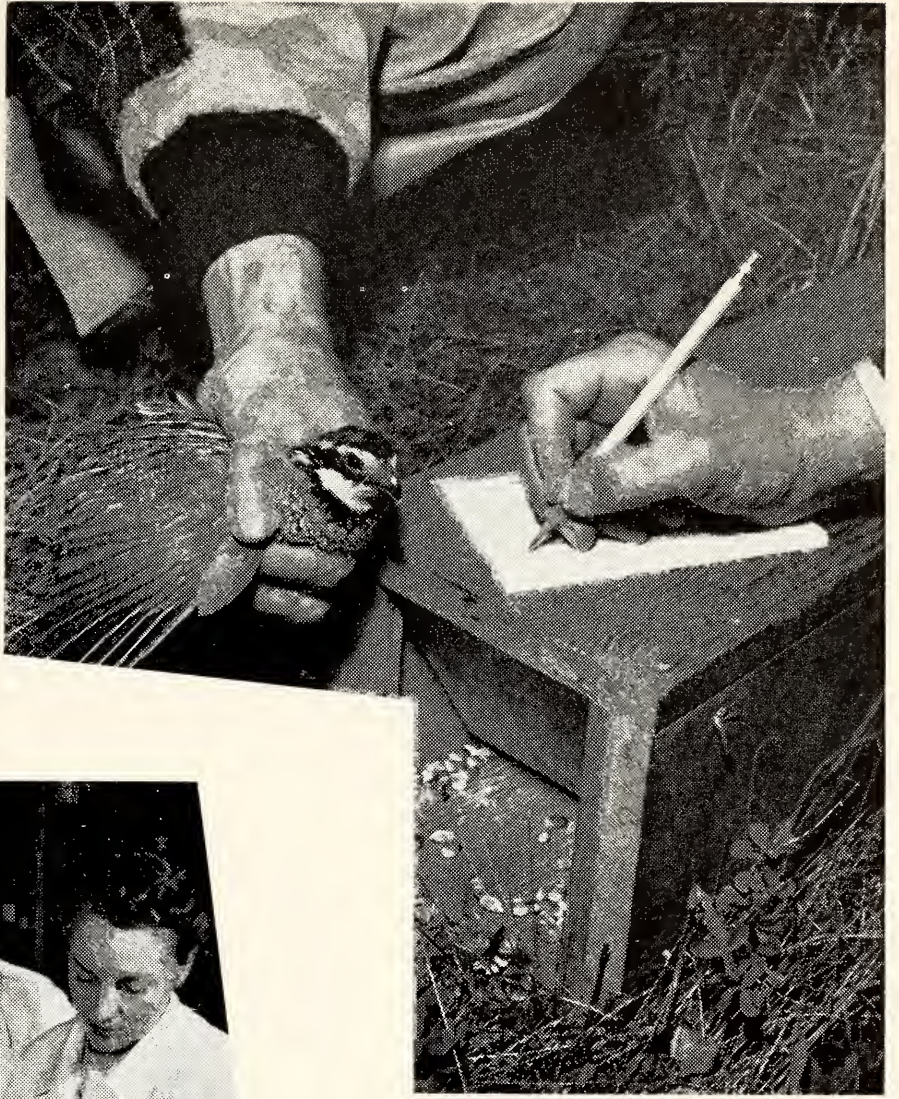
Undergraduate and Graduate Courses

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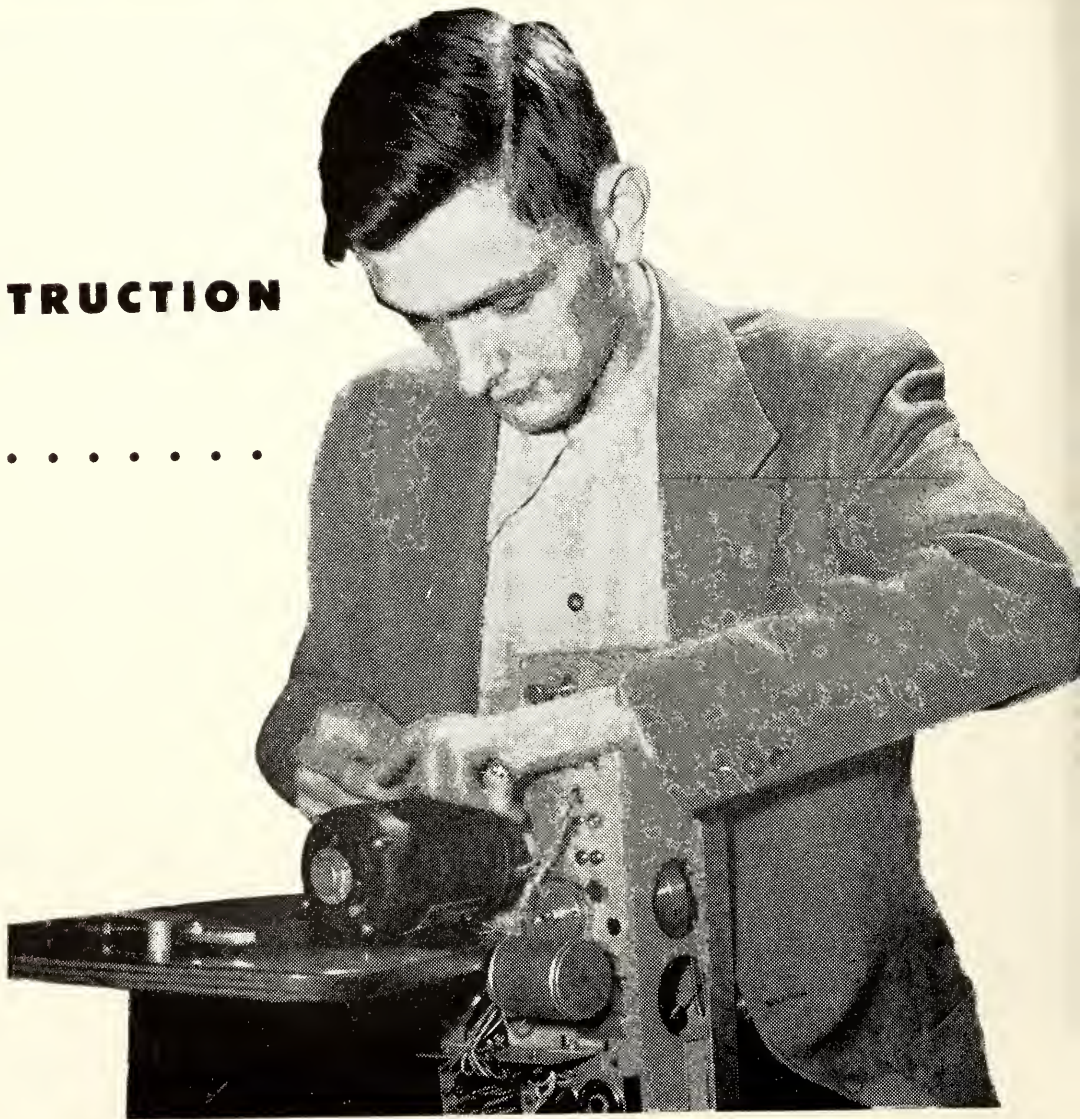
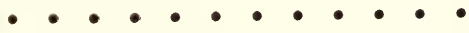


RESEARCH

.....



INSTRUCTION





..... **SERVICES**





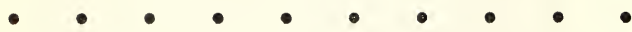
ACTIVITIES

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SOUTHERN
ILLINOIS
UNIVERSITY



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Centralia

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Metropolis

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Cobden

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Springfield

LOUISE MOREHOUSE,
*Administrative Assistant
to the Board*

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Division of Extension,
RAYMOND H. DEY, *Director*

Adult Education and
Vocational-Technical Institute
ERNEST J. SIMON, *Director*

UNIVERSITY CALENDAR

1953 - 1954

SUMMER SESSION

Session Begins
Independence Day Holiday
Final Examinations
Commencement

1953

Monday • June 15
Saturday • July 4
Thursday-Friday • August 6-7
Friday • August 7

FALL QUARTER

New Student Week
Quarter Begins
Thanksgiving Recess
Final Examinations

1953

• Wednesday-Sunday • Sept. 9-13
• Monday-Tuesday • Sept. 14-15
• Thursday-Friday • Nov. 26-27
• Tuesday-Saturday • Dec. 1-5

WINTER QUARTER

Quarter Begins
Christmas Recess Begins
Instruction Resumed
Final Examinations

1953 - 54

• Monday • Dec. 7
• Saturday, 10:00 p.m. • Dec. 19
• Monday, 8:00 a.m. • Jan. 4
• Tuesday-Saturday • March 9-13

SPRING QUARTER

Quarter Begins
Good Friday Holiday
Final Examinations
Commencement

1954

Monday • March 22
Friday • April 16
Monday-Thursday • June 7-10,
Saturday • June 12
Sunday • June 13

HOME COMING, Saturday — October 31

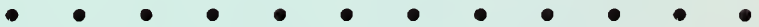
• • CALENDAR FOR 1953 • •

JANUARY							FEBRUARY							MARCH							APRIL							
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• • CALENDAR FOR 1954 • •

JANUARY							FEBRUARY							MARCH							APRIL							
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31																												
MAY							JUNE							JULY							AUGUST							
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
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30	31																											
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
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19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		
							31																					

General information



Location and Campus

History

Academic Standing

Southern Illinois University Foundation

General Offices and Councils

University Services

Location and Campus

Southern Illinois University is located in Carbondale, in Jackson County. The city is a railroad center and is easily accessible from all directions. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies four miles to the east.

The University campus, located at the southern edge of Carbondale, is at present undergoing extensive expansion. It now comprises more than 840 acres, and more tracts of land are to be added. The following large permanent buildings form the nucleus of the University's physical plant:

Old Main	1886	Gymnasium	1925
Altgeld Hall	1896	Parkinson Laboratory	1928
Wheeler Library	1903	McAndrew Stadium	1938
Allyn Building	1908	Power Plant	1949
Anthony Hall	1913	Service Shops	1951
Shryock Auditorium	1916	University School	1951

Several additional buildings are now under construction. These include the Life Science Building, Women's Dormitory (Woody Hall), and permanent buildings on the University farm.

In addition to the campus in Carbondale, there are 160 acres at the Little Grassy Lake Recreational Area, used as an outdoor education summer camp, and Southern Acres, in the former administrative area of the Illinois Ordnance Plant, where the Vocational-Technical Institute and a veterans housing project are located.

Until additional space is available, the University is making use of several dozen small temporary buildings. Some of these are converted residences; others were built originally as army barracks and have been transported to the campus for office, classroom, dormitory, apartment, and storage space. They will be given up as permanent space becomes available.

History

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

In 1874, the first building on the campus was completed, financed by state-appropriated funds and contributions from citizens of Jackson County. In the fall of that year, the first regular academic year for the school, 150 students were enrolled. The student population has increased steadily to over 3000 on campus and as many more off-campus.

For some years after its establishment, Southern operated as a two-year normal school. In 1907, it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943, after a vigorous campaign led by President Roscoe Pulliam, the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The action of the legislature led to establishing Colleges of Education, Liberal Arts and Sciences, and Vocations and Professions, offering the degrees of Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science. In 1947, the Bachelor of Music degree was approved, and in 1951 the Bachelor of Music Education. The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948, it was authorized to grant also the degrees of Master of Arts and Master of Science. In 1952, the degree Master of Fine Arts was added to the list. In recent years, extensive work in adult education has been organized.

The presidents of the University have been

Robert Allyn	1874-1892
John Hull	1892-1893
Harvey W. Everest	1893-1897
Daniel B. Parkinson	1897-1913
Henry W. Shryock	1913-1935
Roscoe Pulliam	1935-1944
Chester F. Lay	1945-1948
Delyte W. Morris	1948-

Academic Standing

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.

Southern Illinois University Foundation

The Southern Illinois University Foundation is a non-profit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills, and suitable forms for gifts and memorials, including bequests by means of life insurance. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are

President, Mr. Glenn Brown, Carbondale, Illinois*
 Vice-President, Mr. John L. East, Chicago, Illinois
 Executive Secretary, Mrs. Lois H. Nelson, Southern Illinois University
 Treasurer, Mr. Edward V. Miles, Jr., Southern Illinois University

*Deceased.

General Offices and Councils

The general offices of the University are the President's Office, the Registrar's Office, and the Business, Personnel, and Service Enterprises Offices. Attached to the President's Office are the Vice-President for Instruction, the Vice-President for Business Affairs, and the Legal Counsel and Assistant to the President. The Vice-President for Instruction is the general coordinator for the educational programs of the University. The Registrar and Director of Admissions is responsible to the President's Office through the Vice-President for Instruction. Responsible to the Vice-President for Business Affairs are the Business Offices which include the Business Manager's Office, the Accounting Office, the Purchasing Office, the Bursar's Office, and the Auditor's Office; the Personnel Office; and the Office of Auxiliary and Service Enterprises.

The President is assisted by a number of advisory bodies, including the University Council, which advises him on any matter of University-wide application; the University Council on Campus Development, which recommends policies and plans for the development of the University plant; the University Budgetary Council, which recommends both the annual internal budget and the biennial

budget request; and the Council on Intercollegiate Athletics, which exercises control over the athletic program of the University.

There are other University Councils, including the University Instructional Aids Council, which advises the Vice-President for Instruction concerning the programs of the University Library, the University Museum, the University Bookstore, the Audio-Visual Aids Service, and the University Statistical Service; the Faculty Council, which makes recommendations concerning the University curriculum, requirements for degrees, and admission of students (subject to the review of the University Faculty); the Graduate Council, which advises the Dean of the Graduate School concerning programs for advanced degrees; the Extension Council, which advises the Director of University Extension concerning off-campus instruction; and the Campus Journalism Council, made up of both students and faculty members, which concerns itself with the programs of various student publications such as the *Obelisk* and the *Egyptian*.

There is also a Secretary of the University Faculty, who serves as the University's record-keeper and parliamentarian.

General Administrative Offices

Office of the President

President Delyte W. Morris, Ph.D. (Iowa)	1948
Vice-President for Instruction Charles D. Tenney, Ph.D. (Oregon)	1931
Vice-President for Business Affairs George H. Hand, Ph.D. (Princeton)	1952
Legal Counsel, and Assistant to the President John S. Rendleman, J.D. (Illinois)	1951
Secretary to the President Lois H. Nelson, M.S. in Ed. (Illinois)	1948
Field Representative Lyle Jones	1951

Registrar's Office

Registrar and Director of Admissions Robert A. McGrath, Ph.D. (Iowa)	1949
Examiner Sue J. Eberhart, B.S. in Ed. (Southern Illinois)	1948
Admissions Officer Joan Robinson, B.S. in Ed. (Southern Illinois)	1951

Secretary of the Faculty

Elbert Fulkerson, M.A. (Illinois)	1932
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Business Office

Business Manager Edward V. Miles, Jr., A.M. (St. Louis)	1919
Assistant Business Manager Robert L. Gallegly, A.M. (Illinois)	1946
Purchasing Agent Cornelia L. Beach, B.S. in Ed. (Southern Illinois)	1937
Chief Accountant Warren E. Buffum, B.A. (Washington)	1950
Bursar Lucile H. Etherton	1949
Auditor Frank Dusek	1952

Personnel Office

Director and Supervisor of Non-Academic Personnel William Poore, M.A. (Illinois)	1952
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Auxiliary and Service Enterprises

Director Paul Isbell, M.S. (Illinois)	1952
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Councils

The University Council

D. W. Morris, <i>Chairman</i>	Willis E. Malone, 1954
Lewis A. Maverick, <i>Secretary</i> , 1953	W. C. McDaniel, 1954
Harold E. Briggs, 1953	Ted R. Ragsdale, 1953
Baker Brownell	William B. Schneider, 1953
I. Clark Davis	Burnett H. Shryock, 1953
George H. Hand	C. Horton Talley, 1954
Marshall S. Hiskey, 1953	Charles D. Tenney
Donald A. Inqli, 1953	

The Faculty Council

D. W. Morris, <i>Chairman</i>	Jesse C. Kennedy, 1955
Charles D. Tenney, <i>Vice-Chairman</i>	Paul Hunsinger, 1955
Elbert Fulkerson, <i>Secretary</i>	Douglas E. Lawson
T. W. Abbott	Leland P. Lingle, 1953
Orville Alexander, 1953	Bonnie Lockwood, 1953
Ledford J. Bischof, 1954	Willis E. Malone, 1953
Amos Black, 1954	William Marberry, 1953
Oliver W. Beimfohr, 1955	Robert A. McGrath, 1955
A. Frank Bridges, 1953	Ted R. Ragsdale, 1954
Van A. Buboltz, 1953	William Randle, 1953
Norman Caldwell, 1954	Victor Randolph, 1955
E. C. Coleman, 1955	Henry J. Rehn
Floyd F. Cunningham, 1955	Ernest J. Simon
Dorothy Davies, 1954	Elizabeth O. Stone, 1953
Raymond H. Dey	Willis G. Swartz
Troy W. Edwards, 1954	C. Horton Talley, 1955
Robert D. Faner, 1954	Max W. Turner, 1955
R. Jean Fligor, 1954	Kenneth A. Van Lente, 1953
Robert L. Gallegly, 1954	Walter B. Welch, 1953
Chalmer A. Gross, 1954	Charles B. Willard, 1953
Stanley E. Harris, 1954	William O. Winter, 1954
C. William Horrell, 1955	Charlotte Zimmerschied, 1955
Joseph K. Johnson, 1955	

The Graduate Council

Willis G. Swartz, <i>Chairman</i>	Clarence D. Samford, 1956
David T. Kenney, <i>Secretary</i> , 1953	Maude Stewart, 1953
T. W. Abbott, 1953	C. Horton Talley, 1956
Robert D. Faner, 1954	Charles D. Tenney
Charles L. Foote, 1955	W. J. Tudor, 1955
Victor Randolph, 1954	

The University Extension Council

Raymond H. Dey, <i>Chairman</i>	Maurits Kesnar, 1953
James F. Cannon, <i>Secretary</i>	Eileen E. Quigley, 1955
A. Frank Bridges, 1954	William B. Schneider, 1954
Floyd F. Cunningham, 1955	Charles D. Tenney
Joseph K. Johnson, 1956	Fount G. Warren, 1953
W. E. Keepper, 1956	

The University Instructional Aids Council

Charles D. Tenney, <i>Chairman</i>	Leo Kaplan, 1954
Winifred Burns, 1953	Mabel S. Lane, 1953
Florence Denny, 1954	Abraham M. Mark
C. William Horrell, 1954	Archibald McLeod, 1953
Donald A. Ingli	Robert H. Muller
J. Charles Kelley	Carl Trobaugh

The Council on Intercollegiate Athletics

D. W. Morris, <i>Chairman</i>	Glenn Martin
Orville Alexander, <i>Vice-Chairman</i> , 1956	Edward V. Miles, Jr.
T. W. Abbott, 1954	John Searing (Alumnus), 1953
Claude J. Dykhouse, 1953	W. J. Tudor, 1957
Robert Etheridge, 1955	Harry Evers (Student), 1953
Troy Hawkins (Alumnus), 1953	Cliff Karch (Student), 1953

The Campus Journalism Council

Jerry Fear, <i>Chairman</i> (Student), 1953	Charles Hubbard (Student), 1953
Donald R. Grubb, 1953	James Hogshead (Student), 1953
William H. Lyons, 1953	Dexter Peak (Student), 1953
Mae T. Smith, 1953	Dixiana Rast (Student), 1953

The University Council on Campus Development

D. W. Morris, <i>Chairman</i>	W. A. Howe
I. Clark Davis	Edward V. Miles, Jr.
J. Everett Etherton, 1953	Charles M. Pulley
George H. Hand	Charles D. Tenney

The University Budgetary Council

D. W. Morris, <i>Chairman</i>	W. C. McDaniel, 1954
Charles D. Tenney, <i>Vice-Chairman</i>	Edward V. Miles, Jr.
George H. Hand, <i>Executive Officer</i>	J. W. Neckers, 1954

University Services

STUDENT AFFAIRS OFFICE

Acting Director of Student Affairs I. Clark Davis, M.S. (Indiana), Dean of Men	1949
Acting Dean of Women Mildred Schrotberger, M.A. (Wisconsin), Assistant Dean of Women, Instructor	1952
Assistant Dean of Men Robert F. Etheridge, M.S. in Ed. (Southern Illinois), Instructor	1949
Instructor Loretta Ott, M.S. in Ed., (Southern Illinois)	1948

An integrated University program, designed to meet the intellectual, social, spiritual, and physical needs of students at Southern Illinois University, is the primary concern of the Office of Student Affairs.

Administratively, the office is headed by a Director who, in cooperation with the Dean of Women and the Dean of Men, coordinates the student personnel functions.

The Dean of Women is responsible for the welfare and character development of women students. In addition, she directs the over-all University housing program and the over-all University student-activities program.

The Dean of Men is responsible for the welfare and character development of men students. In addition, he directs the over-all University counseling program and student-welfare services.

The services of the Office of Student Affairs are designed to help the individual student develop his personal, vocational, and social abilities to the fullest extent. All staff members are available for discussion of any problems which may confront a student. They will consult with parents, guardians, instructors, and other interested parties regarding the progress of individual students.

Counseling Service

Assistant Professor Jack W. Graham, Ph.D. (Purdue) 1951

Students are encouraged to avail themselves of the Counseling Service which works in cooperation with the Student Health Service, the Guidance and Special Education Department, the Psychology Department, the Sociology Department, and other related departments. The staff members concern themselves with student development in areas which may be handicapping educational and personal adjustment.

This service is responsible for the administration and interpretation of group and individual tests of vocational and general aptitudes, personality, and interests.

Counseling with students undecided about their majors, counseling with students planning to withdraw from the University, and interviewing of all freshmen students are some other specific duties of this service.

To aid further in vocational planning, the Counseling Service has a file of selected pamphlets, monographs, and books catalogued to afford authentic information about vocational requirements, trends, and opportunities. This file is available in a special room in the Office of Student Affairs, which is open daily for the convenience of students.

Veterans Information. Counseling 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.

The veteran should go to the Office of Student Affairs for information concerning his benefits under federal and state laws; and for necessary directions for securing these benefits, for entering the University, and for consulting persons who will be concerned with his progress thereafter. The other office concerned in these functions is the Registrar's Office.

For information as to University credit for military experiences see page 40.

Military Service Information. One of the staff members has been designated as a Military Service Information Consultant for the University. An up-to-date file of literature and reports on all branches of the military service as well as of current information concerning college students selective service status is maintained.

Marriage Counseling. A staff member of the Sociology Department is available for conferences with students on pre-marital and marital problems. Appointments may be made in the Office of Student Affairs.

Student Special Services

Housing

Supervisor of Off-Campus Housing Mabel Pulliam	1945
Supervisor of Men's Residence Barracks William M. Rogge, M.S. (Wisconsin)	1951
Director of Anthony Hall Maxine Vogely, A.M. (Cornell) Instructor	1947
Supervisor of Veterans Housing Projects Ernest R. Wolfe	1948
Assistant Supervisor Carlton F. Rasche	1951

Single Students. Single men and women students at Southern Illinois University are housed in University operated residence halls, sorority houses, fraternity houses, organized houses, and private homes in Carbondale.

Students may not live in apartments without the permission of the Housing Office. Undergraduate students not living in homes with their parents or with relatives are required to live in homes approved by the University. All persons accepted as students are subject to the housing and social rules approved by the University.

Students may not move from approved houses within the term without the consent of the Housing Office.

Renting by mail has been found to be unsatisfactory. All students and their parents are urged to see the rooms before engaging them. The signing of written agreement forms which clearly define the terms on which rooms are rented is strongly urged. The University furnishes written agreements to all approved homes.

Lists of room vacancies in approved homes for both men and women may be secured from the Housing Office. All requests for housing information should be addressed to the Office of Student Affairs.

University Housing. Each residence hall operated by the University is staffed by professionally trained head residents. A well-rounded social education program is provided in addition to an emphasis on excellent study conditions.

Students who anticipate living in the residence halls should realize that they are participating in more than just a housing project. The halls are largely self-governed, and the students provide many of the facilities for themselves, such as stores, work shops, recreational equipment, and other means of leisure-time activity.

Application forms for University residence halls may be secured from the Office of Student Affairs or the Office of Auxiliary and Service Enterprises. Each application is to be accompanied by a five dollar deposit. The University reserves the right to change the rates quoted for University housing, should it become necessary.

The Women's Residence Hall (Woody Hall) is a new four-story structure located on the corner of University and Grand Avenues designed to provide comfortable living quarters and dining facilities for 422 women students. The rate for room and board will be approximately \$15 per week. Lounge areas and recreation rooms are ample and provide excellent group living experiences for women students.

Anthony Hall, formerly a residence hall for women, is to be converted to a Men's Residence Hall and is to be ready for occupancy in September, 1953.

Large lounges, dining hall, and recreation rooms are features of this hall. The rate for room and board will be approximately \$15 per week.

Men's Residence Halls are located on the southeast part of the campus. These temporary buildings were completed early in 1952 to accommodate 184 men.

Each building has room for 22 men and the housefellow, who is a graduate student selected for his leadership and scholarship.

Room rates are \$3.50 a week for double rooms and \$4.00 a week for a single room.

Married Students. Every effort is made to help married students obtain satisfactory accommodations. One hundred and five two-bedroom apartments have been constructed on Chautauqua Street and are available to veterans only, at \$35.00 per month. This price includes all utilities.

Ninety-five apartments, ranking in size from one to three bedrooms, are located at the Ordnance Plant Project, ten miles east of Carbondale. Rent on these apartments ranges from \$32.50 to \$42.00 per month, according to size.

A University bus furnishes transportation to the campus and meets all class schedules. School buses pick up children for kindergarten and grade schools in Carterville. A nursery school is operated cooperatively by the mothers in the Project's Recreation hall.

Veterans preference is observed in this project also; however, non-veteran married students are accepted when available apartments are not needed for veteran applicants.

Applications for quarters in either project should be addressed to the Supervisor of Veterans Housing Projects. Requests for married students' living accommodations in Carbondale should be addressed to the Supervisor of Off-Campus Housing.

Student Employment

Instructor Alice P. Rector, M.S. in Ed. (Southern Illinois)

1946

The Student Employment Office assists students in obtaining employment to defray a portion of their educational expenses as well as to gain experience. Since it is impossible to guarantee work to every applicant, prospective students who expect to earn 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 three months. Students who expect to earn a large part of their expenses should plan to carry a reduced academic load. The Office concerns itself with job opportunities as follows:

(a) Students employed on campus are paid according to an established schedule, in which rates are based upon off-campus experiences as well as upon the number of years of satisfactory service to the University. Employ-

ment by the University on a part-time basis is provided for some 400 or more students in the following fields: clerical, typing, and stenographic; library, laboratory, and museum; research and survey; agricultural and gardening; janitorial, maintenance, and repair; police and security; and miscellaneous jobs.

(b) Private employment is sometimes obtained by the students themselves, but the Student Employment Office receives calls for temporary or part-time jobs in the community and area and offers these to interested students. These calls are continuous throughout the year and usually require immediate placement.

(c) Students are assisted in finding summer jobs at resorts, in governmental agencies, in business, and on farms, in order that they may gain additional experience and provide themselves with funds for the following school year.

Requests for student-employment application forms should be sent to the Student Employment Office.

For information as to assistantships for graduate students, see page 187 or write to the Dean of the Graduate School.

Awards, Scholarships, Loans, and Benefits

Scholarships and loans are available to students at Southern Illinois University. The following information is a summary of the various funds which are available. Unless otherwise specified, applications and more information may be obtained from the Chairman, Scholarships and Loans Committee, Office of Student Affairs, Southern Illinois University, Carbondale, Illinois.

Awards and Scholarships

Helen Shuman Scholarship for Graduate Women. The American Association of University Women awards a scholarship of \$150 to a woman graduate of Southern who does graduate work at Southern Illinois University. Applications should be made by March of each year to the A. A. U. W. Scholarship Committee, or to the Dean of Women's Office.

B'nai B'rith Federation Scholarship Exchange Fund. The B'nai B'rith Federation awards a scholarship to a native of Israel who has attended an institution of higher learning in that country and who wishes to attend Southern Illinois University, or to an American citizen who will attend an Israeli institution of higher learning. Neither race nor creed is to be a governing factor in making the selection. Each recipient of this scholarship shall receive up to \$2000 per academic year as needed and as approved by the Scholarships and Loans Committee of Southern Illinois University.

Business and Professional Women's Club of Carbondale Scholarship. An award of \$100 is given annually to a freshman woman student at Southern Illinois University who has been graduated from one of the high schools in Carbondale. The award is based on merit and need.

The Fourth Object Scholarship Fund of District 216 Rotary International. This fund 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 Latin-American students who desire advanced study in any phase of education, and who are scholastically acceptable to Southern Illinois University, and who are approved by the Fund's Administrative Committee.

The Illinois Educational Benefit Act. This 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, 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 nor more than twenty-two years of age are eligible to receive these benefits. Application

should be made to the Director of the Department of Registration and Education, Springfield, Illinois.

The Thelma Louise Kellogg Scholarships. The Southern Illinois University Foundation awards two or more scholarships from the funds given to the Foundation by the late Miss Kellogg, who was a member of the English Department at Southern. The scholarships are restricted to English majors who are recommended by 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 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 Scholarships and Loans Committee of the University.

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 Prize. An annual prize of \$10 is granted to the senior graduating with the highest scholastic standing from the College of Liberal Arts and Sciences.

The Normal School Scholarships. 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 third of their graduating classes are certified by the principals to county superintendents, who transmit these names to the Superintendent of Public Instruction. The Superintendent, in turn, may award scholarships to the highest ranking graduates who signify their intentions to prepare to teach in the Illinois Public Schools. The value of each scholarship is about \$320 for four years. This covers the student's tuition, activity, and other fees, but does not include laboratory supplies and materials used. Holders of these scholarships must apply for admission to the University not later than August 15, of the year in which the scholarship is awarded. If a scholarship holder does not register for the next regular term following receipt of the scholarship, or, having registered, if he withdraws from the University, he forfeits his scholarship. Any student holding a scholarship who satisfies the President of the University that he requires leave of absence for the purpose of earning funds to defray his expenses while in attendance or on account of illness may be granted such leave and allowed a period of not to exceed six years in which to complete his course at the University. A forfeited scholarship may be issued to the next highest ranking student as shown on the list submitted to the Superintendent of Public Instruction.

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

Plumbers and Steamfitters Local Union 160 Scholarship. A scholarship fund was set up by the local union in the fall of 1952 to assist students of Southern Illinois to secure a higher education. The award of \$100 per year is to be awarded to an applicant who is a resident of Southern Illinois, selected by the Southern Illinois University Scholarship and Loans Committee with the approval of the Local Union, or upon recommendations of the Local Union. The recipient is selected on the basis of scholastic achievement and financial need.

The William Pulverman Memorial Scholarship. This scholarship has been established by the parents and sister of the late Lieutenant William Pulverman, who was killed in action in Holland on September 21, 1944. The scholarship, valued at \$100, is granted to a male student at this University. The recipient is selected on the bases of his academic record in high school, his qualities for leadership as shown in high school, and his need.

The Betty Rhodes Memorial Scholarship. The Alpha Delta Chapter of Delta Sigma Epsilon sorority 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 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 women students who desire to attend the University but who are unable to do so without financial assistance. The funds are used as tuition scholarships.

Educational Fund, B. P. O. of E., Club 1243, Carbondale, Illinois. Club 1243, Carbondale, Illinois, of the Benevolent and Protective Order of Elks has established a scholarship to be granted to a male student at Southern Illinois University. The award is for \$600 for one year. The selection of the recipient is based on scholastic aptitude, qualities of leadership, and financial need.

Robert Wichmann Memorial Scholarship. The Alpha Sigma Chapter of Sigma Tau Gamma fraternity has established the Robert Wichmann Memorial Scholarship to be granted to an entering freshman male student at Southern Illinois University. The recipient must have been graduated from a high school in the city of East Saint Louis, Illinois, and will be selected upon the basis of achievement in high school and upon financial need. The award of \$80 is granted in three installments, one at the beginning of each quarter.

Woman's Relief Corps Scholarship. This annual scholarship, established by the Illinois Department of the Auxiliary of the Grand Army of the Republic, is available to junior students at this University and is valued at \$300. The recipient is selected on the basis of scholastic attainment and need.

Air Force ROTC Awards. Awards are presented to outstanding students in the Air Force ROTC unit at Southern. These presentations include Air Force Association Medal, Board of Trustees Medals and Cup, Reserve Officers' Association Medals, Chicago Tribune Medals, and the Armed Forces Chemical Association award.

Further information concerning the basis for presentation may be secured from the Professor of Air Science and Tactics, Southern Illinois University.

Qualified male students selected for the Advanced AF ROTC Course receive approximately \$27.00 per month at the rate of \$.90 a day for a maximum of 595 days. At summer camp, normally attended between the junior and senior years, they receive \$75 per month including board, room, and clothing. Travel pay to and from camp at the rate of \$.05 per mile is also furnished. During the two year period of the Advanced AF ROTC program plus summer camp, each qualified student receives approximately \$600. See Air Science and Tactics, page 49.

The Springerton American Legion Post No. 1126 Wildlife Conservation Scholarship. A junior, senior, or graduate student who is majoring in Wildlife Management is eligible for the scholarship of \$100. The recipient is selected on the basis of need, academic record, and fitness for work in wildlife conservation.

The Presser Foundation Music Scholarships. Scholarships totaling \$250 are available for students majoring in music at the University. The recipients will be selected on the basis of good character, satisfactory academic record, and musical ability.

P. T. A. Special Education Scholarship. The Illinois Congress of Parents and Teachers has provided funds to make available this \$250 scholarship. The scholarship is granted to a junior, senior, or graduate student in training to teach exceptional children in the public schools of Illinois. Selection is made on the basis of interest in special education, personal adjustment, academic and occupational potential, and need.

The Joe Dougherty Award. This fund has been established by the Beta Chi chapter of Tau Kappa Epsilon fraternity. It is awarded in the Spring to a male third-term sophomore. The recipient must also be a non-fraternity, non-scholarship holding student who ranks high in his class.

President's Awards. The President's Awards have been established by Delyte W. Morris, President of Southern Illinois University. A senior student who has demonstrated high potential in social leadership, self-discipline, intellectual

growth, and ambition is to be selected from among the June and August candidates for baccalaureate degrees in each academic department of the University. On the basis of recommendations of departmental faculty members, recipients of the recognition will be recommended by the Scholarships and Loans Committee to the Southern Illinois University Foundation, which will present the awards.

As funds are made available, activity scholarships will be awarded to students who participate in various University activities such as music, dramatics, athletics, speakers' bureau, debating, and student journalism.

Loans

The Carbondale Lions Club Loan Fund. This fund makes available each year sufficient financial aid 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 obtain employment not later than the September following the date of the loan.

H. H. Nooner Student Assistance Fund. A fund has been established by Mr. H. H. Nooner, Carbondale resident and businessman. This fund is available to students who are in need of financial assistance in order to continue their education. The amount to be allowed a given student and the terms of the agreement are decided by the Director of Student Affairs and the Scholarships and Loans Committee upon investigation of individual circumstances.

The Carbondale Rotary Club Loan Fund. 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 the University course. Loans are available in units of \$50 a term and are repayable without interest within five months after the applicant has secured gainful occupation. Selection of applicants is based on financial need, character, scholastic standing, and qualities of leadership. Application should be made to Dean T. W. Abbott of the College of Liberal Arts and Sciences, a member of the Rotary Loan Committee.

William and Mary Gersbacher Student Loan Fund. A memorial loan fund of \$500 has been established in honor of William and Mary Gersbacher. Loans may be obtained by the students in the same manner as are loans from the University Loan Fund.

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. Money from this fund 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 the Chairman of A. A. U. W. Loan Committee, Miss Charlotte Zimmerschied.

The William McAndrew Memorial Student Loan Fund. Friends and former students of the late William McAndrew, Athletic Director at Southern from 1913 to 1943, have established a fund in his honor. The loans made from this fund shall be restricted to students who are participating in athletics, and who are recommended by the Director of Athletics. These loans shall be made under such regulations as govern other student loan funds of the University.

The Petty Loan Fund. Loans for amounts not to exceed \$5 for short periods of time will be made to students by the Office of Student Affairs. This loan fund (totaling \$150) is available for student emergencies of a minor nature.

The Henry Strong Educational Fund. A national organization with offices in Chicago, Illinois, has been established to grant loans to worthy college students. This organization, the Henry Strong Educational Foundation, has helped many students at Southern Illinois University. Recipients must be juniors or seniors or must be sophomores in the upper third of their class. The amount of the loan is dependent upon the needs of the individual.

25th District, Illinois Federation of Women's Clubs Student Loan Fund. Students at Southern Illinois University have the privilege of applying for a loan from this organization. Loans up to \$400 may be obtained, dependent upon

need and merit. Any student is eligible to apply for benefits from this loan fund. There is no interest charged until after graduation, and the loan may be repaid in installments if necessary.

The University Loan Fund. A maximum loan of \$50, for periods up to ninety days, is available to any student who has established a satisfactory record for at least one term at Southern Illinois University. The borrower must furnish two recommendations before receiving the loan.

The Lucy K. Woody Student Loan Fund. A fund has been established to honor Miss Lucy K. Woody, Professor Emerita of Home Economics. This fund of \$350 is restricted to loans made to home-economics students recommended by at least two members of the Home Economics Department under such regulations as govern other student loan funds of the University.

Benefits

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 any representative of the Board.

Federal Assistance for Veterans of Military Service. Educational benefits for most veterans of World War II have lapsed. A limited number of veterans of World War II, however, may still obtain training under the Serviceman's Readjustment Act (Public Law 346 or "G. I. Bill"), provided such training is applied for within four years after a discharge which is other than dishonorable, and provided the discharge has been since July 25, 1947. No training under this law may be obtained after July 25, 1956. A person having a service-incurred disability may qualify as a recipient of benefits under Public Law 16 or 894, the latter being an amendment to Public Law 16. Public Law 16 is intended for veterans who received their disability between September 16, 1940, and July 25, 1947, while Public Law 894 is intended for veterans who received their disability between June 27, 1950, and an unestablished date in the future. Under Public Laws 346, 16, or 894 the veteran's tuition, fees, special equipment and supplies, and subsistence will be paid for by the United States Government through the Veterans Administration.

Persons who were in active military service on June 27, 1950, who have served at least ninety days, and who have been discharged under conditions other than dishonorable may be eligible for educational benefits under the Veterans Readjustment Assistance Act of 1952 (Public Law 550 or "Korean G. I. Bill"). Veterans eligible for training under both Public Law 346 and 550 may not receive more than a maximum of forty-eight months training. Maximum training under Public Law 550 is thirty-six months or four school years, figured at the rate of one and one-half days of training for each day of service. A veteran must initiate his training by August 20, 1954, or within two years after discharge, whichever is later. Eligibility stops seven years after discharge. Only one change in program is allowed under Public Law 550, so that a veteran should be extremely careful in filling out his application for training form. A veteran enrolled in a full-time course will receive a monthly education and training allowance amounting to \$110.00 with no dependents, \$135.00 with one dependent, and \$160.00 for more than one dependent.

It will be the veteran's responsibility to arrange for tuition, books, supplies and subsistence costs from this allowance.

Application forms and more complete information concerning these benefits may be obtained from the Office of Student Affairs, Southern Illinois Uni-

versity; the Veterans Administration; or the Illinois Veterans Commission. Veterans should apply for training prior to enrolling.

Illinois Military Scholarship. Any person who served in the Armed Forces of the United States during World War I or World War II (including all service between September 16, 1940, and an undetermined date to be established in the future) may be eligible for the benefits of the Illinois Military Scholarship. To be eligible a person must have been (1) a resident of the State of Illinois at the time of entering the service; or, if not an Illinois resident, a student at Illinois State Normal University, Northern Illinois State Teachers College, Eastern Illinois State College, Western Illinois State College, Southern Illinois University, or the University of Illinois, at the time of his enlistment or induction; and (2) honorably discharged.

Under (1) above, the scholarship is awarded for four years, or for sufficient time to enable the veteran to complete his course of study at an institution, provided it does not exceed four years of gratuitous instruction.

A military scholarship will be awarded only to those possessing all necessary entrance requirements of Southern Illinois University, at the time of application. The scholarship may be used for study in residence or extension at this University. The approximate value of this award for a four-year period is \$320.

Requests for the military scholarship should be directed to the Registrar, and the request should be accompanied by a copy of the discharge.

The Governor's Committee for Veterans Rehabilitation and Employment. This Committee will assist any veteran but gives aid primarily to ex-service men and women with impaired health or with limited physical abilities. Such persons may receive, at state expense, vocational training and education, plus health restoration treatments and prosthetic appliances. After proper training, they are given assistance in obtaining employment.

Lectures, Entertainments, and Exhibits

The Committee on Lectures and Entertainment and the Carbondale Community Concert Association bring to the campus a series of lectures, concerts, and other artistic performances which are presented in Shryock Auditorium throughout the year.

During the 1951-52 season, for example, such outstanding features as the Longines Symphonette; Columbus Boys Choir; Rudolf Serkin, pianist; Frances Bible, mezzosoprano; Edgar A. Mowrer, foreign correspondent; Emily Frankel and Mark Ryder, modern dance; and the Jose Limon Dance Company were included in the program.

Planned for students and area residents, the series brings the finest in cultural entertainment to Southern. Students are admitted to these events on their activity tickets.

In addition, musical and dramatic presentations by student organizations and individual students are offered to the public at various times throughout the year.

Regular concerts are given by the Southern Illinois Symphony Orchestra, the Symphonic Band, the University Choir, and the Madrigal Singers. Properly qualified students are presented from time to time in solo recitals.

In the Christmas season, a performance of Handel's oratorio *The Messiah* is given in Shryock Auditorium by the Southern Illinois Oratorio Society, made up of students and singers of southern Illinois, guest soloists, and the Southern Illinois Symphony Orchestra.

Dramatic productions are presented by the Little Theatre. This group offers to all students opportunities for practical experience in every phase of dramatic production: acting, stagecraft, costuming, lighting, publicity, and business. Some of the plays presented in recent years have been *The Silver Cord*; *Goodbye, My Fancy*; *Medea*; *Born Yesterday*; and *Blithe Spirit*.

The Department of Art schedules constantly-changing exhibitions of paintings, sculpture, crafts, photographs, and prints in its Gallery in the Allyn

Building. Lectures, demonstrations and teas are given in the Gallery and the Department in connection with each exhibition for students, faculty, the community, and the area. Visitors and school groups are always welcome.

Student Activities

Supervisor of Student Activities Elizabeth Greenleaf, D.Ed.
(Indiana), Assistant Professor

1952

The University encourages a broad student activity program with opportunities for all students. The range of activities includes departmental clubs, service groups, pre-professional and professional organizations, interest and hobby groups, religious groups, honoraries, national and local professional fraternities, social fraternities for men and for women, and housing groups. General information about these groups is given in the handbook, *Southern Style*, which is available for all students.

Groups and individuals may receive assistance in planning, conducting, and evaluating activities and programs. Additional information may be obtained from the Office of Student Affairs.

Student Government—Each year the student body elects four members (two men and two women) from each class to serve on the Student Council. The Council is the official organization designated to represent the students in matters of student welfare, student activities, student participation in University affairs, student participation in University planning and administration, and student opinion. The Council provides for the election of all student officials designated to manage or direct official student activities and for the appointment of all student representatives in cases where student representation is provided for on University faculty committees.

Social Senate — The Social Senate is the official social arm of the Student Council. It is an organization made up of two representatives from each of the following student organizations: Panhellenic Council, Inter-Fraternity Council, Alpha Pi Omega, Girls' Rally, Independent Student Association, Womens' House Council, and Student Council. The Student Council also appoints one delegate-at-large. This organization coordinates and plans student social activities and approves petitions for student sales.

Student Union — The Student Union, located on Harwood Avenue, is the focal point of student activity and is open to all students. In the building are student offices, kitchen, club rooms, and lounge rooms. Radio, phonograph and records, cards, chess, and table games are available. A special feature is the "Books for Living" collection which is available for immediate reading or for checking out. The program of the Union is planned by student committees, on which anyone interested may serve.

Student Religious Life — The many churches of Carbondale take an active interest in the religious life of the students, encouraging them to affiliate with a congregation of their choice during their residence at the University, and offering special programs of religious activities keyed to the interests of student groups. Religious foundations are in active operation near the campus. Their programs give opportunity for religious fellowship and sociability. Some groups hold daily chapel services. Also at two foundations, courses of study are offered for which the University accepts certain credits toward graduation.

Each year a "Religious Emphasis Week" is held. During this period visiting speakers discuss the personal, social, and cultural values of religion from a non-sectarian viewpoint.

New Student Week — All entering undergraduate students are expected to attend the New-Student Week at the University, held at the beginning of each academic year. The purpose of the program is to give entering students at Southern an opportunity to adjust themselves to their new environment and to acquaint themselves with classmates before classes actually begin. This planned activity provides basic information about the campus, the academic program, the customs and traditions of Southern, and the role and responsibilities of the individual as a University student.

University Health Service

Director Anthony J. Raso, M.D. (Washington University) 1950

The primary purpose of the University Health Service is to cultivate in students both physical and emotional health.

The most helpful basis for aid comes from the student's individual health folder, for which the Health Service collects all available data. Blank forms are sent to the student applying for admission to the University. One of these, the medical-history record, the student will process, in accordance with the enclosed specific instructions and with the assistance of parent or guardian. The other, the home-physician's record, will contain that physician's findings, based upon his thorough examination of the prospective student. Later, during orientation, the student will receive supplementary physical tests not included in his home examination. Results of these tests; all records of specialized examinations, immunizations, illnesses, and treatments; and all accounts of emotional upsets, of necessary communications with home physician or specialists, or of any other health matters will be entered into a personal health folder and will be kept available for consultation and reference during the student's entire attendance at school.

Other functions of the Health Service are supervision of environmental factors which could become health hazards, and immunization against disease.

Students are encouraged to call at the Health Service when any physical or emotional condition arises to interfere with progress. Treatment will be given, or, if necessary, the student referred immediately to a hospital, clinic, or specialist, for expert treatment. When hospitalization is needed, the student is placed in the hospital of his choice; and the cost, within a reasonable limit, is covered by the item termed "Hospitalization," included in the Activity Fee required of each student.

The staff of the Health Service consists of qualified, full-time physicians and registered nurses.

Area Services Office

Director Baker Brownell, A.M. (Harvard) 1952-1953

Associate Director William J. Tudor, Professor, Ph.D. (Iowa State) 1948

Assistant Professor Buren C. Robbins, M.A. (Iowa) 1949

As the only fully-accredited institution of higher learning in the Southern counties of Illinois, Southern Illinois University has special obligations to its region and therefore attempts to make its facilities available to various community, county, and regional groups. This work is carried on through the Area Services Office and its affiliated offices (the Information Service, the Placement Service, and the Alumni Office).

Meetings and conferences on the campus that are under the sponsorship of responsible off-campus organizations and groups are arranged through the Area Services Office. In addition, the office arranges to take out into the communities of the area various programs, activities, and resources of the University which may be useful to the citizens of Southern Illinois.

The Area Services Office is not, however, to be confused with the Divisions of Extension and of Adult Education, which conduct the off-campus instructional activities of the University.

Radio—The University is equipped with complete and technically professional radio studios, in which a large number and variety of radio programs, from all departments of the University as well as from the Southern Illinois community, are produced under the auspices of the Area Services Office. These air shows, utilizing the talents of students, University staff members, and citizens of the area, are designed for both information and entertainment and are broadcast over about eight of the Southern Illinois area radio stations on regular schedules.

In charge of this radio activity is a full-time staff member with professional radio experience. Complete training is furnished in all aspects of radio: announcing, radio acting, writing, production and studio procedures, as well as technical phases. Every attempt is made to simulate actual professional station operational

conditions. In order to participate in this radio work a student need not necessarily pursue courses in radio or in speech. Periodic auditions are held, and participants are welcomed from all departments of the University.

Alumni Office

Acting Director John Robert Odaniell, B.S. in Ed.
(Southern Illinois)

1951-1953

The Alumni Office keeps address and personal information files and serves as the headquarters for the Alumni Association. The Association is the general organization of the graduates and former students of Southern Illinois University.

Any person who has attended Southern for as much as one term is eligible for membership in the Association. Annual dues are \$2.00, and life membership can be obtained for \$50.00, payable, if desired, in ten annual installments. The Southern Alumnus, News Bulletin and Magazine editions, are published by the Alumni Office. The Magazine is published for the dues-paying members of the Association; the News Bulletin is sent to all alumni.

In addition to the general Association, there are local Alumni Clubs in Illinois, throughout the country, and in Honolulu. These clubs serve as a nucleus to renew memories and loyalties to the Alma Mater, to keep abreast with progress and development of the University, and to join with the Alumni Association and its programs in a continuous effort to promote the advancement, usefulness, and prestige of Southern.

Women graduates of Southern Illinois University are eligible for membership in the American Association of University Women. Graduate women students enrolled in this University who hold a degree from this institution or an approved degree from another school will be welcomed as members of the Carbon-dale Branch of A. A. U. W.

For information, address the Director of the Alumni Office, Southern Illinois University.

Information Service

Director William H. Lyons, M.A. (Colorado)

1951

The Information Service is the official news agency of the University. It was established to serve both the students and the University through the dissemination of news and items of general interest to newspapers and other publications. The primary purpose of the Service is to keep the people of Illinois informed of the activities of the University, and to make known the achievements of the students and staff.

Placement Service

Director Roye R. Bryant, Ed.D. (Washington University)

1948

Professor Willis G. Cisne, A.M. (Chicago), Emeritus (1945)

1916

The Placement Service is maintained for the benefit of students, graduates, and others who have attended the University, and who desire to find employment in the teaching field, in the professions, or in business. It also serves employers by helping them locate personnel.

The facilities of the Placement Service are free to candidates seeking positions, as well as to employers. Each degree candidate is requested to register with the Placement Service during the Fall Quarter. This cooperation will aid the record-keeping function as well as the placement function of the office. Credentials are sent to prospective employers at the request of either the candidate or the employer.

The Placement Service is a member of the National Institutional Teacher Placement Association, the Illinois Institutional Teacher Placement Association, the Midwest College Placement Association, and the Association of School and College Placement.

Inquiries should be addressed to the Director of the Placement Service.

University Libraries

Director Robert H. Muller, Ph.D. (Chicago), Professor	1949
Assistant Director E. Opal Stone, M.S. in L.S. (Illinois), Assistant Professor	1929-1936; 1946
Assistant Professor Dorothy E. Heicke, M.A. in L.S. (Illinois)	1947
Assistant Professor Ruby Kerley, A.M. in L.S. (Michigan)	1935-1942; 1948
Assistant Professor Grace E. Kite, M.A. (Columbia)	1941
Instructor Zella Cundall, B.S. in L.S. (Illinois)	1946
Instructor Golda D. Hankla, M.A. (Illinois)	1938
Instructor John G. W. McCord, B.S. in L.S. (Illinois)	1951
Instructor Mary Belle Melvin, B.S. in L.S. (Illinois)	1947
Instructor Kent U. Moore, A.M. (Columbia)	1952
Instructor Marjorie W. Stull, B.S. in L.S. (Illinois)	1942

The University Libraries consist of 133,183 volumes, which include bound government documents, bound periodicals, and books. At present, 1536 periodical subscriptions, 66 newspaper subscriptions, and six additional newspapers in microfilm or microcard editions are regularly received. In 1951, 14,101 volumes were added to the library. Over \$40,000 a year is currently being spent for the purchase of books, periodicals, and binding.

Branches of the University Library include the University School Library (for elementary and high school students) and the Education Library. The latter contains as one of its divisions a Curriculum Collection consisting of 2485 books and 6500 pamphlets. Books and periodicals in the Education Library, as well as in the Reserve and Reference collections, are on open shelves.

The University Library has long been designated as an official depository to receive the publications of the United States government. It is also a depository for the Army Map Service, from which source the library has received approximately 50,000 maps and related materials. In 1951, the library also became a depository for printed documents of the State of Illinois.

In addition to the collection of books, periodicals, pamphlets, phonograph records, and maps, the resources of the library are being augmented by microfilms, microcards, and musical scores.

Among the more recently established services of the library are a collection of approximately 300 long-playing phonograph records, which may be borrowed for home use, and an up-to-date open-shelf circulating collection of about 1000 books, housed in the Student Union.

A special area is provided as a study room for graduate students and faculty members. A quonset hut, which was erected during the summer of 1949, has increased book storage capacity by 40,000 volumes.

Site preparation for the construction of the first unit of a modern library building was begun in 1950. The finished building will be modular in design and completely air-conditioned; and will accommodate 350,000 volumes and 1250 readers.

Clint Clay Tilton Library

In 1944, the late Clint Clay Tilton, then a retired newspaper publisher of Danville, Illinois, gave to the University his entire library, including furnishings as well as books, plaques, pictures, and busts. Mr. Tilton was a well-known collector of Lincolnia and Americana. To the original gift, comprising 2100 items, have been added, by other donors and by purchase, more than seven hun-

dred volumes and other items, dealing principally with Lincoln, the Civil War period, and regional history.

Perhaps the most prized item recently acquired is a set of seven documents on the life of Gen. Joseph B. Plummer, Civil War general. These consist of Gen. Plummer's West Point diploma, dated 1841, and his six commissions, signed by Presidents John Tyler, James K. Polk, Franklin Pierce, Gov. Gambill of Missouri, and Abraham Lincoln. The commissions also bear the signatures of Secretaries of War Jno. Bell, Jefferson Davis, and Edwin M. Stanton.

This collection is housed in Room 206, Old Main, a room also occasionally used for seminars in history. Students, faculty members, and the general public are invited to make use of the facilities of the Tilton Lincoln Library.

The University Bookstore

Manager J. Carl Trobaugh, B.S. (Southern Illinois) 1942

The University Bookstore is an auxiliary enterprise which has as its purpose to provide school supplies to the students and staff of the University. It also operates a textbook rental system for the benefit of students.

Museum

Director J. Charles Kelley, Ph.D. (Harvard), Professor	1950
Instructor John W. Allen	1942
Instructor William J. Shackelford, M.A. (Texas)	1950
Instructor Loraine L. Waters, M.S. in Ed. (Southern Illinois)	1947
Research Assistant Irvin M. Peithman	1950
Assistant Instructor Esther V. Bennett, B.A. (Women's College North Carolina)	1949

The Southern Illinois University Museum is located at present on the third floor of Parkinson Laboratory. In the near future it will be moved to new and relatively spacious quarters in the Altgeld Hall. At that time all of the present exhibits will be renovated and reorganized to illustrate one central theme.

The Museum is dedicated to research and exhibition in all fields of natural and social science. The central theme of both research and exhibition is the human occupancy and natural environment of Southern Illinois. Exhibits in the new museum quarters will portray the physiography, climate, and wild life of the region, together with the various ways of life developed throughout the ages, by Indians, pioneer Americans, and modern citizens.

The Museum now has collections totaling more than 12,500 items in the field of the natural sciences, including specimens pertaining to such studies as herpetology, mammalogy, ornithology, paleontology, mineralogy, and botany. In the social studies collections are included several thousand artifacts representative of pioneer American life in Southern Illinois, many rare books and miscellaneous documents of historical interest, and archeological specimens illustrative of many of the prehistoric Indian cultures of the region.

In the field of history, pioneer life is vividly portrayed by a series of twenty miniature dioramas as well as by larger displays which feature pioneer arts and crafts. Other dioramas depict the wild life of Southern Illinois in its natural habitat. A small "live museum" is maintained, in which fishes, reptiles, amphibia, and rodents are exhibited from time to time. In the field of art, the wood carvings of Fred Meyers have attracted national attention. Six of these carvings depict typical Southern Illinois pioneers, while others are replicas of extinct and of living animals.

The research program of the Museum in the past has featured work in zoology, botany, history, and archeology. The founder of the museum, Cyrus N. Thomas, was not only a student of local natural history but also one of the pioneer archeologists of the Mississippi River valley. In future years an intensified program of research in the cultural anthropology of Southern Illinois, prehistoric and historic, is planned. The Museum has issued several publications in

history and zoology and plans to publish various popular and technical papers in connection with the proposed research program.

The Museum offers a variety of extension services. Museum teaching units and individual specimens are available for loan to Southern Illinois schools. On request, exhibits will be prepared in connection with state and local fairs as well as with historical and cultural observances and regional development projects. On the campus the Museum will loan specimens and, if they are desired, prepare classroom exhibits for other University departments. Museum staff members are available for public or classroom lectures in their respective fields. The Museum is also a repository for specimens and collections in all fields of natural and social science. Donations of specimens and collections are invited, and long-term loans of such materials will be gratefully accepted. Irreplaceable scientific and historical specimens will be given proper treatment and storage in the Museum, to assure their preservation as well as to make them accessible to the people of this region.

The Museum is open to visitors from 8 a.m. to 5 p.m. on weekdays, and on Saturdays from 8 a.m. until noon. Conducted tours of the exhibits may be arranged for classes and other groups.

Audio-Visual Aids Service

Director Donald A. Ingli, M.A. (Minnesota)	1947
Assistant Director Gordon K. Butts, M.S. in Ed. (Indiana)	1950
Lecturer Rolland T. Schlieve, M.S. in Ed. (Wisconsin)	1952-1953

The Audio-Visual Aids Service of Southern has two primary functions — on-campus and area services. Campus users 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.

In addition to supplying films, the Service offers courses in Audio-Visual Methods for teachers in training and for teachers who attend the summer sessions at Southern.

The Service, as an audio-visual center for Southern Illinois, provides aid to schools and other agencies. The program includes both consultation service and rental of audio-visual materials, particularly films. Where the need is indicated and time permits, extension courses are offered at centers in the area served by the University.

Plans include a course for graduate students, a series of conferences for teachers and educators, both in the area and on the campus, and audio-visual institutes designed to serve the interests and needs of teachers and administrators.

Statistical Service

Director Abraham Mark, Ph.D. (Cornell)	1950
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Among the various offices of the University serving both on-campus and off-campus groups is the University Statistical Service.

The Statistical Service is concerned with the processing of data concerning Southern Illinois and the programs and activities of the University. In addition, the Statistical Service offers technical assistance to various campus offices and research projects.

To facilitate this work, the Statistical Service maintains a tabulating office equipped with punched-card machines. The tabulating office also acts as a service unit for those offices which can make use of punched-card equipment. Several offices are now mechanizing their record keeping.

Testing Service

Supervisor Jack W. Graham, Ph.D. (Purdue)	1951
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The Testing Service provides a complete service for electric scoring of tests for faculty members, area schools, and research departments. Assistance in preparation of objective tests is given by staff members. A complete file of individual and group achievement, aptitude, personality, and interest tests is available.

Reading Improvement Service

This service is a remedial program offered by the staff of the Department of Education. The Office of Student Affairs assists in the organization of the class. Students who have a desire to improve their reading skills or study habits should enroll in the non-credit program.

Child Guidance Clinic

Director W. A. Thalman, Ph.D. (Cornell)

1929

The Child Guidance Clinic was established in 1936. With special aid and guidance given by the Illinois Institute of Juvenile Research, it has expanded its services to many communities and schools in Southern Illinois.

The Clinic works in cooperation with the various divisions of the State Department of Public Welfare as well as with administrators and teachers of both public and private schools, with county judges, with physicians, and with parents. The staff includes educational psychologists, social workers, physicians and nurses, and specialists in diagnostic and remedial reading and mathematics. Seventy per cent of the cases studied come from the first seven grades of the elementary school. The other thirty per cent are adolescents and adults.

The Child Guidance Clinic has several major functions:

1. The primary objective of the Clinic is to assist in the training of those who plan to enter the profession of teaching. The specialized courses which are being offered give to pre-service and to in-service teachers a better understanding of the growth and the development of the normal child and a recognition of some of the characteristics of the child or adolescent who needs help.

2. As a part of the teacher-training program with which the Clinic is associated, special emphasis is placed upon the various tests and techniques necessary for the teacher's discovering the specific difficulties responsible for the student's inability to read well on his particular grade level. Teachers are also trained to use the diagnostic tests in mathematics and language and to gain experience in learning the techniques necessary for the remedying of the difficulties which the student is having.

The study of the "whole" child as emphasized by the Clinic includes the family history; the school history; the complete physical examination; the study of personality; the measuring of intelligence; the administering of tests of achievement; and the diagnosis in the various subject-matter fields.

3. It is also the function of the Clinic to examine the various cases which are brought to the campus throughout the year. Many of the individuals brought into the Clinic are those having difficulties in their school subjects or in environments in which they are not understood.

4. Another purpose of the Clinic is to furnish consultative services to the campus training schools; to in-service teachers; to school administrators; to parents; to nurses and public health officials; to county judges; and to the personnel of various Child Welfare Agencies in Southern Illinois.

5. The work of the Clinic is closely allied with the studies in the Department of Education, the Department of Guidance and Special Education, and the campus training schools. Practically all of the students in the College of Education include in their preparation some of the courses which have been a part of the program of the Clinic for some time.

The Clinic has always been especially concerned with the application of the principles of educational psychology.

Additional information regarding the services of the Clinic, including the requests for the examination of cases, may be obtained from the Director of the Clinic.

Psychological Services

Director Noble H. Kelley, Ph.D. (Iowa)

1951

The Department of Psychology offers to students in the various schools of the University a professional service in personal counseling. Staff members of

the department available for personal services to students are psychologists who by training and experience are qualified as psychological counselors.

Professional services offered include counseling interviews and psychological testing. Their purpose is directed toward better understanding of self and more effective life adjustment.

Appointments may be made at the Psychology office.

University Publications

Publications issued by Southern Illinois University include regular session, summer session, and Graduate School catalogs; *The President's Report*; *The Annual Report of the Business Manager*; *The Registrar's Report*; *Our Museum*; *The Southern Alumnus*, quarterly, published for alumni; and special bulletins issued by different departments and branches of the University.

Duplicating Service

Supervisor Harves C. Rahe, Ed.D. (Indiana) 1944-1946; 1950

In addition to the printing that is done off-campus, the University needs such duplicated matter as classroom materials, office forms, letterheads, form letters, registration schedules, summer bulletins, the University Directory, and the like. The Duplicating Service, staffed by five full-time employees, and four part-time student helpers, does mimeographing, offset printing, and a limited amount of letterpress printing. With the aid of special typewriters, it is possible to produce copy with margins equalized and with variety of different type faces.

Photographic Service

Director C. William Horrell, M.S. (Illinois) 1949

The Photographic Service, which is located in the Journalism Building at Thompson and Harwood, is equipped and staffed to serve virtually every photographic need on the campus. Its services are available to all University departments and to student activities such as the *Obelisk* and *Egyptian*. The scope of these activities covers news and publicity photography; teaching aids such as slides, photocopying, film strips, photomicrography, and microfilms; exhibits and murals; and identification photos, portraits, and color photography for special uses. Facilities of the laboratories are available to University courses in photography, including non-credit night courses.

The Photographic Service serves as a laboratory for student photographers who work on production work.

Art Service

Director G. Sanderson Knaus 1950

The Art Service has two chief functions. First, it provides to student groups and to University departments and agencies, advice, design suggestions, and finished art for publications, posters, and graphic material. Second, it serves as a laboratory for students who are interested in advertising art, and provides them with opportunities to engage in practical work in that particular field.

Architectural Service

University Architect Charles M. Pulley, B.S. (Illinois) 1951
 Construction Supervisor Willard C. Hart, B.S. (Illinois) 1950
 Landscape Architect John F. H. Lonergan, A.B. (Illinois) 1950

The Architectural Service is concerned with the design and construction of University buildings and with the landscaping of the campus. The members of the staff are available to advise and instruct students and others interested in architecture and architectural problems.

Physical Plant**Director William A. Howe, M.S. (Illinois) 1949****Assistant to the Director William M. Marberry, A.M. (Illinois) 1939**

The Physical Plant Office is concerned with the operation and maintenance of the physical plant, including the maintenance and repair of buildings, utilities distribution systems, equipment, and other property; the care of sidewalks, drives, lawns and shrubbery; the operation of the heating plant and the transportation service; and the maintenance of general safety and sanitary conditions in the buildings and grounds.

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requirements**

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Divisions of Instruction

graduate school

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vocational-technical
institute**

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Admission to the University

Students are admitted four times a year. Application for admission should be initiated with the Office of Admissions and should be done sufficiently far in advance of the entrance date to permit all necessary processing work to be completed by then. An admission requirement is the filing of a transcript of record covering previous high school and college work. Such transcripts should be mailed to the Office of Admissions.

To be eligible for admission, the applicant must be a graduate of a recognized high school, or over 21 years of age. Veterans not graduates of such high schools nor 21 years of age may qualify for admission by taking the General Educational Development Tests, provided their former high schools will certify high school graduation on such basis. Persons over 21 years of age and not high school graduates are required to take these tests during their attendance period at this University. These tests are regularly offered the first Friday and Saturday of each month at the Office of Student Affairs.

Out-of-state freshmen who rank in the upper three-fourths of their high school graduating classes may be admitted to the undergraduate division of Southern Illinois University upon certification by their high school principals. Out-of-state students who do not rank in the upper three-fourths of their high school graduating classes may be admitted by special permission.

The admission requirements above do not apply for entrance into non-credit courses.

All new students at Southern Illinois University must take the American Council on Education Psychological Examination, a diagnostic reading test, an English placement test, and a mathematics placement test. These are given during New Student Week and also once each quarter in the school year. A student will not be considered as having completed his registration until these tests have been completed. Information concerning the testing program may be obtained from the Office of Student Affairs.

Admission of Transfer Students to Advanced Standing. Each applicant for admission to Southern is required to present a full record of his academic experience. This includes transcript and evidence of graduation from high school, and transcript and evidence of good standing from every college or university attended. All such transcripts should be mailed directly from the institution to the Office of Admissions. At least three-fourths of transferred credits from any institution must be of "C" quality or better.

If his scholarship record shows an average below "C", the applicant will be denied admission. Appeal for exception should be addressed to the Dean of the College which he hopes to enter, and should be accompanied by evidence that the applicant may be readmitted to the college from which he is transferring, and by a full statement of the circumstances under which the poor record was made. The application should be made early, to permit any necessary correspondence with authorities at the former college.

Any student, though already matriculated at Southern, who undertakes work in another institution, whether in the regular session, summer session, or extension, and who plans to continue study at Southern, is required to file a record of such work with the Registrar at Southern. He must keep his academic record complete. These transcripts become a part of his permanent record and are not returned to the student.

Readmission. Students who were in attendance and in good standing at the close of the preceding quarter need not make special application for readmission before registration. However, a former student not in attendance at the close of the preceding quarter, but in good standing, should write the Office of Admissions at least two weeks in advance of registration and should report any change in college or major field.

A former student who seeks readmission, but who is not in good standing at Southern, must clear his status before the Office of Admissions may prepare his registration permit card. It is to the interest of the candidate to present his ap-

plication very early, so that all inquiries may be answered, and so that the candidate can find time to complete any requirements that may be imposed upon him.

Admission is to a particular college or instructional division, and usually to a particular major field. The applicant should study the latter pages of this catalog, where the offerings are described, and should attempt to choose his major field even if the choice is only tentative. If he is undecided, that should be indicated.

As long as a student is undecided, he should enroll in the College of Liberal Arts and Sciences. If any question remains, the college may be determined from the following table:

Department Offering the Major Field of	The Department is in the College of	The Department Offers Programs in the College of		
		Liberal Arts and Sciences	Education	Vocations and Professions
Agriculture.....	V. & P.		x	x
Art.....	V. & P.	#	x	x
Botany.....	L. A. & S.	x	x	
Business Administration.....	V. & P.		x	x
Chemistry.....	L. A. & S.	x	x	
Education.....	Education		x	
Economics.....	V. & P.	#	x	x
English.....	L. A. & S.	x	x	
Foreign Languages.....	L. A. & S.	x	x	
Geography.....	L. A. & S.	x	x	
Geology.....	L. A. & S.	x		
Government.....	L. A. & S.	x	x	
Health Education.....	Education		x	
History.....	L. A. & S.	x	x	
Home Economics.....	V. & P.		x	x
Industrial Education.....	V. & P.		x	x
Journalism.....	V. & P.		x	x
Mathematics.....	L. A. & S.	x	x	
Microbiology.....	L. A. & S.	x		
Music.....	V. & P.	#	x	x
Phys. Ed. Men.....	Education		x	
Phys. Ed. Women.....	Education		x	
Philosophy.....	L. A. & S.	x		
Physiology.....	L. A. & S.	x	x	
Physics.....	L. A. & S.	x	x	
Psychology.....	L. A. & S.	x	x	
Sociology & Anthropology.....	L. A. & S.	x	x	
Special Education.....	Education		x	
Speech.....	V. & P.	#	x	x
Zoology.....	L. A. & S.	x	x	
# A non-professional major only				
PRE-PROFESSIONAL PROGRAMS				
Pre-Dentistry Program.....		x		
Pre-Engineering Program.....				x
Pre-Forestry Program.....				x
Pre-Law Program.....		x		
Pre-Medical Technology.....				x
Pre-Medicine Program.....		x		
Pre-Nursing Program.....				x
Pre-Occupational Therapy.....		x		
Pre-Pharmacy.....		x		
Pre-Vetinary Program.....		x		

A student may later change his college or major subject if he desires. If such change is made late, however, he may need to make up the elementary requirements of the newly chosen curriculum, work which may delay his graduation. Even without a change, if the student enters the University without the necessary prerequisites for his chosen curriculum, he may meet with delay while making them up.

University Credit for Military Experience

Southern Illinois University follows the policies recommended by the American Council on Education relative to 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". No credit is allowed for College Level G.E.D. Tests.

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 regularly assigned to physical education, hygiene, and military. If the student already has credit in these subjects, the amount will be somewhat less.

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

Competence in technical or vocational fields may be demonstrated by examination, provided the fields correspond to vocational and technical subjects for which credit is regularly granted on the campus. A veteran student may be allowed to take examinations for credit in fields such as mathematics, physics, mechanics, and foreign languages, to secure appropriate credit.

The above credit for military experience may be obtained only by regularly enrolled students or by those who attended Southern before entering the armed services.

Professional Aptitude Tests

Southern has been designated as a place where the Professional Aptitude Tests shall be given. These include the pre-admission tests of the Association of Medical Colleges, which 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 — date to be announced — usually in or near April. The Graduate Record Examination and the Miller Analogies Test, which are required by many graduate schools as bases for accepting students, are also given at Southern. For information, consult the Office of Student Affairs.

Fees

Fees for a term of three months:

Tuition	\$15.00
Student-Activity Fee	8.50
plus Federal admissions taxes	
Book Rental Fee	2.50
Total	\$26.00
plus Federal admissions taxes	

Graduate student fees are the same as above with the addition of a matriculation fee of \$5.00 for graduates of schools other than Southern.

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

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

A fee of \$2.00 per quarter hour is charged extension students, but none of the resident student activity benefits are included. There is a 75-cent book rental fee if University books or supplies are used in the course. A part-time resident student taking up to eight quarter hours inclusive for a twelve-week term may choose to pay either \$2.00 per quarter hour or "half fees" for resident students, which in most cases amount to

Tuition	\$ 7.50
Student Activity Fee	8.50
plus Federal admission taxes	
Book Rental Fee	1.25
Total	\$17.25
plus Federal admission taxes	

Additional special fees include the following:

Out-of-state fee per term of three months	\$10.00
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Late registration fee — \$2.00 first day, \$1.00 increase each day to a maximum of	5.00
Chemistry laboratory breakage deposit	2.00
Botany 101 and 131 laboratory breakage deposit	2.00
Completion of an incomplete course	1.00
Graduation	10.00
Graduate Aptitude Test fee (see page 188)	2.00

Fees for departmental field trips are listed with the courses concerned. Other charges a student may incur are for library fines, breakage, failure to report for physical examination. 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.

Grading System

Grades are expressed in letters as follows:

	(Per quarter hour)
A, Excellent	5 grade points
B, Good	4 grade points
C, Satisfactory (this is intended to be the average grade)	3 grade points
D, Poor, but passing	2 grade points
E, Failure; all work completed including final examination, but failed	1 grade point
W, Course not completed; includes incomplete records of all kinds (except "deferred" for graduate students. See page 185)	0-5 grade points

The number of weeks the student attended is indicated by a number; if he attended more than four weeks, this is to be followed by the grade he was making at the time of withdrawal. For example, W⁸B.

A grade submitted at the end of a course is final and may not be raised by additional work.

Any student who withdraws from a class without following the prescribed procedure will receive a grade of "W-E" in the course regardless of when the withdrawal occurs. A withdrawal from a course is initiated with the student's academic adviser.

Courses from which a student has withdrawn officially will be shown on his record as "W". Withdrawal within the first four weeks of the term will not carry a grade. Courses from which the student has withdrawn after the first four weeks will be recorded as "W" and must carry a grade. Exceptions to this rule may be permitted for unusual circumstances but only through written approval of the student's academic dean.

Any change of grade, as upon the completion of a "W," must be reported 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 fee is waived on recommendation of the University physician. A student who for some reason must miss the final examination may not take an examination before the one scheduled for the class. In this case, "W" should be recorded by the instructor. The final examination may be given at a later date, within one year. A complete record of all changes in grades will appear on the official transcript.

Changes and Withdrawals

A prescribed procedure must be followed by a student when desiring to change his academic program, or to withdraw from the University, while the period for which registered is still in progress. Failure to follow the official procedure will result in academic penalty (see Grading System above).

To add or drop a course an undergraduate student must initiate a program change with his academic adviser. Graduate students should refer to page 189.

In addition, the approval of other officials might be required, depending upon the specific conditions surrounding a program change. A program change must be submitted to the Registration Center for final action.

Within the first week of a term a student may drop a course by obtaining proper approval, which will be given under most circumstances. As a rule, however, a student will find it more difficult to obtain permission to drop a required course. If a student desires to drop a course during the second, third, or fourth weeks of a term, the change will be approved only where the reasons appear valid; but the student will not usually be permitted to drop a required course. If a student desires to drop a course after the fourth week, the change will be approved only under unusual conditions. In the last three weeks of a term, changes will be approved only in extreme emergencies.

The same rules will govern program changes in the eight-week summer sessions, except that after the third week approval will be given for changes only in cases of unusual conditions.

Students withdrawing from the University within ten days after the beginning of the term may obtain 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. Before leaving the University, the student should report to the Office of Student Affairs to initiate the withdrawal procedure.

Classification of Students

Registrants of the College of Education, College of Liberal Arts and Science and College of Vocations and Professions are classified under one of the following groups: Freshman, Sophomore, Junior and Senior.

Freshman classification is assigned to undergraduate students who have completed less than forty-eight quarter hours of academic credit. Students who are permitted to carry a college course before they qualify for admission to the University because they are not high school graduates are classified as *Freshmen*. This classification is continued until the person completes his high school work or until he is certified as a high school graduate on the basis of the General Educational Development Tests. These are regularly offered in the Office of Student Affairs the first Friday and Saturday of each month.

Sophomore classification is assigned to undergraduate students who have completed forty-eight or more, but less than ninety-six quarter hours of academic credit.

Junior classification is assigned to undergraduate students who have completed ninety-six or more, but less than one-hundred forty-four quarter hours of academic credit.

Senior classification is assigned to undergraduate students who have completed one-hundred and forty-four or more quarter hours of academic credit.

Students who have completed one bachelor's degree and who are seeking a second bachelor's degree are registered as seniors in the college where they desire to earn the second degree.

All degree students must meet at the proper time the requirements of the University and of the college or school in which they are registered. Students registered in the pre-professional courses listed in the catalog (i.e., pre-medicine or pre-engineering) are regarded as degree candidates and take special courses as outlined which will assist them in completing their degree elsewhere.

A registrant in the Graduate School is classified as a Graduate Student.

Regular Graduate Student classification is given to those who are admitted to the Graduate School and who are working toward an advanced degree from Southern Illinois University. It should be kept in mind that admission to the Graduate School is not equivalent to admission to candidacy for a degree.

A student who has completed the bachelor's or master's degree and desires to do advanced work which may be applied toward a higher degree at another university may register as an *Unclassified Graduate Student*.

A *Special Student* is one who for some reason is not registered in one of the divisions of the University. All such students must secure the approval of the Vice-President for Instruction and must sign the following statement:

"I understand and accept the policy that credit cannot be applied toward a degree at Southern Illinois University for courses taken while I am enrolled as a Special Student, nor am I entitled to consideration as a candidate for a degree. I understand that degree candidates must meet the requirements of the University and the academic division and that I cannot postpone taking these requirements simply by signing up as a special student."

A student who has been dropped from a school or college shall be referred to the Office of Student Affairs for counseling. If arrangements cannot be made for admission to another educational division, the student shall not be permitted to register in the University unless he is approved as a special student.

A student desiring a terminal course in a special interest area should register in the Vocational Technical Institute if a program is available for him. A student who does not wish to take, at the proper time, the general degree requirements may not be registered as a regular student in the University. He may in special situations obtain the approval of the Vice-President for Instruction to register as a special student.

A student with a bachelor's degree who does not wish to work for an advanced degree must be approved as a Special Student. If such a student desires to take 400 or 500 courses, he must also secure the approval of the Graduate School.

A student who desires to take individual courses in the University not provided by the Division of Adult Education and who is not interested in a sequence of courses nor a degree must seek approval as a special student.

Student Load

The normal load for a student for a twelve-week term is sixteen quarter hours, with a maximum of eighteen. A person may not register for more than eight quarter hours if he is employed full-time. A student with a 4.25 average the preceding term may be allowed by the dean of his college to take as many as twenty-one hours. In no case may a student carry, or be credited with, more than twenty-one hours in any term. A student on probation (see below) may not take more than fourteen hours. The normal load for the eight-week summer session is ten to twelve quarter hours.

Scholastic Standing

The rules concerning scholarship apply to the record at Southern Illinois University, as well as to the total, including transferred credits.
Freshmen and Sophomores (fewer than 96 hours).

A freshman or sophomore goes on probation at the end of a term in which his over-all grade points fall below the "C" average by more than 15 points; he must maintain a "C" average during probation in order to remain in his college; and he is restored to good standing when his over-all grade points rise again to within 15 points of "C" average.

Juniors and Seniors (96 hours or more).

A junior or senior goes on probation at the end of any term in which his over-all average is brought below "C". He must maintain a "C" term average during probation, in order to remain in his college, and is restored to good standing when his over-all average is again "C" or better. Before a student may be graduated from one of the colleges he must have a 3.0 ("C") average.

No regular student will be dropped from his college for scholastic reasons at the end of any term for which he has a "C" average or above.

Example—

A student with a 16 credit-hour load needs for a "C" average
(16 x 3) 48 grade points

A first term freshman with the following grades:

C—6 credits (6 x 3) = 18 points

D—5 credits (5 x 2) = 10 points

E—5 credits (5 x 1) = 5 points

Has earned 16 credits and 33 grade points

This is below the average required by 15 grade points

This student has the bare minimum required and is *NOT* on probation.

A—5 points

B—4 points

C—3 points

D—2 points

E—1 point

Any student who feels he has justification for not having fulfilled the scholastic requirements may present his case to the Dean of Men, the Dean of Women, or the Dean of his College.

For admission of transfer students, and re-admission of students with previous unsatisfactory scholarship averages, see page 39.

Unusual cases are referred to the Office of Student Affairs.

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 below.

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

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 lecture course pursued for a term of twelve weeks, one hour a week; and, in the case of the laboratory and activity courses, the usual additional time.

One quarter hour of credit is equivalent to two-thirds of a semester hour.

Schedule of Class 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 councils advisory to the President, committees, and other faculty and student groups.

Honors Courses

A student with a 4.5 grade point average at the end of his second year is eligible to apply for honors work. In exceptional cases, students with less than 4.5 may be eligible if the Committee on Academic Standards and Honors approves. The Committee is the final judge if there arises doubt about the eligibility of a student to enter honors courses.

Each honors student does his work under the supervision of an adviser, selected in conference between the student and the department chairman or chairmen involved, and acceptable to the Honors Committee. Secondary advisers may at times be required. The student's election of an honors program must also have the approval of his regular adviser.

The adviser and the department, in consultation with the student, will prepare for the student an honors program, which, before being put into effect, must have the approval of the chairman of the Honors Committee and the dean of the college.

The candidate for honors will complete a series of honors courses, and a final honors examination. These honors courses are undertaken only at the beginning of a term and are counted in the total credit-hour load, subject to the usual regulations. At the end of each term's work the adviser will report to the Registrar the grade and credit hours of the honors student.

The student shall have weekly conferences, or the equivalent, with his adviser, who will keep a written record of the student's progress. The student must complete 9 quarter hours of honors work and may be granted up to 18 quarter hours. The amount of credit is determined by the adviser and the chairmen of the departments concerned. All arrangements about credit should be clearly understood by student and adviser at the outset. If a student abandons the program before completing it, he will receive regular course credit for the work that he has done.

At least one month before the convocation at which the student expects to receive his degree he will be given a final honors examination covering the work done under the honors program. There will be at least three examiners, including the adviser, the chairmen of the departments concerned, or their representatives, and such other faculty members as represent fields of study included in the honors work. A favorable vote by a majority of the examining committee is required to pass the candidate.

A student who has satisfactorily completed the requirements of honors work is so reported to the Registrar. At the convocation when the successful honors student is to receive his degree, special recognition of his achievement will appear in the official printed program and upon the student's diploma.

University Regulations

The University and its various instructional divisions reserve the right to change the rules regulating admissions, instruction, and graduation; and to change any other regulations affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses and to change fees.

Bachelor and Master Degrees Awarded

The College of Education grants the Bachelor of Science in Education and the Bachelor of Music Education degrees.

The College of Liberal Arts and Sciences grants the Bachelor of Arts degree.

The College of Vocations and Professions grants the Bachelor of Science and the Bachelor of Music degrees.

The Graduate School offers the Master of Science in Education, the Master of Arts, the Master of Science, and the Master of Fine Arts degrees.

A student who received his first bachelor's degree from Southern, and who requests a second bachelor's degree, must complete forty-five hours in addition to those required for his first degree and must fulfill the requirements for the second degree. At least thirty hours must be in senior college courses. If a student received his first bachelor's degree from another university, forty-eight hours will be required to fulfill the residence requirement for the second bachelor's degree, two-thirds of which must be in senior college courses.

Every candidate for a degree should file written application with the Registrar not less than two months before the date on which the degree is to be granted. At the time of application the student should order his cap and gown through the University Book Store and register with the Director of the Placement Service. A student must have a 3.0 average before his application for a degree may be accepted.

In the week preceding graduation, each candidate for the degree should secure from the Registrar's Office the financial clearance slip, obtain the required signatures, and return the slip to the office before Commencement. These slips are circulated by the Registrar's Office for students not in residence during the spring quarter.

Students must attend Commencement exercises to receive their diplomas, unless in advance 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. These averages are required for the credit made at Southern as well as for the total record.

*The following 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, 206, 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

Health Education 202—4 hours
Botany 101, 202, or Zoology 101, 105—5 hours

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 Administration, Home Economics, Industrial Edu-

*For the Bachelor of Music and the Bachelor of Music Education degrees, for which the requirements are somewhat different, see pages 169 and 170.

cation (Not required if the student has had any of this work in high school)

Physical Education—6 quarter hours

Air Science and Tactics—6 quarter hours (Men)

Six quarter hours of Air Science and Tactics are required of all entering male freshman students, unless they are veterans or are excused from the requirement by the Military Policies Committee. Veterans who received university credit for basic training may not receive credit for the basic Air Science and Tactics nor for required activity physical education. Students who have been granted the usual academic credit for military basic training are not required to take Health Education 202, physical education activity, nor basic military.

Students may satisfy any of the above requirements by passing non-credit 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: Before the end of the sophomore year, students will be required to remove deficiencies as shown on the freshman entrance tests. Students may remove such deficiencies by passing a university credit course, by passing a remedial course, or by passing a test given by the testing service.

Degree candidates are expected to follow the basic program set out here plus the advanced work recommended by the department in which the student expects to do his major work. If the student intends to take his degree elsewhere, the counselor may recommend changes in these requirements in favor of those of the institution from which the student plans to be graduated. If the student changes his mind and decides to take his degree at Southern, none of the above requirements will be waived.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

AIR SCIENCE AND TACTICS



The Basic Course

The Advanced Course

Air Science Courses

Air Force Reserve Officers Training Corps (Air Science and Tactics)

Lt. Col. O. K. Halderson, Professor, A.B. (Augustana)	1951
Lt. Col. B. P. Vickery, Assistant Professor	1951
Major Paul A. Timm, B.A. (Denver)	1953
Captain Thomas A. DuBois, Assistant Professor	1952
Captain Paul Lunde, Jr., Assistant Professor	1951
Captain Russell E. Oakes, Assistant Professor	1952
Captain Jerry W. Perkins, Assistant Professor, Ed.M. (Oklahoma)	1952
Lt. Kenneth F. Schuett, Assistant Professor, B.S. (North Dakota)	1951
M/Sgt. John W. Fleming, Instructor	1952
T/Sgt. Wade Gardner, Instructor	1951
S/Sgt. Philip J. Meagher, Jr., Instructor	1952
Sgt. Robert W. Snyder, Instructor	1952
Sgt. David H. Wray, Instructor	1952

Military training is offered through the establishment of an Air Force ROTC program, headed by a senior grade USAF officer. Students are taught fundamentals of the military profession with a view to their attaining proficiency in the Air Force and becoming qualified members for the reserve components of the Air Force.

Every male freshman student enrolled in Southern Illinois University, except those excused by the Military Policies Committee appointed by the President, must enroll in the basic course in Air Science and Tactics during his freshman and sophomore years. The successful completion of the military courses required of him is a prerequisite for graduation. Successful completion of six academic quarters of work in Air Science and Tactics during the freshman and sophomore years fulfills the military requirements of the University.

The Air Force ROTC at Southern Illinois University is a (senior division) ROTC unit. The training follows a program known as the Basic Course and the Advanced Course. Basic training is a requirement for freshmen and sophomore students. Members of the Air Force ROTC are not in the United States Air Force. The Air Force ROTC is administered by commissioned officers of the USAF, detailed by the Department of the Air Force with the approval of the University. These officers serve as a part of the University instructional staff. The ranking officer, USAF, who is designated as Professor of Air Science and Tactics is the Commanding Officer of the unit. An enlisted detachment is maintained to assist in practical instruction and to care for federal property. All students taking military training instruction compose the University Corps of Cadets.

Insofar as practicable, instruction is given by the applicatory method and is coordinated with subjects taught in other departments of the University.

The Basic Course

The required basic course for freshmen and sophomores will consist of three hours of instruction per week for a minimum total period of seventy-two weeks.

The Advanced Course

Qualified students may apply for the advanced Air Force ROTC course. This consists of six quarters of academic work plus a six-weeks summer camp. The object of the advanced course is to qualify students for appointment as second lieutenants in the United States Air Reserve.

Selection of students for enrollment will be made by the Professor of Air Science and Tactics, as provided in section 47c, National Defense Act, from qualified applicants as follows:

1. Conditions of Service. All advanced course students will be civilians who will be placed under contract with the government. The contract will contain the following provisions:
 - a. The student agrees
 - (1) Unless sooner discharged for the convenience of the government, to complete the advanced course and to attend the advanced camp at the time specified by proper authority.
 - (2) To accept an appointment as second lieutenant, United States Air Force Reserve, if and when tendered.
 - b. The Department of the Air Force agrees to pay the student commutation of subsistence at a daily rate as announced by that department. This rate varies from year to year. The current rate is \$.90 per day for a maximum period of 595 days.
 - c. The contract will not specify that the advanced course must be pursued without interruption. However, the contract will be cancelled if the student does not resume his training and complete the entire advanced training including summer camp before he reaches his 28th birthday.
2. Individual Qualifications.
 - a. A student may have completed the basic course or its equivalent in previous service.
 - (1) Students who have had previous military training or service may receive credit toward entrance into the advanced course within the following limits. Individuals excused from the basic military training requirements for reasons other than those listed below are not eligible to apply for the advanced course.
 - (a) For previous honorable active service in the Army, Navy, Air Force, Marine Corps, or Coast Guard.
 - (1) Twelve months or more, credit for the entire basic course.
 - (2) Six months but less than one year, credit for the first year of the basic course.
 - (b) For previous training in a Junior Division ROTC Program, credit will be allowed at the ratio of three academic quarters of Junior ROTC equivalent to one academic quarter of the basic course at Southern Illinois University. Total credit granted will not exceed the entire first year basic course.
 - (c) For previous training in a Senior Division ROTC Program at another institution, credit will be allowed equivalent to the number of quarters of the course successfully completed.
 - b. In age, the student must not have reached his 25th birthday at the time of initial enrollment in the advanced course.
 - c. The physical standards prescribed for appointment to United States Air Force Reserve in AFM 45-2 and AFM160-1 will apply. Due allowance will be made for physical defects that can be corrected.
 - d. Mental and educational requirements are as follows:
 - (1) A minimum Adjutant General classification test score of 110 will be required. Upon request, any applicant making a lower score will be given one opportunity to repeat the test.
 - (2) The fact of enrollment in Southern Illinois University will be accepted in satisfaction of educational requirements.
 - (3) At the time of acceptance, the applicant must have at least two academic years remaining to complete all prerequisites for graduation from the University; or, if he is a graduate student, he must have a like period of time remaining to complete all work for an advanced degree.
 3. All members of the advanced course will receive the following emoluments:
 - a. A monetary allowance in lieu of subsistence, at a value to be announced by the Department of the Air Force, to be paid quarterly during the

period of enrollment in the advanced course, except during the period of the summer camp. The total period will not exceed two calendar years. This allowance is in addition to benefits authorized by the G I Bill of Rights.

- b. An officer-type uniform. This uniform is loaned to the University and remains the property of the USAF.
- c. The pay of the first enlisted grade (\$75.00 per month) while at advanced summer camp and travel pay to and from camp at the rate of five cents per mile.

The advanced course will consist of five hours of instruction per week for a minimum total period of seventy-two weeks.

The program of the advanced course will consist of generalized courses peculiar to the Air Force, supplemented by practical training in leadership, drill, and exercise of command.

Advanced Air Force ROTC camps of six weeks duration will be conducted annually at Air Force installations to be designated by the Department of the Air Force.

Students enrolled in the advanced course will be required to complete the summer camp program prior to receiving their commissions. They will normally attend camp immediately after completing the first year advanced course.

Students enrolled in the AF ROTC courses at Southern Illinois University receive the following credits:

	Total
1 quarter hour of credit for each academic quarter of the basic course	6 quarter hrs.
4 quarter hours of credit for each academic quarter of the advanced course	<u>24</u> quarter hrs.
Total quarter hours of credit for the basic and advanced courses	30 quarter hrs.

All credit received for the AF ROTC courses is allowable toward a bachelor's degree.

Qualified students may apply for deferment and be deferred from the draft under the Universal Military Training and Service Act, as amended. Such students will agree to pursue the full four years of Air Science and Tactics if they sign the AF ROTC Selective Service Agreement whereby they will accept a commission, if tendered; they will serve on active duty for a period of not less than two years after receipt of such commission, subject to active-duty call by the Secretary of the Air Force; and they will remain a member of a Regular or Reserve Component of the Air Force until the eighth anniversary of the receipt of their commission.

Air Force ROTC text books will be furnished on a loan basis to both the basic and advanced-course students. They remain the property of the Federal Government and will be properly handled.

The basic uniform is furnished the University by the Federal Government for the use of the basic student. In case a uniform becomes so worn or soiled as to be unfit for wear, the student may be held responsible to the extent determined upon by proper authority.

All cadets are required to wear the uniform as directed by the Professor of Air Science and Tactics.

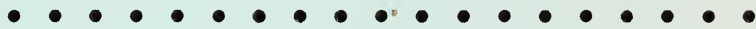
NOTE: Following are listed the courses of the regular day school. Courses are offered as indicated; F—Fall Quarter; W—Winter Quarter; S—Spring Quarter.

Air Science Courses

- 101-1F AIR SCIENCE I — BASIC: Introduction to Aviation; Fundamentals of Global Geography; International Tensions and Security Organizations; Instruments of National Military Security; and Drill — Basic Military Training. 2 hr lect., 1 hr lab.

- 201-1F AIR SCIENCE II — BASIC: Elements of Aerial Warfare; Intro-
202-1W duction; Targets; Weapons; Aircraft; Air Ocean; Air Bases; Air Forces;
203-1S and Leadership Laboratory — Cadet Non-commissioned Officer Train-
ing. 2 hr lect., 1 hr lab. 101, 102 and 103 prereq. or equivalent
with consent of PAST.
- 301-4F AIR SCIENCE III —ADVANCED: The Air Force Commander and
302-4W His Staff; Problem Solving Techniques; Communications Process and
303-4S Air Force Correspondence; Military Law, Courts and Boards; Applied
Air Science — Aircraft Engineering; Navigation; Weather; and Lead-
ership Laboratory. 4 hr lect., 1 hr lab. 201, 202 and 203 prereq. or
equivalent with consent of PAST.
- 351-4F AIR SCIENCE IV — ADVANCED: Principles of Leadership and
352-4W Management; Military Aspects of World Political Geography; Mili-
353-4S tary Aviation and the War; Career Guidance and Briefing for Com-
missioned Service; and Leadership Laboratory. 4 hr lect., 1 hr lab.
301, 302 and 303 prereq. or equivalent with consent of PAST.

College of education



Requirements
Student Teaching and Observation
Education
Guidance and Special Education
Health Education
Library Service
Physical Education for Men
Physical Education for Women

College of Education

Dean Douglas E. Lawson, Ph.D. (Chicago)	1935
Research Associate Jacob O. Bach, Ph.D. (Wisconsin), Assistant Professor	1951
Chief College Advisor Willis E. Malone, Ph.D. (Ohio State), Associate Professor	1939

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 non-credit basis.

The course of study in the College of Education leads to the degree Bachelor of Science in Education or Bachelor of Music Education.

Requirements

General Requirements. All students in the College of Education must complete the general requirements listed on page 47, including American history and government. (In this University, this means History 201 or 202 and Government 101, 231, or 300.) No general requirement in foreign language applies to the College of Education. In certain departments, however, foreign language is required of majors in secondary education.

Majors and Minors in the College of Education

A. *Kindergarten-Primary.* With a Kindergarten-Primary major the student also must carry 24 quarter hours each in (a) the social studies, (b) the natural sciences, and (c) the language arts.

B. *Elementary.* Students preparing to teach in elementary schools are not expected to major in an academic department; the student's major is called elementary education. A student must have 36 quarter hours in education in addition to a minimum of 12 quarter hours in student teaching. He also must carry 24 hours each in (a) the social studies, (b) the natural sciences, and (c) the language arts.

C. *Secondary.* The student who is registered in the College of Education and preparing to teach may carry a major in any department of any of the three colleges of the University, provided the department offers an undergraduate major. The major must be of at least 48 quarter hours, with a minor of at least 24 quarter hours (the major and minor being in different fields); or the student may carry a major of 36 quarter hours with two approved minors of 24 hours each. Additional elective hours in the major and minor fields are also encouraged. A "field major" may be carried in the social studies.

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, social geography, government, and sociology.

Required courses, 45 quarter hours:

Economics 205 and 355

Geography 100 and 324

Government 101, 231 or 300 and 232 or 466

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

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 a subject outside the field of the social studies.

In addition to taking the major and minors, students preparing for high-school teaching should take all degree requirements for secondary education.

It is the policy of the College of Education that the courses, sequences, and prerequisites within any 48-hour major (or any 36-hour major with two minors) shall be established by the department in which the major is carried, and that no changes, exemptions, or substitutions shall be allowed by the College of Education except upon the approval of the chairman of the major department.

Degree Requirements in College of Education for the Degree of Bachelor of Science in Education

Secondary Education

State Minimum Requirements (Statutes or Certificating Board Regulations)	<i>Qr. Hrs.</i>	Southern Illinois University Re- quirements Based upon or in Addi- tion to, State Minimum Require- ments**
Oral and Written Expression	12	Eng. 101, 102, 103, plus 300 or 391, and Speech*; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212
Natural Science	9	5 hrs. selected from Bot. 101, 202, or Zoo. 101, 105; plus 12 hrs. selected from two of these three fields: Physics, Math., Chem.
Social Science	9	10 hrs. selected from two of these three fields: Geog., Econ., Sociology
American History		History 201 or 202
American Government		Govt. 101, 231, or 300
Humanities	9	Art 120 or Mus. 100; plus Eng. listed above
Health and Physical Education	4.5	Health Ed. 202; plus 6 hrs of Phys. Ed.
Additional work in above fields	9	9 hours selected from academic fields. In addition to foregoing academic requirements, student must take 3 hrs. in Ag., Business, Home Ec., or Ind. Ed., unless these were taken in high school
Adolescent Growth or Educ. Psy.	3	Psych. 201
Principles or Philos. of Ed.	3	Ed. 310 or 355
Materials and Methods (Secondary)	3	Ed. 315
American Public Education	3	Ed. 331
Practice Teaching (Secondary)	7.5	12 hrs. Student Teaching (Secondary)
Electives in Professional Ed. to bring total in Ed. to	24	Guid. & Sp. Ed. 305 or Adolescent Psychology
Total Hours for Certification	180	Total hours for degree: 192

Student must have one major and one minor in separate fields, or must have three minors.

Major of 48 hrs. and minor of 24 hrs.; or a major of 36 hrs. and two minors of 24 hrs., one of which must be different from the major field.**

Reading of a foreign language is required unless the student's major is in Agric., Art, Bus. Adm., Econ., Govt., Guid. and Special Ed., Health Ed., Home Ec., Ind. Ed., Journ., Music, P.E. for Men, Physics, Sociology, Speech, or Social Studies (field major).

*See page 62, points 8 and 9.

****Additional Regulations:**

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in this bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

Degree Requirements in College of Education for the Degree of Bachelor of Science in Education

Elementary Education

State Minimum Requirement (Statutes or Certificating Board Regulations)	<i>Qr. Hrs.</i>	Southern Illinois University Require- ments Based upon, or in Addi- tion to, State Minimum Requirements*
General Psychology	4.5	Psychology 201
Ed. Psy., Child Psy., Human Growth and Develop.	3	Guid. & Sp. Ed. 305 or Child Psy- chology
Methods and Curriculum (Elem.)	3	Ed. 314
Reading in the Elem. School	4	Ed. 337
Philos. of Education	3	Ed. 355
Student Teaching (Elem.)	7.5	Student Teaching, 12 hrs. (8 must be Elementary)
American Public Educ.	3	Ed. 331 12 hrs. elective in education
Language Arts	24**	Eng. 101, 102, 103, and 300 or 391; plus 6 hours selected from Eng. 205, 206, 209, 211, 212; plus speech; plus hours to equal 24.
Natural Science	24***	5 hrs. selected from Bot. 101, 131, 202, or Zoo. 101, 105; plus 4 hrs. chem. or physics; plus 15 hrs. elec- tive in natural sciences
Mathematics	7.5	8 hrs. math. (4 hrs. must be in methods)
Social Science (Must include Am. Hist. and/or Am. Govt.)	24	Hist. 201 or 202; Govt. 101, 231, or 300; plus 5 hrs. in social geog.; plus 5 hrs. in econ. or sociol.
Fine and Applied Arts	18	Art 120 or Mus. 100; plus 15 hrs. elective in this field.

State Minimum Requirement (Statutes or Certifying Board Regulations)	<i>Qr. Hrs.</i>	Southern Illinois University Re- quirements Based Upon, or in Addition to, State Minimum Re- quirements***
Health and Physical Ed. (Must include 3 hrs. materials and methods)	7.5	Health Ed. 202; plus 6 hrs. in phys- ical education; plus 3 hrs. mate- rials and methods of teaching physical education
Total number of hours required for certification	180	Total number of hours for degree: 192, with at least 24 hrs. in each of these fields: social studies, natural science, and language arts*

***Additional Regulations:**

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern Illinois University.

The student is held responsible for all requirements pertaining to prerequisites to student teaching and should study the section in this bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Elementary Education) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

**See page 62, points 8 and 9.

The student must have at least 24 quarter hours in each of these three fields: language arts, natural science, social studies.

Students who wish to major in special education must meet certification requirements for elementary education.

**Under Language Arts, reading, oral and written expression, grammar, spelling, hand-writing, literature for children, and other literature as is commonly found in the courses of study in the elementary schools will be accepted.

***Under Natural Science, courses in mathematics (excluding arithmetic), botany, zoology, chemistry, physics, geology, geography, biology, general science, and physiology, or their equivalents in integrated courses, will be accepted. (It is recommended that at least one laboratory course be included.)

Degree Requirements in the College of Education for the Degree of Bachelor of Science in Education

Kindergarten-Primary Education

State Minimum Requirement (Statutes or Certifying Board Regulations)	<i>Qr. Hrs.</i>	Southern Illinois University Re- quirements Based Upon, or in Addition to, State Minimum Re- quirements***
Ed. Psy., Child Psy., Human Growth and Develop.	3	Psych. 301 Mental Hyg. or Health Ed. 312 or Sociology 381.
Education Courses (Including Am. Public Educ.)	13.5	Educ. 100 or 331; 309; 313; 316; 317; 337; Guid. & Sp. Ed. 422
Student Teaching	7.5	Student Teaching 16 hours (To be done on both Kdgn. and Prim. Levels)
Language Arts (Including Speech)	21	Eng. 101, 102, 103, and 391; plus 6 hours selected from Eng. 205, 206, 209, 211, 212; plus Speech 101 and either Speech 212 or 428.
Science and Mathematics	12	Bot. 131; Chem. 101 or Physics 101; Math 106 and 210.
Social Science (Must include Am. Govt. and Am. Hist.)	18	Hist. 201 or 202, and 308; Govt. 101, 231 or 300; Geog. 100. Soc. 101 and 375.
Fine and Applied Arts	12	Art 120 or Music 100; Art 300 or Ind. Ed. 303; Music 170*, 171*, 172*, and 300.

State Minimum Requirement (Statutes or Certifying Board Regulations)	Qr. Hrs.	Southern Illinois University Re- quirements Based Upon, or in Addition to, State Minimum Re- quirements***
Health and Physical Education (Must include 3 hrs. mate- rials and methods)	7.5	Health Ed. 202, and 350 P. E. 101, 102, 103, and 318; plus 3 hrs. elective in P. E.
Total number of hours required for certification	180	Business Administration 113** Psychology 201 Plus sufficient electives to make a total of 192 hours for degree.

*Three-hour requirement in Music 170, 171, and 172 may be waived by the student's passing a performance test satisfactorily.

**Unless a student can pass a minimum speed test of 25 net words per minute, he will be required to take Business Administration 102 as a prerequisite to Business Administration 113.

***Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses) of which at least 48 must have been earned at Southern Illinois University.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the bulletin which lists such requirements.

The student who wishes to secure a limited state Kindergarten-Primary certificate by examination after two years should consult his adviser concerning minimum requirements.

Suggested Kindergarten-Primary Curriculum

Freshman Year

Fall	Winter	Spring
English 101 3	English 102 3	English 3
Speech 101 4	Geography 100 5	Botany 131 5
Sociology 101 5	Government 101/231 5	Art 120/Music 100 3
Education 100 4	Bus. Admin. 113 3**	Music 171 1*
P. E. 101 1	Music 170 1*	P. E. 103 1
	P. E. 102 1	Electives 2-3

Sophomore Year

Math 106 4	American History 5	Math 210 4
English 205, 206, 209 3	Chem/Phys. 101 4	Psychology 301 4
Art 300/Ind. Art 303 4	Psychology 201 4	Education 313 3
Health Ed. 202 4	English 211/212 3	History 308 3
Music 172 1*	P. E. 1	P. E. 1
P. E. 1		Electives 2-4

Junior Year

Education 309 4	Health Education 350 4	Education 337 4
Speech 212/428 4	Music 300 3	Sociology 375 4
English 391 3	Education 316 4	Guid 445/Health Ed. 312
P. E. 318 4	Education 317 4	or Soc 381 4
Electives 2-3	Electives 2-3	Electives 2-3

Senior Year

Guidance 422 4	Student Teaching 16	Electives
Education 355 4	1) Student Teaching to be	
Education 342 4	done on both Kdgn. and Pri-	
Home Ec. 314 4	mary levels.	
Music 307 4	2) Arrangements should be	
	made with Dir. of Student	
	Teaching.	

*See regulations on page 58.

**See regulations above.

Student Teaching and Observation

Director Charles D. Neal, D.Ed. (Indiana)	1948
Associate Professor George Bracewell, Ed.D. (Washington University)	1931
Instructor Jean Vaupel, M.A. (Southern Illinois)	1949

University School

Principal John D. Mees, Ed.D. (Indiana), Associate Professor	1946
Associate Professor Mary Entsminger, M.A. (Columbia)	1922
Associate Professor Sina M. Mott, Ph.D. (New York University)	1936
Associate Professor Charles B. Willard, Ph.D. (Brown University)	1949
Assistant Professor E. Louise Bach, A.M. (Illinois)	1934
Assistant Professor Clyde M. Brown, Ed.D. (Missouri)	1951
Assistant Professor Lulu R. Clark, Emerita (1940)	1917
Assistant Professor M. Alberta Gibbons, A. M. (Columbia)	1921-1923; 1928
Assistant Professor Tina Goodwin, M.A. (Columbia)	1947
Assistant Professor Chalmer A. Gross, Ph.D. (Chicago)	1946
Assistant Professor Dilla Hall, M.S. (Chicago)	1924
Assistant Professor Mabel S. Lane, D.Ed. (Washington University)	1943
Assistant Professor Elizabeth C. Meehan, A.M. (Illinois)	1941
Assistant Professor Charles Paterson, B.Ed. (Southern Illinois)	1936
Assistant Professor John J. Pruis, Ph.D. (Northwestern)	1952
Assistant Professor Evelyn Davis Rieke, M.Ed. (Illinois)	1937
Assistant Professor Ora D. Rogers, A.M. (Illinois)	1928
Assistant Professor Shelby S. Shake, M.S. (Indiana)	1944
Assistant Professor Gladys Leah Smith, M.A. (Columbia)	1931
Assistant Professor Harley R. Teel, A.M. (Illinois)	1935
Assistant Professor Ruby Van Trump, A.M. (George Peabody College)	1928
Assistant Professor Florence A. Wells, A.M. (Illinois), Emerita (1946)	1927
Instructor Margaretta Carey, M.A., M.M. (Eastman School of Music, Rochester)	1949
Instructor Eleanor Casebier, M.S. (Illinois)	1949
Assistant Principal Troy W. Edwards, M.S. in Ed. (Southern Illinois), Instructor	1947
Instructor R. Jean Fligor, M.A. (Northwestern)	1941
Instructor Robert A. Johnson, Dir. of P.Ed. (Indiana)	1949
Instructor Florence R. King, Emerita (1936)	1911
Instructor John F. Plummer, Jr., M.A. (Ball State Teachers College)	1949
Instructor Zita H. Spradling, M.S. (Illinois)	1944
Instructor Helen Starck, M.Ed. (Colorado State)	1944
Instructor Clarence W. Stephens, A.M. (Illinois)	1952
Instructor John W. Stotlar, M.S. (Indiana)	1948
Instructor Milton F. Sullivan, M.A. (Columbia)	1952
Instructor Madelyn Treece, A.M. (Chicago)	1937-1938; 1940
Instructor Jean Vaupel, M.A. (Southern Illinois)	1949
Instructor Eugene S. Wood, M.S. (Illinois)	1949

Supervised student teaching is conducted at Southern in the University School and in cooperating public schools, both in and near Carbondale. The College of Education requires from twelve to sixteen quarter hours of student teaching for the degree Bachelor of Science in Education. Students are expected to enroll for the entire twelve or sixteen quarter hours during one quarter. In the event other arrangements are desired, the approval of the Director of Teacher Training must be obtained. One of the two following plans of student teaching must be pursued by the student and approved by the Director of Teacher Training:

Plan A. Secondary student teachers are assigned to teach eight quarter hours in their major fields and four quarter hours in their minor fields (or four quarter hours on the elementary level). Usually, other educational experiences are also assigned each student. Elementary student teachers are assigned to one grade for one quarter. Kindergarten-Primary majors are required to take 16 quarter hours of student teaching.

Plan B. Kindergarten-Primary, Elementary, and Secondary student teachers are assigned to teach 16 quarter hours. This plan requires that full time be given to the student teaching program, and permits the student to participate in a maximum number of educational experiences, preparing him to become a more efficient teacher. In addition to the preparation for teacher training given in Plan A, this course acquaints the student with the over-all organization of the school, including attendance at faculty meetings, P.T.A. meetings, home visits, assisting with extra-class activities, school records and reports, and many other activities that are expected of teachers. Students accepted under this plan of student teaching are not permitted to carry additional college courses.

Two applications are necessary for student teaching. The preliminary or first application must be made during the spring quarter, approximately one year prior to graduation. For example, a student contemplating student teaching either the fall, winter, or spring term of the school year (1953-1954) should file a preliminary application during the spring term of the school year 1952-1953. Student teachers are scheduled for either fall, winter, or spring term of the following year on the basis of information given on the preliminary application. Applicants should check with the Director of Teacher Training for term assignment prior to the end of the term in which preliminary application is made. A final or detailed application blank must be filled in one quarter prior to the term the student is scheduled for student teaching. For example, a student scheduled to do student teaching during the winter term should file his final application at the beginning (first 2 weeks) of the preceding fall term.

Application for student teaching by in-service teachers for the summer sessions should be made not later than March 1. Application blanks may be secured from the Office of the Director of Teacher Training.

Student Teaching Prerequisites

1. Application must be made to the Director of Teacher Training one year prior to graduation.
2. Detailed form must be filled in a full quarter prior to teaching.
3. The student must pass satisfactorily a physical examination.
4. The student must be working toward the Bachelor of Science in Education or the Bachelor of Music Education Degree. (Exceptions are made only by the Dean of the College of Education.)
5. Before beginning work in student teaching, the student must have 128 quarter hours' credit, with a "C" average.
6. The student in secondary education must have at least 16 quarter hours in the subject which he proposes to teach.
7. Students must have at least 12 quarter hours of professional education prior to student teaching. Secondary majors must have had Psychology

- 201, Guidance 305 or 345, as well as Education 315. Elementary majors must have had Psychology 201, Guidance 305 or 306, as well as Education 314 and 337. Kindergarten-Primary majors must have had Psychology 201, Guidance 305 or 306, as well as Education 316 and 337.
8. The student must have completed Speech 101 and received a grade of "C" or better and a favorable recommendation from the department.
 9. The student majoring or minoring in English must have completed English 300, secured a grade of "C" or better, and received a favorable recommendation from the department. The student majoring or minoring in other fields must have taken English 391, secured a grade of "C" or better, and received a favorable recommendation from the department.

University School

The University School carries out the following important functions:

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

In addition to a large number of subject-matter offerings, the University 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, student council, yearbook, variety of clubs, field trips and excursions.

The fees are as follows: kindergarten, \$13 per semester or \$26 per year; grades 1-6, \$6.40 per semester or \$12.80 per year; grades 7-12, \$9 per semester or \$18 per year. This fee entitles a student to textbooks, use of college library, subscription to a current-affairs weekly newspaper (Grades 7-12), yearbook (Grades 7-12), admission to University School athletic contests, Southern Illinois University football games, club dues, insurance, and University entertainment numbers.

The requirements for graduation from the secondary level are 16 units*, including three of social studies, three of English, one of science, one of mathematics, and one of physical education.

Student Teaching in Public Schools

In addition to the foregoing provisions for student teaching, arrangements are made with a number of public schools in and near Carbondale whereby student teachers may be assigned to do student teaching under the supervision of cooperating teachers approved by the University.

All assignments to student teaching are made by the Director of Teacher Training.

Teacher, Supervisor, or Administrator Internship Program on the Graduate Level

The Southern Illinois University Graduate Level Teacher, Supervisor, or Administrator Internship Program is designed to meet the needs of those graduate students desiring to obtain practical experience in a public school while working on the master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring either on the secondary or the elementary level. The necessary application for admission to this program may be obtained from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted

*Unit represents the credit earned from a subject which meets five times per week for 36 weeks.

in order of applications received and approved. Professional courses selected by the intern to meet the 32 quarter hours of class work must be approved, prior to enrollment.

	<i>Quarter Hours</i>
1. Summer classes at Southern Illinois University	12
2. Regular nine-months school year: during this period of time, the intern will be under the direct supervision of the Office of the Director of Teacher Training	
a. Field study	4
b. Two Saturday or evening courses	8
c. One-half school time of assigned administrative, teaching, or supervisory duties assigned by the public school and the college consultant, according to the graduate plan elected by the intern. The cooperating public school will pay the intern a salary of approximately one-half the regular teacher salary schedule.	
d. One-half school time devoted to a "practicum"	12
<hr style="width: 50%; margin-left: 0;"/>	<hr style="width: 50%; margin-left: 0;"/>
3. Summer classes at Southern Illinois University	12
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>
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Graduate Internship Prerequisites

1. Graduate students interested in the internship program should file an application with the Director of Teacher Training at the beginning of the spring quarter, one term prior to the anticipated summer session.
2. Upon filing the application, the prospective intern must meet the approval of the Dean of the Graduate School, the Director of Teacher Training, and the administrator of one of Southern's approved public schools.
3. Following approval, the applicant must meet with the Dean of the Graduate School and the Director of Teacher Training for the purpose of designing a graduate curriculum that will meet specifically the needs of the applicant.
4. The graduate student must be a graduate of a recognized undergraduate college, have 32 hours in education—including student teaching—and be a certified teacher in the State of Illinois.
5. The graduate student must have taken English 300 or 391 and secured a grade of "C" or better and a favorable recommendation from the department.
6. The graduate student must have taken Speech 101 and secured a grade of "C" or better and a favorable recommendation from the department unless individually exempted.
7. The graduate student must be a character of unquestionable moral strength and emotional stability, a practitioner of democratic principles, and a scholar.

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 Mr. Jacob Bach of the College of Education.

Certification

All certificates to teach in Illinois are issued by the Secretary of the State Teacher Certification Board, Springfield, Illinois. The College of Education designs its curricula to meet the state certification requirements.

Information may be obtained from the Dean of the College of Education, or the Director of Teacher Training, Southern Illinois University; the County Superintendent of Schools; or the Secretary of the State Teacher Certification Board.

Education

Professor Douglas E. Lawson, Ph.D. (Chicago)	1935
Professor Bruce W. Merwin, Ph.D. (Kansas)	1927
Professor Charles D. Neal, D.Ed. (Indiana)	1948
Professor Ted R. Ragsdale, Ph.D. (St. Louis)	1925
Professor C. D. Samford, Ph.D. (New York University)	1951
Professor Irving W. Stout, D.Ed. (Northwestern)	1950
Professor F. G. Warren, A.M. (Chicago), Chairman	1913
Associate Professor George Bracewell, Ed.D. (Washington University)	1931
Associate Professor Roye Bryant, Ed.D. (Washington University)	1948
Associate Professor Claude J. Dykhouse, Ph.D. (Michigan)	1947
Associate Professor Woodson W. Fishback, Ph.D. (Chicago)	1948
Associate Professor Willis E. Malone, Ph.D. (Ohio State)	1939
Associate Professor John D. Mees, Ed.D. (Indiana)	1946
Associate Professor Victor Randolph, Ph.D. (George Peabody College)	1935
Assistant Professor Jacob O. Bach, Ph.D. (Wisconsin)	1951
Assistant Professor Clyde Mosely Brown, Ed.D. (Missouri)	1951
Assistant Professor William E. Shelton, Ph.D. (Chicago)	1951
Assistant Professor Mabel Sickman Lane, Ed.D. (Washington University)	1943
Instructor E. E. Brod, M.A. (Nebraska)	1951
Instructor R. Jean Fligor, M.A. (Northwestern)	1941
Lecturer James H. Hall, Ed.D. (George Washington)	1952-1953
309-4. Kindergarten-Primary Social Studies Methods. The objectives and methods of teaching social studies at the kindergarten-primary level. Prereq, Guid. 305 or Child Psychology.	
310-4. Principles of Secondary Education. Such topics as adolescence, history and aims of secondary education, high school courses of study, high school equipment, and problems of organization, management, and discipline peculiar to the high school. Prereq, Guid. 305 or Adolescent Psychology. Offered every term.	
313-4. Children's Literature. Courses for students majoring in kindergarten-primary education or elementary education, emphasizing types of literature, an analysis of literary qualities, and the principles of selection and presentation of literature for children. Not open to students who have had English 213 or Speech 307. Prereq, Guid. 305 or Child Psychology.	
314 (215) (210)-4. Elementary School Methods. The fundamental principles of education and the interpretation of current and proposed educational theory and practice. The processes of teaching and learning involved in elementary education. Educ. 314 cannot be substituted for 315, nor Educ. 315 for 314. Prereq, Guid. 305 or Child Psychology.	
315-4. High School Methods. The processes of learning and teaching involved in high school education. See Educ. 314 description. Prereq, 310 and 331, Guid. 305 or Adolescent Psychology. Offered every term.	

- 316-4. **Kindergarten-Primary Methods and Curriculum.** To aid the teacher in placing subject matter according to age levels and environment, to integrate this material with the child's experiences, to plan a unit of experience, and to help a school group to develop it. Prereq, Guid. 305 or Child Psychology. (3 hours theory plus 2 hours laboratory.)
- 317-4. **Audio-Visual Methods in Education.** Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. Motion pictures, slides, film strips, and recordings particularly stressed. Prereq, Guid. 305, Child Psychology, or Adolescent Psychology.
- 331-4. **American Public Education.** A general overview of the entire field of American public education. Prereq, Guid. 305, Child Psychology, or Adolescent Psychology. Offered every term.
- 337-4. **Reading in the Elementary Schools.** 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. Prereq, 314 or 315; Guid. 305, Child Psychology, or Adolescent Psychology.
- 355-4. **Philosophy of Education.** The philosophical principles of education and the educational theories and agencies involved in the work of the schools. Prereq, Guid. 305 or Adolescent Psychology.
- 395-4. **Production of Audio-Visual Materials.** A class designed to meet the needs of the elementary and secondary teachers who wish to produce teaching materials at the local level. A production of slides, filmstrips, graphs, charts, questions of still pictures, and other audio-visual materials stressed. 4 hours lecture and 4 hours lab. Prereq, 317, or permission of the instructor.
- 401-2. **Problems in Public School Reading.** Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. Summer.
- 412-4. **Illinois School Law.** Designed to provide (a) interpretation and understanding of Illinois school laws and (b) competency in fulfilling, administering, and evaluating provisions of the school laws of the State of Illinois. Includes study of Federal legislation and court decisions affecting Illinois public schools. Open to seniors and graduate students.
- 424-4. **School Administration.** For those who look forward to positions as supervisors, principals, or superintendents. Prereq, Guid. 305 or Adolescent Psychology.
- 430-4. **History of Education.** To present the historical background of present-day education; to trace the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. Prereq, Guid. 305, Child Psychology, or Adolescent Psychology.
- 432-4. **Public Opinion, Propaganda, and Education.** Analyzing and classifying propaganda and giving means of combating it. Showing how public opinion is formed by use of current materials from the different channels of communication. The differences between propaganda and indoctrination. Prereq, consent of instructor.
- 433-4. **Workshop in Elementary Education.** Meets the immediate needs of in-service teachers in special areas such as curriculum advancement, remedial teaching, child development. Credit not granted for 433 if student has had 333 or 390.
- 437-4. **Problems in Reading.** Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prereq, consent of instructor.
- 456-4. **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. For present and prospective principals or supervisors who wish to familiarize themselves with accepted

- principles of supervision in elementary and secondary schools. Prereq, three courses in education.
- 460 (360)-4. Curriculum. Modern practices and procedures in curriculum development; principles and practice in evaluation and construction of curriculum areas, with attention to the professional, social, economic, and other major factors in curriculum planning. Not open to students having had 461. Prereq, consent of instructor.
- 461-4. The Elementary School Curriculum. A critical study of the reorganization, construction, and administration of the elementary school curriculum study, basic issues in realizing a sound curriculum, and installation, adaptation, and administration of the revised curriculum. Not open to students having had 460.
- 465-4. Seminar. Psychological principles of learning applied to the mastery of materials used in elementary school subjects. Prereq, 314, Guid. 305, or Child Psychology and Senior standing.
- 470-4. Extra-Class Activities. Student expected to specialize in one extra-class activity in terms of his own interest and needs. Prereq, consent of instructor.

Guidance and Special Education

Professor Marshall S. Hiskey, Ph.D. (Nebraska), Chairman	1946
Professor William N. Phelps, Ed.D. (Colorado State College of Education)	1941
Professor W. A. Thalman, Ph.D. (Cornell)	1929
Associate Professor Isaac P. Brackett, Ph.D. (Northwestern)	1951
Associate Professor B. Elizabeth McKay, Ph.D. (Syracuse)	1952
Associate Professor Maude A. Stewart, Ed.D. (Syracuse)	1949
Assistant Professor John O. Anderson, Ph.D. (Ohio State)	1950
Assistant Professor Ledford J. Bischof, Ed.D. (Indiana)	1946
Assistant Professor Eugene D. Fitzpatrick, Ed.D. (Colorado State College of Education)	1950

The Department of Guidance and Special Education offers undergraduate majors in the areas of Special Education leading to certification as teachers of mentally retarded; partially sighted; hard of hearing; and orthopedic children.

Majors in Guidance and Counseling are limited to the graduate level. Students who plan to take such majors at the graduate level should make every effort to take Adolescent Psychology, Guid. 421 or 422, and Mental Hygiene at the undergraduate level.

Students who are majoring in other areas of education may qualify for the above mentioned special certificate for teachers of exceptional children by taking approximately twenty-four quarter hours of special work. Usually these courses can be taken in place of regular electives, and can be obtained in the junior and senior years. This permits a student (by the time of graduation) to qualify for both his regular teaching certificate and the special certificate. Requirements are as follows:

Mentally Retarded

16 hours from this group: Child Psychology or Adolescent Psychology, 413, 414, 417, Mental Hygiene; Educ. 337; Health Ed. 203.

12 hours from this group: 410, Student Teaching (Special), Mus. 307, Art 300.

8 hours from this group: 422 or 421, 442, P. E. 351, Speech 212 or 427, Soc. 335 or 381.

Partially Sighted

42 hours from the following: Child Psychology or Adolescent Psychology, 410, 411, 413, 414, 417, 422 or 421, 425 or 426, Mental Hygiene, Educ. 337, Speech 212 or 427, Art 300, Bus. 102 or 103, Music 307, Soc. 335 or 381, Student Teaching (Special).

Hard of Hearing

20 hours from the following: 413, 414, 415, 419, 426, Student Teaching (Special), Educ. 337, Health Ed. 203.

16 hours from the following: Speech 105, 211, 212, 318, 405, 406; Physiol. 209.

Orthopedic

36 hours from the following: Child Psychology or Adolescent Psychology, 410, 413, 414, 416, 417, 421 or 422, 426, 442, Mental Hygiene, Educ. 337, Speech 212 or 427, P. E. 351, Student Teaching (Special).

Appropriate graduate courses may be substituted for the above when necessary or desirable.

- 305-4. Educational Psychology.** A course primarily for teachers, designed to help them to develop an appreciation and understanding of behavior; intelligence and its measurement; the use of test results; principles of learning and their application to teaching; and individual differences. Prereq, Psych. 201. Offered every term.
- 406-4. Re-Education of Acoustically Handicapped Children.** (See Speech 406.)
- 410-4. Education of the Mentally Retarded.** A study of the objectives, curriculum, methods and materials of instruction for slow learners. Emphasis upon the principles of learning as they can be applied to this group. Observation. Prereq, 305, Child Psychology or Adolescent Psychology.
- 411-4. Education of the Partially Sighted and Blind.** A study of the objectives, curriculum, methods and techniques of instruction of classes for the partially sighted. Special emphasis on sight conservation in the regular classroom, special equipment, and observation of sightsaving classes. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 413-4. Organization, Administration, and Supervision of Special Classes.** Emphasis upon the functions, underlying principles and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, special equipment, transportation, cooperating agencies, and legal aspects of the program. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 414-4. The Exceptional Child.** A study of physical, mental, emotional, and social traits of all types of exceptional children. Particular stress given to the effects of handicaps in learning situations. Attention given to methods of differentiation and to techniques employed for rehabilitation. Individual case studies used; observations and field trips. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 415-4. Education of the Deaf and Hard of Hearing.** An introduction to methods of teaching reading and developing language sense in the deaf and hard of hearing, with special emphasis upon the tactile, visual, and kinesthetic experiences; hearing aids and other special equipment presented in terms of their educational application. Observations. Prereq, 305 or Child Psychology or Adolescent Psychology, Speech 105 and 212 or its equivalent.
- 416-4. Education of the Orthopedic.** A study of the objectives, curriculum, methods and techniques of instruction of classes for orthopedic children. Emphasis given to program organization, special types of equipment, and observation of classes for the orthopedic. Prereq, same as for 410.
- 417-4. The Atypical Child and Social Agencies.** A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis given to services rendered and to methods of contact, cost, etc. Visitations made to agencies and institutions; specialists invited to appear before the class. Prereq, 305 or Child Psychology or Adolescent Psychology and Soc. 101.
- 418-4 to 8. Workshop in Special Education.** Workshop designed to promote better understanding of the psychological and educational problems of atypical children. Specialists used as consultants. Open to seniors and graduate students majoring in education, guidance, or special education. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 419-4. Principles and Techniques of Teaching Lip Reading.** A study of the objectives and techniques for visual speech reading of the hard of hearing.

- Emphasis given to foundation exercises and actual practice under direct supervision. Speech reading problems studied. Prereq, 305 or Child Psychology or Adolescent Psychology, Speech 105 and 212 or its equivalent.
- 420-4. **Educational Statistics.** A course emphasizing the statistical methods needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of describing group performance, measures of relationship, normal probability, and an introduction to measures of reliability and tests of significance. Prereq, 305 or Child Psychology or Adolescent Psychology, Math. 120 or equivalent.
- 421-4. **Tests and Measurements in the Secondary School.** A study of various standard tests with emphasis on the administering, scoring, and interpreting of such tests as they are utilized in the high schools. The planning of testing programs for public schools; the preparation of an objective test by the student in the field in which he plans to teach. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 422-4. **Tests and Measurements in the Elementary School.** The uses of objective measurements for diagnosis, appraisal, guidance of learning, and improvement of teaching. Special emphasis on the selection, administration, and interpretation of tests. Attention given to the construction of classroom tests by the teacher. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 425-4. **Diagnosis and Correction of School Behavior Problems.** A study of etiological factors, differential diagnosis, and methods used in the correction of behavior problems within the schools. Special consideration given to intra-community and extra-community facilities available in treatment programs. Includes in-service field work. Prereq, consent of instructor.
- 426-4. **Symposium on Procedures in Individual Guidance.** Weekly seminars to acquaint students with techniques in individual guidance; emphasizes diagnostic techniques as used in the case study approach. Each student to select one child to serve as his "subject". Prereq, 305 or Child Psychology or Adolescent Psychology, 421 or 422, at least one course in remedial reading, Soc. 101, Health Ed. 202.
- 428-4. **Speech Correction for the Classroom Teacher.** (See Speech 428.)
- 440-6. (2 hours each term). **Personnel Problems in University Residence Halls.** A basic laboratory and seminar approach to student problems in relationship to University housing, the educational contributions of such housing to the total University program, the purpose and influence of group discussion, counseling, supervised study, social activities and recreation; the ways of understanding and giving assistance to the new student, and the methods of evaluating the total program. Prereq, general course in sociology and in psychology.
- 442-4. **Guidance Services in the Public Schools.** A basic introductory course. A rapid survey of the organization and supervision of educational, social, and vocational guidance in public schools. A first course for counselors, advisers, deans, teachers, school administrators, and others interested in guidance. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 475-4. **Implementation of Guidance Principles in the Public Schools.** Individual and group guidance techniques needed by teachers and administrators in the public schools. Lectures and discussions to cover methods which the participant selects and adapts for use with problems of his choosing. Individual conferences, weekly progress reports, and a complete case report required. Prereq, consent of instructor. Not open to students who have had 426, 526, or 542.

Health Education

Lecturer Ralph H. Boatman, M.P.H. (North Carolina), Acting Chairman	1947-1949; 1951-1953
Assistant Professor A. Frank Bridges, D.H.S. (Indiana)	1943

Assistant Professor Florence E. Denny, M.A. (Teachers College, Columbia) 1929
 Instructor Frances K. Phillips, M.A. (Teachers College, Columbia) 1944
 Lecturer Roger F. Sondag, M.D. (Illinois) 1950-51; 1951-1953

Health Education 202 is required of all students and is a general University requirement for graduation.

A minor of 24 quarter hours and a major of 36 or 48 hours is offered in the department.

The following courses are required for a minor: Physiology 209 and Health Education 200, 202, 225, 232, and 351. Microbiology 201 is a prerequisite for majors and minors in health education. Additional courses may be taken in Safety Education, School Health Problems, Public Health, Child Growth and Development, Emotional Health, and Home Nursing.

The major is urged to secure a total of 40 quarter hours of natural science, or to secure one minor in the biological sciences. This requirement is a prerequisite for admission to graduate schools of health education and public health. Electives in social psychology, cultural anthropology, and psychology are suggested. The following courses are required for the major: Physiology 209, Microbiology 201, and Health Education 200, 202, 225, 232, 306, 311, 313, 351, 355.

Minors are suggested in the related areas of biological sciences, guidance and special education, home economics, physical education, psychology, sociology, and anthropology.

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Govt. 101 or 231	5	Geog. 100, Soc. 101, or		Geog. 100, Soc. 101, or	
Zool. 101	5	Econ. 205	5	Econ. 205	5
P. E.	1	Zool. 105	5	Art 120 or Mus. 100	3
Electives	2	P. E.	1	Health Ed. 202	4
				P. E.	1
	16-17		14-15		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Eng. 205, 206, 209,		Eng. 205, 206, 209,		Math., Physics, or Chem.	4
211, or 212	3	211, or 212	3	Health Ed. 200	2
Math., Physics, or Chem.	4	Math., Physics, or Chem.	4	Health Ed. 225	3
Physiol. 209	4	Micro. 201	4	P. E.	1
Speech 101	4	Hist. 201 or 202	5	Electives	2-3
P. E.	1	P. E.	1	Psych. 201	4
	16-17		17-18		16-18

Junior Year

Health Ed. 306	4	Health Ed. 311	4	Health Ed. 355	4
Health Ed. 232, 233	3	Educ. 331	4	Educ. 310	4
Guid. 305 or Adolescent		Eng. 300 or 391	3	Zoology 335	5
Psychology	4	Zoology 201	5	Electives	3
Zoology 200	5				
	16		16		16

Senior Year

Health Ed. 313	4	Health Ed. 351	4	Health Ed. 312	4
Educ. 315	4	Student Teaching	12	Health Ed. 365	4
Zoology 300	5			Electives	8
Electives	3				
	16		16		16

A student must take 3 hours of practical arts and crafts if he has not had these in high school.

Two 24-hour minors are required with a 36 hour major.

The above program includes a 48-hour major and a minor in zoology.

- 200-2. Control of Communicable Diseases in the Public Schools.** A study of the communicable diseases in the public schools, with emphasis upon control and principles of prevention, and application of these principles to the individual and the community.
- 202-4. Health Education.** A survey course in personal and community health, designed to meet the general health needs of college students. Objective of the course, to present scientific information as a basis to help the student develop wholesome health attitudes and practices which will result in optimum personal and community health. Prerequisite for all 300 courses. For third-term freshmen and advanced students only.
- 203-3. Health Problems of the Physically Handicapped.** Designed to aid teachers in detecting deviations from the health norms in school children. Interpretation of the health examination, methods used in detecting physical defects, rehabilitation programs, and agencies whose help can be secured in the care of the physically handicapped.
- 206-2. Hygiene of the Home.** Preparing the home for healthful living; mental health aspects of the home and family; accident prevention and emergency care in the home; home sanitation; food preservation.
- 210-4. Home Nursing.** Theory, practice, and demonstration concerning equipment, care of the patient and sick room; maternal and child care; recognition of more common symptoms of disease; administration of simple treatments. Denny.
- 225-3. Community Health Problems.** Methods of water purification; sewage disposal; diseases transmitted by contaminated food, water, and milk; restaurant sanitation and food handling.
- 232-2. Beginning First Aid.** Red Cross First Aid Course as a basis.
- 233-1. Advanced First Aid.** Red Cross First Aid Course as a basis. Prereq, 232 or its equivalent.
- 302-3. Driver Education and Training.** To prepare the college student for teaching Driver Education and Training in the secondary school. The different instruction plans outlined; obtaining the car, insurance, road testing, psycho-physical testing, and source materials carefully treated. Driver Education and Training Certificates to be awarded class members who satisfactorily complete the course. Prereq, Illinois Driver's License.
- 306-4. Introduction to Health Education.** An introduction to the philosophy and history of health education. The function of the school; the health department and voluntary agency in a health education program stressed. Techniques in health education such as community organization, interpretations of vital statistics, and group dynamics examined.
- 310-2. Public Health Aspects of Maternal and Child Hygiene.** An examination of the purposes of public health programs concerned with maternal and child hygiene. Agencies, personnel involved, and community responsibility for the program emphasized.
- 311-4. Child Development.** Physical development of the child, beginning with the study of pregnancy, prenatal and postnatal care, and the physical development of the child from birth to puberty.
- 312-4. Emotional Health.** Designed for prospective teachers and parents. Emotional health of the teacher and parent discussed in terms of its influence upon the child in the classroom. Prereq, 311, or its equivalent.
- 313-4. Health and Safety.** Preparation for teaching safety education in the public schools. The need of educating for safety; safety as a social problem; development of safety skills, habits, attitudes, and ideals; accident causes, responsibility for safety; teacher liability; research in the field.
- 350-4. Health Education Methods and Materials Applicable to Public Schools.** Designed to show the prospective teacher the scope of the school health program; environment, health services, community responsibilities, classroom teaching, and relationship of school health program to other areas of school program. Emphasis upon the importance of a school

health program and the teacher's role in the program; teacher's relationship to physician, nurse, and parent. Demonstration of vision, hearing, and daily screening techniques and study of various equipment and materials used in the school health program. Recommended for all prospective teachers. Prereq, 202, or its equivalent. Credit not given for both 350 and 351.

- 351-4. Introduction to Health Education in Schools.** Introduction to a total school-community health education program which will help the student in planning, organizing, and administering a health education program, in understanding techniques, skills, and methods of health education applicable to schools. Prereq, 200, 225, and Education 315. Credit not given for both 350 and 351.
- 355-4. Public Health Administration.** An introduction to the federal, state, and local official public health agencies, and to voluntary public health agencies; their organization, administration, functions, and relationship to school and community health programs. Programs emphasized by visits to local and state public health agencies. Prereq, 306, 350, or 351.
- 361-8. 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 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. Prereq, 202, or its equivalent.
- 365-4. Problems of Health Education in the Public Schools.** A study of existing health education programs in the public schools, emphasized by observations of type programs in off-campus schools; investigations of recent developments in education and their influences upon school health education. Prereq, 351 or its equivalent.

Library Service

Professor Robert H. Muller, Ph.D. (Chicago), Chairman	1949
Instructor Dorothy Agnes McGinniss, M.S. in L.S. (Columbia)	1952

Courses in library service serve two purposes: (1) to provide instruction in the use of books and libraries for undergraduates to aid them in their college work; this instruction is offered through Course 201; (2) to prepare teacher-librarians for elementary and secondary schools with a minor in library service.

Students wishing to become full-time librarians in larger secondary schools, colleges, universities, or public libraries are advised to acquaint themselves as early as possible with the admission and degree requirements of a graduate library school accredited by the American Library Association.

Persons trained primarily as teachers may qualify for part-time professional service in a school library by completing a minor of 24 quarter hours of work in library service. The Superintendent of Public Instruction of the State of Illinois recommends that all school librarians in the accredited public schools of Illinois complete 24 quarter hours of courses related to library service by September 1956.

For the minor in library service, all of the courses listed must be completed, except 304 or 305, only one of which need be taken. As an introduction to the library training program, 201 or its equivalent is suggested.

- 201-4. Use of Books and Libraries.** Developing the college student's skill in the use of library classification and the card catalog, printed indexes, bibliographies, and basic reference tools; instruction in bibliographic style.
- 303-4. School Library Functions and Management.** Library service in relation to the school program, objectives, standards, organization, budget making, evaluation, reports, training and supervision of pupil staff, housing and equipment, methods of stimulating the use of the library and reading.

- 304-4. Library Materials for Adolescents.** Use of library materials for adolescents in relation to reading interests and needs; standard aids for book selection in secondary school libraries; the development of judgment in fitting books to pupil needs.
- 305-4. Library Materials for Children.** Use of books and materials in children's libraries and in the elementary school in relation to reading interests and needs; standard aids in book selection; the development of judgment in fitting books to pupil needs. The content of children's literature is emphasized. (For a related course stressing the historical development and presentation of children's literature, students are referred to Education 313.)
- 306-4. The Library as an Information Center.** Selection and use of reference tools in elementary and high schools; methods of evaluating publishers' lists, editions, series, periodicals, and sources of inexpensive materials.
- 307-4. School Library Activities and Practice.** Story telling, preparing and giving book talks, teaching the use of the library to high school students, and other techniques used in library service to schools; a portion of the time will be devoted to observing and practicing these techniques and working under supervision in the University School Library. Prereq, 303, 306, and 304 or 305.
- 308-4. School Library Technical Processes.** Acquisition, classification, cataloging, preparation, and preservation of materials, circulation and shelf work.

Physical Education for Men

Associate Professor William Freeberg, D.Rec. (Indiana)	1942
Associate Professor Leland P. Lingle, M.A. (Iowa)	1927
Associate Professor Glenn Martin, M.A. (Iowa)	1938
Assistant Professor Cecil C. Franklin, Jr., Dir. of P. Ed. (Indiana), Acting Chairman	1948
Assistant Professor Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Assistant Professor Norman E. White, Pe. D. (Indiana)	1951
Instructor William E. O'Brien, M.S. in P.Ed. (Indiana)	1948
Instructor James J. Wilkinson, Dir. Rec. (Indiana)	1948-1950; 1951

The department sponsors a fall program of intercollegiate football and cross country, a winter program of basketball, wrestling, and gymnastics, and a spring program of baseball, track, golf, and tennis. There is an intra-mural program which makes it possible for all students to enjoy taking part in some activity and to benefit from it.

The University is a member of the National Collegiate Athletic Association, the National Intercollegiate Association, and the Interstate Intercollegiate Athletic Conference.

Coaching Staff

Acting Director of Intercollegiate Athletics Glenn Martin, M.A. (Iowa), Baseball Coach	1938
Tennis Coach William Freeberg, D.Rec. (Indiana)	1942
Basketball and Golf Coach Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Track and Cross Country Coach Leland P. Lingle, M.A. (Iowa)	1927
Head Football Coach William Edward O'Brien, M.S. in P.Ed. (Indiana)	1948
Wrestling Coach James J. Wilkinson, Dir. of Rec. (Indiana)	1948-1950;1951

Physical Education courses 151, 152, 153, 251, 252, and 253 are required of all freshmen and sophomores and are part of the general University re-

quirements for graduation. All students must complete these courses for graduation or offer, in lieu thereof, three quarters of competition on a varsity athletic squad, each quarter in a different sport. Six hours of physical education activity is the maximum credit which may be accepted toward graduation requirements.

Courses 149, 151, 152, 153, 251, 252, 253, 170, 171, 172, 173, 174, 175, 178, 179 do not count toward a major or minor. Physical Education 230, Folk Dance, and Physical Education 239, Social Dancing, taught in the Department of Physical Education for Women may be substituted for a similar period of 151, 152, 153.

Sixty quarter hours in the Department of Physical Education for Men (exclusive of the required freshman and sophomore physical education or equivalent) and approval of the chairman of the department are required for a major in physical education. Required courses in physical education for a major include 206, 210, 220, 221, 230, 241, 256, 257, 272, 302, 303, 340, 353, 355, 370, 375, and 380, plus a minimum of six quarter hours of sports theory selected from 330, 356, 358, 372. Physiology 209 and 303 are required of all majors in physical education.

For a minor in physical education, thirty quarter hours are required, including 206, 210, 220, 221, 241, 256, 257, 272, 302, 340, 353, and 356.

Courses 245, Conduct of Play Activities, and 319, Teaching Elementary School Group Activities, taught in the Physical Education Department for Women may be taken as electives on the major in physical education.

Suggested Curriculum in College of Education

Freshman Year					
Fall	Hours	Winter	Spring		
		Hours	Hours		
AS&T 101	1	AS&T 102	1	AS&T 103	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
P. E. 151	1	P. E. 152	1	P. E. 153	1
P. E. 206	2	Geog. 100	5	P. E. 210	2
Art 120 or Mus. 100	3	Zool. 101	5	Econ. 205	5
Govt. 101 or 231	5	Electives	2	Math., Physics, or Chem. 4	4
Electives	2				
			17		16
	17				
Sophomore Year					
AS&T 201	1	AS&T 202	1	AS&T 203	1
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	Eng 390 or Speech 101	3 or 4
P. E. 220	2	Eng. 300 or 391	3	P. E. 221	2
P. E. 241	2	P. E. 252	1	P. E. 230	2
P. E. 251	1	Soc. 101	5	P. E. 253	1
Math., Physics, or Chem. 4	4	Math., Physics, or Chem. 4	4	P. E. 256	2
Psych. 201	4			Hist. 201 or 202	5
	17		17		
					16 or 17
Junior Year					
P. E. 257	2	P. E. 330	3	P. E. 303	5
P. E. 272	2	Physiol. 209	4	P. E. 356	3
Educ. 310	4	Physiol. 300	4	Physiol. 303	4
Guid. 305 or Adolescent Psychology 4	4	Educ. 315	4	Educ. 331	4
Health Ed. 202	4	Electives	2		
	16		17		16
Senior Year					
P. E. 372	3	P. E. 302*	4	P. E. 380	4
P. E. 340	3	P. E. 355	2	Student Teaching	12
P. E. 353	4	P. E. 370	4		
P. E. 358	3	P. E. 375	4		
Electives	3	Electives	3		
	16		17		16

*Must be completed before enrolling for student teaching.

149-1. Adapted and Restricted Activities. Freshman requirement for students with functional or structural disorders. 3 hr activity. Every term.

151-1. Freshman Required Physical Education. 3 hr. activity. Fall.

- 152-1. Freshman Required Physical Education. 3 hr. activity. Winter.
- 153-1. Freshman Required Physical Education. 3 hr. activity. Spring.
- 170-2. Varsity Football. 5 hr. activity. Fall.
- 171-2. Varsity Basketball. 5 hr. activity. Winter.
- 172-2. Varsity Track. 5 hr. activity. Spring.
- 173-2. Varsity Tennis. 5 hr. activity. Spring.
- 174-2. Varsity Gymnastics. 5 hr. activity. Winter.
- 175-2. Varsity Baseball. 5 hr activity. Spring.
- 178-2. Varsity Cross Country. Fall.
- 179-2. Varsity Wrestling. 5 hr activity. Winter.
- 204-2. Swimming. Summer.
- 249-1. Adapted and Restricted Activities. Sophomore requirement for students with functional or structural disorders. 2 hr activity. Every Term.
- 251-1. Sophomore Required Physical Education. Prereq, 151. 2 hr activity. Fall.
- 252-1. Sophomore Required Physical Education. Prereq, 152. 2 hr activity. Winter.
- 253-1. Sophomore Required Physical Education. Prereq, 153. 2 hr activity. Spring. One different varsity sport may be substituted for two hours of required physical education.

Professional Teacher-Training Courses in Physical Education for Men

- 202-4. Wrestling. Course designed to give knowledge of rules, teaching methods, and history of wrestling; and to give practical work in wrestling techniques. 1 hour a day, 5 days a week. Winter.
- 205-1. Swimming. Further practice and study of all recognized strokes; development of speed, endurance, rhythm, and timing stressed. Prerequisite, passing of elementary swimming test. 3 days a week, 2 hours a day, for 4 weeks. Summer.
- 206-2. Stunts and Tumbling. Course aimed principally to develop, by practice, individual technique in calisthenics, tumbling, simple stunts, and trampoline work; also to develop in students safety, skills, and teaching techniques, and to give them a number of activities. 1 hour a day, 4 days a week. Fall.
- 207-2. Apparatus. Course aimed principally to develop in students individual techniques in calisthenics and in heavy apparatus; also, to develop in them safety skills and teaching techniques as well as to teach them a number of activities. 1 hour a day, 4 days a week.
- 210-2. Basketball Techniques. Course dealing with individual basketball fundamentals, with special emphasis on passing, pivoting, basket-shooting, dribbling, and individual defense. 1 hour a day, 4 days a week. Winter term.
- 220-2. Recreational Activities and Games (outdoor). Techniques, skills, and rules taught by student participation in individual and group outdoor recreational sports. 4 days a week.
- 221-2. Recreational Activities and Games (indoor). Techniques, skills, and rules taught by student participation in individual and group indoor recreational sports. 4 days a week.
- 230-2. Basic Rhythms and Folk Dancing. 4 days a week.
- 240-1. Golf Techniques. A course dealing with golf fundamentals, such as the grip, stances, address, forward and backward swing, and follow-through. Individual instruction given as needed.
- 241-2. Introduction to Physical Education. A discussion of the purposes of physical education, the training required for teachers, the programs of physical education, vocational possibilities in the profession, the scientific foun-

- dation of physical education, and present trends in the field. 2 days a week.
- 257-2. Football Techniques.** Individual instruction and practice in all the fundamentals of the game, such as passing, kicking, tackling, blocking, running with the ball; student participation in actual scrimmage. 4 days a week. Fall.
- 272-2. Baseball Techniques.** The technique of batting, fielding, and playing the different positions. 4 hr activity. Spring.
- 302-4. Materials and Methods for Teaching Physical Education Activities in Junior and Senior High Schools.** Study, demonstration, and practice of the "totalbody" activities adapted to the needs, interest, and capacities of junior and senior high school boys; emphasis placed upon principles of leadership in an organized schedule, or in outdoor and indoor developmental activities which necessitate a thorough knowledge of the purposes, aims, and remote and immediate objectives of physical education, and of the changing factors in the building of a school program. 1 hour a day, 4 days a week.
- 303-5. Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. 1 hour a day, 5 days a week. Prerequisite, Physiology 300.
- 306-2. Advanced Stunts and Tumbling.** Continuation of Physical Education 206; in addition to practice and safety drills, emphasis upon teaching methods. 1 hour a day, 4 days a week. Fall.
- 307-2. Advanced Apparatus.** Continuation of Physical Education 207; in addition to practice and safety skill, more emphasis on teaching methods. 1 hour a day, 4 days a week. Winter.
- 327-2. 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 required of each student. Prerequisite, junior standing.
- 330-3. Basketball Theory.** Different types of offense and defense studied; special emphasis given to early season practice, offensive and defensive drills, team strategy, care of minor injuries, and rules of the game. Prerequisite, Physical Education 210, or permission of the instructor. 1 hour a day, 3 days a week.
- 340-4. History and Principles of Physical Education.** A course aiming to develop an understanding of the scientific foundations of a sound program of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method, philosophy, anatomy, kinesiology, and related areas.
- 351-4. 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; correlation of this program with the physical education curriculum. 4 days a week.
- 353-4. The Organization and Administration of Physical Education.** A course including the problems of the administrator, such as the grading, care and maintenance of playgrounds and gymnasiums, student leadership in physical education, purchase and care of equipment, organization and administration of an intramural program. 1 hour a day, 4 days a week.
- 355-2. Assisting Techniques.** A course giving actual opportunities in assisting in teaching experience on the college level, with as varied a program of activities as the student schedule permits; the professional and required classes as well as the intramural program furnishing experiences in officiating and assisting in teaching activities according to season.
- 356-3. Track and Field Theory.** Instruction in all individual track and field events; methods of organizing and conducting track and field meets as a part of the course. Spring.
- 358 (258)-3. Football Theory.** A course dealing with all phases of the game; offensive and defensive formation analyzed; the strength and weakness

- of each studied; the various types of individual plays analyzed; rules of the game discussed. Prerequisite, Physical Education 257, or permission of the instructor. 1 hour a day, 3 days a week. Fall.
- 360 (260)-4. **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. 1 hour a day, 4 days a week.
- 365-4. **The Organization and Administration of Community Recreation.** Practical study 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.
- 368-4. **Camping Administration.** To develop an understanding of accepted methods of selecting and managing personnel, planning programs, maintaining health and safety measures, preparing food, developing camp counselors, evaluating camps, administering business, and doing other related procedures involved in setting up and running a camp.
- 370-4. **Tests and Measurements in Physical Education.** The theory of measurements in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required.
- 372-3. **Baseball Theory.** Strategy of the game; conduct of daily practice; study of rules and play situations; also, methods of teaching baseball.
- 375-4. **Theory and Practice in the Training and Care of Athletes.** To explain the psychological and physiological principles of sound coaching methods, to provide actual practice in bandaging and strapping, and to discuss the care and conditioning of athletes for competition in sports. Prereq, junior standing.
- 380-4. **The Organization and Administration of Interscholastic Athletics.** To explain and discuss the handling of administrative details related to the purchase and care of equipment, sports awards and point systems, transportation of athletes, insurance and liability for accidents, financing, public relations, scheduling of games, and hiring of officials.
- 390-2 to 8. **Camping Workshop.** A course designed to give practical training and experience in all phases of camp activities, camp counseling, and camp administration. Given in conjunction with University camp at Little Grassy Lake.
- 400-4. **Evaluation in Physical Education.** Historical background and measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the testing program; and interpretation and application of results. Fulfills the tests and measurements course requirement for the degree Master of Science in Education.
- 401-4. **Problems in Physical Education.** Problems involved in organizing and conducting an effective physical education program.
- 402-3. **Organization and Administration of Intramural and Extramural Activities.** Planning intramural programs of sports; planning and coordinating extramural activities commonly associated with physical education.
- 403-4. **The Adaptation of Physical and Recreation Activities to the Handicapped Individual.** Recognition of postural deviations; devising and planning programs for the physical atypical.
- 404-4. **The Teaching of Sports.** Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.
- 405-4. **Current Theories and Practice in the Teaching of Dance.** History and evolution of dance; place of dance in education and recreation.
- 406-4. **Principles of Physical Education.** The place of physical education in the school program, and the principles underlying the program. (Required of all students not presenting the undergraduate courses, 354 or 340).
- 407-4. **Techniques in Camping.** Preparation of material for the use in camps; techniques of camp procedure, camp craft, woodsmanship, and crafts.

420-3. **Physiological Effects of Motor Activity.** A study of the general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system.

Physical Education for Women

Professor Dorothy R. Davies, Ed.D. (Cincinnati), Chairman	1939
Associate Professor Helen Zimmerman, Ph.D. (Wisconsin)	1952
Assistant Professor Dorothy M. Muzzey, M.A. (Iowa)	1928
Instructor Lura Elizabeth Evans, M.S. (Florida)	1949
Instructor Jean Stehr, M.A. (Texas State College for Women)	1944
Instructor Cleo Ulm, M.S. (Illinois)	1950
Assistant Instructor Norma Parker Alley, B.S. in Ed. (Southern Illinois)	1951-53

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education Degree.

The courses presented for graduation must include the following:

1. Three courses selected from the following group: 101, 101A, 102, 102A, 103, and 103A.
2. Three courses selected from the following: 201A, 202A, 203A, 204, 205, 206, 207, 211, 212, 213, 214, 215, 216, 218, 222, 230, 233 and 239.

However, students majoring or minoring in physical education should take the following courses: 101, 102, 103, 216, 223, and 224, 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: 233, 239, 245, 303, 304, 305, 306, 307, 308, 309, 350, 351, 352, 353, 354, 315, 373, and 374.

A minor in this department must include the following: 245, 304, 305, 306, 307, 308, 309, 350, 353, and 354.

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
P. E. 101—Speedball	1	P. E. 102	1	P. E. 103	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	For. Lang.	3	For. Lang.	3
For. Lang.	3	Math. 106 or 111	4	Government 101	5
Zoology 101	5	Soc. 101 or Geog. 100	5	Math. 107 or 112	4
	<u>15</u>		<u>16</u>		<u>16</u>

Sophomore Year

P. E. 223	1	P. E. 224	1	P. E. 216	1
P. E. 233	1	P. E. 245	4	Guid. 205	4
Chem. 101 or Phys. 101	4	Econ. 205	5	Hist. 201 or 202	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Speech 101	4
H. Ed. 202	4	Electives	4	Health Ed. 232	2
Electives	3		<u>17</u>		<u>16</u>
	<u>16</u>				

Junior Year

P. E. 304	2	P. E. 306	2	P. E. 239	1
P. E. 305	2	P. E. 352	2	P. E. 307	2
P. E. 350	5	P. E. 354	2	P. E. 309	2
P. E. 351	4	Educ. 315	4	P. E. 315	1
P. E. 373	1	Electives	6	Eng. 391	3
Guid. 305	4		<u>16</u>	Educ. 310	4
	<u>18</u>			Electives	4
					<u>17</u>

Senior Year

Physiol. 300	4	P. E. 303	5	P. E. 353	4
Stud. Tchg.	12	P. E. 308	4	Electives	12
	<u>16</u>	P. E. 374	1		<u>16</u>
		Educ. 331	4		
		Electives	2		
			<u>16</u>		

A student must have 3 hours in agriculture, business administration, home economics, or industrial education, unless these subjects were carried in high school.

Suggested physical education electives are 204 or 205, 207, 215, 230, 239, 311, 317, 348, and 376.

Other suggested electives are Education 312, Guidance 420, 421, Health Education 200, 306, and Physiology 209.

With a 48-hour major in physical education, the student is expected to have one 24-hour minor in another subject.

Activity Courses

Students who are advised by the medical department to restrict their activities should register in a course marked with a "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.

101-1. Hockey, or Soccer, or Speedball. Techniques, skills, and team tactics. For freshmen only.

101A-1. Individual Physical Education. A course for students who are physically unable to participate in the regular physical education activities. Horseshoes, croquet, badminton, shuffleboard.

102-1. Basketball and Posture Correction. Continuation of 101.

102A-1. Individual Physical Education. Continuation of 101A. Posture correction, table tennis, and bowling.

103-1. Volleyball and Folk Dancing. Continuation of 102.

103A-1. Individual Physical Education. Continuation of 102A. Folk dancing, deck tennis, paddle tennis, golf, croquet, and shuffleboard.

201A, 202A, 203A. Adapted Physical Education. Hours to be arranged by conference.

204*-1. Swimming. Strokes and safety devices for beginning swimmers.

205*-1. Swimming. Intermediate and advanced techniques and strokes.

206-1. Volleyball. A course on advanced techniques and team tactics for the game of volleyball.

207-1. American Square Dance and Mixers. A course presenting the square dances common in various geographical areas of the United States; additionally, many of the mixers or get-acquainted dances for starting parties.

212-1. Basketball.

213-1. Softball.

214*-1. Archery.

215-1. Badminton.

216-1. Tennis.

218*-1. Recreational Sports. Badminton, duck pins, and other recreational sports.

222*-1. Golf. Strokes, rules and regulations of the game.

223-1. Hockey. Techniques and skills.

224-1. Tap Dancing. Fundamentals and routines.

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

Theory Courses

- 245-4. **Theory of Play Activities.** A course dealing with age interests and characteristics of childhood and adolescence, and the adaptation of physical education activities to these.
- 301-2. **Techniques of Teaching Recreational Sports.** Analysis and methods of teaching badminton, deck tennis, volleytennis, table tennis, and other recreational sports.
- 303-5. **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.)
- 304-2. **Techniques of Teaching Soccer and Volleyball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. Fall.
- 305-2. **Techniques of Teaching Hockey and Speedball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. Fall.
- 306-2. **Techniques of Teaching Basketball.** Methods of teaching, construction of lesson plans, and analysis of techniques. Winter.
- 307-2. **Techniques of Teaching Tumbling, Stunts, Track and Field.** A continuation of 306. Spring.
- 308-4. **Methods of Teaching Dance.** A comprehensive course dealing with each of the various types of dance, including fundamentals, progressions, and composition in each type. Prerequisites, 102, 224, and 233, or equivalent. Winter.
- 309-2. **Techniques of Teaching Softball, Tennis, and Gymnastics.** Methods of teaching, construction of lesson plans, and analysis of techniques. Spring.
- 310-1. **Theory of Officiating at Hockey.** A study of requirements of a good official. Standards of umpiring field hockey as set up by the United States Field Hockey Association. Fall.
- 311-1. **Theory of Officiating at Basketball.** Study of requirements of a nationally-rated official as set up by the National Section on Women's Athletics. Spring.
- 312-1. **Theory of Officiating at Softball.** Study of requirements of a nationally-rated official as set up by the National Section on Women's Athletics. Spring.
- 318-4. **The Teaching of Physical Education for Kindergarten-Primary Child.** A study of physical activities that meet the needs of the kindergarten-primary child. Included: movement fundamentals, games, rhythms, self-testing and apparatus play, as well as creative activities. Course planned to fulfill the requirement of the State of Illinois for kindergarten-primary teachers.
- 319-4. **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.
- 345-2. **Supervision of Physical Education.** The functions of the supervisor of physical education; program-planning, grading and planning of the progression of activities and devices for improving instruction.
- 348-4. **Camp and Community Leadership.** Fundamentals of Scouting, camping, counselling. A week-end camping trip required.
- 349-2 to 4. **Camping Education.** Course designed to give the potential camp counselor an understanding of the camp; its physical set-up, equipment and necessary routines; its personnel, purposes, traditions and possibilities.
- 350-5. **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.
- 351-4. **Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examination; postural defects and their correction; activities suitable for the atypical; program building; and correlation of this program with the physical education curriculum. Fall.
- 352-2. **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.
- 353-4. **Organization and Administration of Physical Education.** Criteria for the selection of activities, 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.
- 354-2. **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.
- 355-3. **Techniques of Teaching Swimming and Life Saving.** Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving.
- 400-4. **Evaluation in Physical Education.** Historical background of measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the testing program; and interpretation and application of results. Fulfills the tests and measurements course requirement for the degree Master of Science in Education.
- 401-4. **Problems in Physical Education.** Problems involved in organizing and conducting an effective physical education program.
- 402-3. **Organization and Administration of Intramural and Extramural Activities.** Planning intramural programs of sports; planning and co-ordinating extramural activities commonly associated with physical education.
- 403-4. **The Adaptation of Physical and Recreation Activities to the Handicapped Individual.** Recognition of postural deviations; devising and planning programs for the physical atypical.
- 404-4. **The Teaching of Sports.** Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.
- 405-4. **Current Theories and Practice in the Teaching of Dance.** History and evolution of dance; place of dance in education and recreation.
- 406-4. **Principles of Physical Education.** The place of physical education in the school program, and the principles underlying the program. (Required of all students not presenting the undergraduate courses, 354 or 340.)
- 407-4. **Techniques in Camping.** Preparation of material for the use in camps; techniques of camp procedure, camp craft, woodsmanship, and crafts.
- 420-3. **Physiological Effects of Motor Activity.** A study of the general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system.

College of liberal arts
and sciences

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Requirements

Botany

Chemistry

English

Foreign Languages

Geography and Geology

Government

History

Mathematics

Microbiology

Philosophy

Physics and Astronomy

Physiology

Psychology

Sociology and Anthropology

Zoology



COLLEGE OF LIBERAL ARTS AND SCIENCES

Dean T. W. Abbott, Ph. D. (Illinois)	1928
Chief College Advisor Max Wesley Turner, Ph. D. (Iowa), Associate Professor	1947

Degree Granted

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

Requirements for Graduation

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

192 quarter hours' credit in approved courses.

Of this, 64 quarter hours must be in courses numbered 300 and above, of which 48 must be in residence. No departmental method courses or student teaching may be counted in fulfillment of the degree requirements, except as stated below.

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 subject.

General education requirements as listed on page 47.

4 hours in psychology or philosophy.

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

Proficiency in English, demonstrated by examination at the end of the junior year.

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 Language	Microbiology	Psychology
Botany	Geography	*Music	*Speech
Chemistry	Government	Philosophy	Sociology
Economics	History	Physiology	Zoology
English	Mathematics	Physics	

Pre-professional courses: Students planning to take pre-dental, pre-legal, pre-medical, pre-pharmaceutical, pre-occupational therapy, or pre-veterinary courses should register in the College of Liberal Arts and Sciences.

Limited High School Teaching Certificate: Students enrolled in the College of Liberal Arts and Sciences may meet the state requirements for a limited high school teaching certificate by using as their electives certain prescribed courses in the College of Education. Approval of such schedule should be secured in advance from the Dean of the College of Education. Students who plan to enter teaching as a profession should enroll in the College of Education.

Pre-Professional Courses

Pre-Medical, Pre-Dental, and Pre-Veterinary

Dr. Harold M. Kaplan 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 him. 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 University; they must, on the other hand, keep constantly in mind the require-

*Liberal Arts, not professional majors.

ments 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 plans to enter.

Pre-Pharmacy

Pre-pharmacy students should consult Dr. Harold M. Kaplan for suggestions as to courses.

Pre-Legal Study

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.

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

Pre-law students should consult Dr. Frank L. Klingberg for suggestions as to courses.

Botany

Professor William M. Bailey, Ph. D. (Chicago), Emeritus (1946)	1914
Professor Walter B. Welch, Ph. D. (Chicago), Chairman	1938
Associate Professor Margaret Kaeiser, Ph. D. (Illinois)	1947
Assistant Professor Leo Kaplan, Ph. D. (Harvard)	1950
Assistant Professor William M. Marberry, A. M. (Illinois)	1939
Assistant Professor John W. Voigt, Ph. D. (Nebraska)	1950

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

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Bot. 101	5	Bot. 202	5	Bot. 203	5
Eng. 101	3	Soc. Studies	5	Eng. 103	3
Soc. Studies	5	Eng. 102	3	Soc. Studies	5
P. E.	1	P. E.	1	P. E.	1
	14-15		14-15		14-15

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Bot. 210	5	Zool. 101	5	Zool. 105	5
Music or Art	3	Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3
Soc. Studies	5	Soc. Studies	3-5	Health Ed. 202	4
P. E.	1	P. E.	1	Math.	4
Electives	3	Electives	3	P. E.	1
	17-18		15-18		17-18

Junior Year

Zool. 5	Bot. 350 4	Bot. 320 5
Chem. 4	Chem. or Math 4	Eng. 300 or 391 3
Psych. 205 4	Guid. 305, or	Educ. 315 4
For. Lang. 3	Adolescent Psychology.. 4	For. Lang. 3
	For. Lang. 3	Electives 2-3
16	15	17-18

Senior Year

Bot. 470 4	Bot. 421 5	Bot. 315 5
Stud. Tchg. 12	Educ. 310 4	Educ. 331 4
	Electives 7-8	Zool. 5
16	16-17	Electives 3-4
		17-18

Electives must include three hours of practical arts and crafts if these were not taken in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Bot. 101	5	Bot. 202	5	Bot. 203	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Soc. Studies	5	Soc. Studies	5	Soc. Studies	5
P. E.	1	P. E.	1	P. E.	1
	14-15		14-15		14-15

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Bot. 210	5	Zool. 101	5	Zool. 105	5
Eng. 205, 206, 209,		Eng. 205, 206, 209,		Math.	4
211, or 212	3	211, or 212	3	P. E.	1
Music or Art	3	Health Ed. 202	4	Electives	6
Soc. Studies	5	P. E.	1		
P. E.	1	Electives	3		
	17-18		16-17		16-17

Junior Year

Zool. 5	Bot. 350 4	Bot. 320 5
Chem. 5	Chem. 5	Chem. 5
Soc. Studies 3-5	Guid. 205 4	For. Lang. 3
For. Lang. 3	For. Lang. 3	Electives 5
16-13	16	18

Senior Year

Bot. 301 5	Bot. 302 5	Bot. 303 5
Bot. 340 5	Bot. 421 5	Bot. 315 5
Electives 7-8	Electives 7-8	Electives 7-8
17-18	17-18	17-18

Electives must include three hours of practical arts and crafts if these were not taken in high school.

101-5. General Botany. Study of the vegetative and reproductive organs of the higher seed plants; identification and recognition of common trees by leaf and stem characters. Laboratory and field studies. Every quarter.

131-5. Field Biology. A course for those who are planning to teach in the rural and elementary schools; methods for the identification of various types of plants and animals; location of source material suitable for teaching nature study. Laboratory and field work. Cost to student about \$5.00. Marberry. Fall, Spring, and Summer.

202-5. General Botany. A brief study of representative plants of the great plant groups; classification; evolution of the plant kingdom. Laboratory, and

- one required all-day field trip. Student cost about \$5.00. Prereq, 101. Kaeiser. Winter and Summer.
- 203-5. **Systematic Botany.** A study of the principles of classification and use of manuals; seed plants and ferns of the local flora. Field work. Student cost about \$5.00. Prereq, 101. Voigt. Spring and Summer.
- 210-5. **Plant Anatomy.** An introduction to cell division, origin, development and maturation of the structures of the vascular plants. Laboratory, Prereq, 101, 202. Welch. Fall and Summer.
- 300-5. **The Algae.** A study of the structure, development, and relationships of the algae. Laboratory and some field work. Prereq, 101, 202. Kaeiser. Fall.
- 301-5. **The Fungi.** A study of the structure, development, and relationships of the fungi; life cycles of representative forms. Laboratory. Prereq, 101, 202, 300, or approval of the instructor. Kaplan. Spring.
- 302-5. **The Bryophytes and Pteridophytes.** A study of the structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies. Laboratory. Prereq, 101, 202. Kaeiser. Winter.
- 303-5. **The Spermatophytes.** A study of the structure, development, and relationships of the gymnosperms and angiosperms. Laboratory. Prereq, 101, 202, 203. Kaeiser. Spring.
- 308 (204)-5. **Taxonomy of Cultivated Plants.** A study of the classification of woody and herbaceous cultivated plants, both exotic and native plants. Three all-day field trips. Cost to student about \$6.00. Prereq, 101, 203. Marberry. Spring and Summer.
- 314-4. **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. (Course usually given by extension.) Welch.
- 315-5. **Genetics.** (Same as Zoology 315). A general course involving the principles of evolution and genetics, with experimental work in breeding strains. Prereq, approval of the department. Kaeiser.
- 320-5. **Elements of Plant Physiology.** A study of the functions of the plants and their relation to the various organs. Laboratory. Prereq, 101, 202. Welch. Fall and Spring.
- 321 (421)-5. **Histological Technique.** (Same as Zoology 321.) Methods of preparing histological material. Prereq, one year of zoology or botany. Winter.
- 340-5. **Plant Ecology.** A general course, consisting of a study of the ecology of individual plants and plant communities. Field and laboratory studies. Student cost about \$7.00. Prereq, 101, 202, 203. Voigt. Fall and Summer.
- 350-4. **Plants in Relation to Man.** A study of the basic relationships of plants to the life of man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance. Marberry.
- 355-5. **Plant Pathology.** A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given diseases of Southern Illinois plants. Laboratory and field trips. Prereq, 101, 202, 301, or approval of the instructor. Kaplan.
- 380-4. **History of Biology.** (Same as Zoology 380.) A short history of the biological sciences from the early Greek philosophers to the present time. Prereq, one year of zoology or botany. Stein. Winter.
- 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. Prereq, a major or minor in botany. Credit earned on the amount of work done.
- 391-2 to 5. **Special Problems in Botany.** Individual laboratory or field work under supervised direction. Both written and oral discussions required. Prereq, major or minor in Botany; approval of department.

- 403-1 to 5. **Advanced Taxonomy.** An advanced study of any division of the plant kingdom, both native and cultivated. Laboratory and field work. Transportation charges, \$10.00. Prereq, 101, 203. Summer.
- 425-5. **Advanced Plant Physiology I.** A study of the water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory. Prereq, 101, 202, 210, 320. Desirable antecedents, year of chemistry, some physics. Welch.
- 430-5. **Advanced Plant Physiology II.** A study of photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Laboratory. Prereq, 101, 202, 210, 320. Desirable antecedents, year of chemistry, some physics. Welch.
- 450-4. **Plant Geography.** A world survey of natural areas of vegetation. Evolution of floras and present distribution. Prereq 101, 202, 203, or approval of the instructor. Voigt.
- 470-4. **Methods in Biology.** (Same as Zoology 470). A study of methods, objectives, types of courses. Laboratory and field trips to Southern Illinois high schools. Welch.

Chemistry

Professor T. W. Abbott, Ph. D. (Illinois)	1928
Professor J. W. Neckers, Ph. D. (Illinois), Chairman	1927
Professor Robert A. Scott, Ph. D. (Illinois)	1923
Professor Kenneth A. Van Lente, Ph. D. (Michigan)	1931
Associate Professor Elbert H. Hadley, Ph. D. (Duke)	1947
Instructor Hal Stone, M. S. (Alabama)	1946

A major in chemistry in the College of Education consists of 36 hours, including 111, 112, 113, 221, 231, 232, 341, and 342. A major in the College of Liberal Arts and Sciences requires a minimum of 48 hours, including the above courses plus 343, with 461, 462, 463; or 451, 452; or 441 and 471.

A student majoring in chemistry must maintain a 3.0 average in chemistry courses for admission to any chemistry courses beyond the freshman level.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. 111	5	Chem. 112	5	Chem. 113	5
German 101	3	German 102	3	German 103	3
Math. 111	5	Math. 112	4	Math. 113	5
P. E.	1	P. E.	1	P. E.	1
	17-18		16-17		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Chem. 221	5	Chem. 231	4	Chem. 232	4
Math. 251	4	Math. 252	4	Math	4
Social Studies	5	Psych. 201	4	Guid. 305 or Adolescent Psychology	4
P. E.	1	Art 120 or Mus. 100	3	Eng. 205 or 206	3
	15-16	P. E.	1	P. E.	1
			16-17		16-17

Junior Year

Chem. 305 or 341	4-5	Chem. 306 or 342	4-5	Chem. 476	1
Eng. 209, 211, or 212	3	Chem. 475	0	Health Ed. 202	4
Physics 106	5	Physics 107	5	Physics 108	5
Educ. 310 or 355	4	Educ. 315	4	Educ. 331	4
	16-17	Speech 101	4	Electives	3
			17-18		17

Senior Year

Biology	5	Chem. 475	0	Chem. 476	1
Hist. 201 or 202	5	Physics 305	5	Physics 306	5
Eng. 300 or 391	3	Social Studies	5	Student Teaching	12
Electives	3	Govt. 101 or 300	5		18
	<u>16</u>		<u>15</u>		

This curriculum will fulfill the requirements for teaching chemistry, physics, mathematics, and, with an additional two terms in biology, general science.

A student must take 3 hours of practical arts and crafts if he has not had these in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Chem. 111	5	Chem. 112	5	Chem. 113	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 111	5	Math. 112	4	Math. 113	5
P. E.	1	Social Studies	5	P. E.	1
Art 120 or Mus. 100	3				
	<u>17-18</u>		<u>17-18</u>		<u>14-15</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Chem. 221	5	Chem. 231	4	Chem. 232	4
Math. 251	4	Math. 252	4	Math. 303	4
Physics 106	5	Physics 107	5	Physics 108	5
P. E.	1	Eng. 205 or 209	3	Eng. 211 or 212	3
	<u>15-16</u>	P. E.	1	P. E.	1
			<u>17-18</u>		<u>17-18</u>

Junior Year

Chem. 341	5	Chem. 342	5	Chem. 343	5
Biology	5	Chem. 475	0	Chem. 476	1
Ger. 101	3	Ger. 102	3	Ger. 103	3
Health Ed. 202	4	Physics 305	5	Physics 306	5
P. E.	1	Social Studies	5	Social Studies	5
	<u>18</u>		<u>18</u>		<u>19</u>

Senior Year

Chem. 461	4	Chem. 441	4	Chem. 463	4
Social Studies	5	Chem. 462	4	Chem. 471	4
Psych. or Phil	4	Chem. 475	0	Chem. 476	1
Electives	3	Electives	8	Electives	7
	<u>16</u>		<u>16</u>		<u>16</u>

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

Chemistry Minor: Chemistry 111, 112, 113, 221 or 232, 305 or 341, and 306 or 342.

Graduate Work: At the present time, no graduate major is offered. A graduate minor may be completed in the 400 courses offered by the chemistry department.

Pre-professional Requirements: Pre-Medicine: 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.

Pre-Dentistry and Pre-Veterinary: Chemistry 111, 112, 113, 231, 232, 305, and 306 are required by the University of Illinois professional schools.

Pre-Engineering: Chemistry 111, 112, and 113.

In general, the student planning to obtain a professional degree in another school should conform to the requirements of that particular institution and course.

- 101-4. General Chemistry.** *A survey course for students who wish only to satisfy the general education requirement in physical science. (Not for chemistry majors and minors nor for agriculture, home economics, pre-medical, pre-engineering, and other pre-professional students).* Composition and states of matter, valence, formulas and equations, solutions and electrolytes; water, oxygen, carbon, sodium and iron. Lect. & lab. Every quarter.
- 102-4. General Chemistry.** Continuation of 101, completing a survey of the more important non-metals and metals, and of simple organic and biological chemistry. Lect. & lab. Prereq, 101. Spring.
- 108-5. Inorganic Chemistry.** *A beginning course for agricultural students.* Composition of matter; the structure of the atom, valence, formulas, and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals and amphoteric elements, 4 hr. lect; 3 hr. lab. Scott. Fall.
- 109-5. Inorganic Chemistry.** *A beginning course for home economics students.* Composition of matter; structure of the atom, valence, formulas and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals and amphoteric elements. 4 hr. lect; 3 hr. lab. Scott. Fall.
- 111-5. Inorganic Chemistry.** (1 hr. credit after 101). *A beginning course (high school chemistry not a prerequisite) for chemistry majors and minors, pre-medical, pre-dental, pre-engineering, pre-veterinary, and dietetic students.* Atomic structure, valence, formulas, equations; general properties of gases, liquids, and solids, oxygen, hydrogen, and water. Lect; lab. Fall and Winter.
- 112-5. Inorganic Chemistry.** Gram molecular weights, chemical equilibrium, electrolytes, acids, bases, and salts; normal solutions; the chemistry of halogens; sulfur, nitrogen, phosphorus, carbon, silicon and boron. Lect; lab. Prereq, 111. Winter and Spring.
- 113-5. Inorganic and Qualitative Chemistry.** The common metals, their metallurgy, properties, and compounds, as well as their qualitative detection in simple unknowns. Lect; lab. Prereq, 112. Spring and Summer.
- 221-5. Qualitative Analysis.** Theory and method of the analytical detection of cations and anions. Simple water-soluble, acid-soluble salts, and more complex mixtures, analyzed in the laboratory. Lect; lab. Prereq, 113, Math. 113. Neckers. Fall.
- 231-4. Quantitative Analysis.** Gravimetric determinations of chloride, iron, sulfate copper and limestone in the laboratory; accompanied by calculations and discussions of methods of determination. Lect; lab. Neckers. Prereq, 221, Math. 113. Winter.
- 232-4. Quantitative Analysis.** Volumetric analysis with stoichiometrical accompaniments, and discussion of applications; calibration of apparatus, acid-base, permanganate, dichromate, iodometric and precipitation titrations. Lect; lab. Neckers. Prereq, 113, Math. 113. Spring and Summer.
- 248-5. Inorganic and Organic Chemistry.** A continuation of 108; amphoteric elements, metals and alloys, soils and fertilizers (2 hr). Beginning with the sixth week, organic compounds; hydrocarbons and their halogen derivatives, alcohols, ethers, aldehydes, ketones, and acids (3 hr). Lect; lab. Scott. Prereq, 108. Winter.
- 249-5. Inorganic and Organic Chemistry.** A continuation of 109; common metals and alloys (2 hr). Beginning with the sixth week, organic chemistry; hydrocarbons and halogen derivatives; alcohols and ethers, aldehydes and ketones and acids (3 hr). Scott. Prereq, 109. Winter.
- 258-5. Organic and Biological Chemistry.** A continuation of 248; organic acids, optical isomerism, amines, amino acids, and proteins; esthers and lipids; carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion, and fermentation; vitamins and nutrition; organic fungicides and insecticides. Lect; lab. Scott. Prereq, 248. Spring.

- 305-4. **Organic Chemistry.** *A course for pre-medical and pre-dental students.* The common aliphatic compounds, with particular emphasis upon nomenclature and properties as related to biological processes. Lect; lab. Hadley. Prereq, 10 hr. of inorganic chemistry. Fall.
- 306-4. **Organic Chemistry.** A continuation of 305; heterocyclic and aromatic compounds; dyes, enzymes, proteins and carbohydrates, vitamins, and hormones. Lect; lab. Hadley. Prereq, 305. Winter.
- 341-5. **Organic Chemistry.** *For chemistry majors.* The hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Lect; lab. Abbott. Prereq, 113. Fall.
- 342-5. **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. Lect; lab. Abbott. Prereq, 341. Winter.
- 343-5. **Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds, begun in Chemistry 342. Lect; lab. Abbott. Prereq, 342. Spring.
- 365-4. **Physical Chemistry.** *For pre-medical students.* Gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria; chemical kinetics, measurement of pH, and other phases of electrochemistry. Lect; lab. Van Lente. Prereq, 232 and 306 or 342. Summer.
- 411-4. **Advanced Inorganic Chemistry.** Modern inorganic chemistry involving atomic structure, chemical bonds, complexes and chelate structures; chemistry of familiar and less familiar elements. Prereq, 221, 231, 232, 342.
- 431-3. **Quantitative Organic Chemistry.** The quantitative determination of functional groups and elements commonly found in organic compounds by selected methods of analysis. Lect; lab. Hadley. Prereq, 221 and 343.
- 441-4. **Qualitative Organic Analysis.** A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. Lect; lab. Hadley. Prereq, 221 and 343. Winter.
- 451-4. **Biological Chemistry.** A study of carbohydrates; fats and related substances, proteins and amino acids; enzymes, digestion, absorption, and detoxication. Lect; lab. Scott. Prereq, 306 or 343 (registration in 343). Spring.
- 452-4. **Biological Chemistry.** A study of the blood and lymph; acid-base regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of urine and blood. Lect; lab. Scott. Prereq, 232 and 451. Summer.
- 461-4. **Physical Chemistry.** A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Lect; lab. Van Lente. Prereq, 231, 232, and 343; Math, 252; Physics 106, 107, and 108. Fall.
- 462-4. **Physical Chemistry.** A continuation of 461, to include a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Lect; lab. Van Lente. Prereq, 461, Physics 306. Winter.
- 463-4. **Physical Chemistry.** A continuation of 462, including chemical thermodynamics, the quantum theory, photochemistry, nuclear structure, atomic structure, and molecular structure. Lect; lab. Van Lente. Prereq, 462. Spring.
- 471-4. **Industrial Chemistry.** A survey course on modern industrial chemistry, including a study of chemical literature, and an introduction to chemical research processes. Hadley. Prereq, 342, and a reading knowledge of German or French. Spring.
- 475½, 476½. **Seminar.** Required of junior and senior chemistry majors. Winter, Spring.
- 491-3 to 12. **Senior Research.** Chemical research on relatively simple problems, with direction of staff members. Open to senior chemistry majors with at least a "B" average and with approval by the department. Ten hours of laboratory a week. Hadley, Neckers, Van Lente. Fall, Winter, Spring, and Summer.

English

Professor Emma L. Bowyer, A. M. (Chicago), Emerita (1947)	1912
Professor Robert D. Faner, Ph. D. (Pennsylvania)	1930
Professor Jesse W. Harris, Ph. D. (Illinois)	1939
Professor W. B. Schneider, Ph. D. (Chicago), Chairman ..	1936
Professor Charles D. Tenney, Ph. D. (Oregon)	1931
Associate Professor Frances M. Barbour, M. A. (Washington University)	1925
Associate Professor James Benziger, Ph. D. (Princeton)	1950
Associate Professor E. C. Coleman, Ph. D. (Illinois) ..	1946
Associate Professor Edward Earle Stibitz, Ph. D. (Michigan)	1952
Associate Professor Henry L. Wilson, Ph. D. (Iowa)	1946-1948; 1949
Associate Professor Georgia Gantt Winn, Ph. D. (Pittsburgh)	1947
Assistant Professor Julia M. Barber, A. M. (Illinois)	1936
Assistant Professor Winifred Burns, A. M. (Illinois)	1939
Assistant Professor G. C. Camp, Ph. D. (Illinois)	1947
Assistant Professor Elizabeth A. Cox, A. M. (Kansas), Emerita, (1949)	1920
Assistant Professor Edith S. Krappe, A. M. (Iowa)	1929
Assistant Professor Fred K. Lingle, A. M. (Illinois)	1948
Assistant Professor William E. Simeone, Ph. D. (Pennsylvania)	1950
Assistant Professor Mae Trovillion Smith, A. M. (Indiana)	1919-1931; 1943
Instructor Betty Lou Mitchell, M. A. (Southern Illinois)	1949
Instructor Raymond S. Rainbow, Jr., A. M. (Chicago)	1949
Instructor Dan Schneider, M. A. (Chicago)	1949-1950; 1952
Instructor Edna Spires Travis, M. S. in Ed. (Southern Illinois)	1948

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.

302, 316, 317, preferably in sequence, and in the junior year.

300, English grammar.

One year of a foreign language or a successful examination in a foreign language.

At least three courses from the list in the following table, so selected that no two are in the same vertical or horizontal row.

	Poetry	Prose	Drama
Elizabethan			360 365 366
17th and 18th Century	370	354	361
19th Century	320 321	326 355	
20th Century	330	335 308 356	363

Recommended additional courses:
318, Survey of American Literature.

485, Problems in the Teaching of English, if the major is in the College of Education.

History 323, 324, and recent United States History.

Journalism 304, for prospective high school teachers.

Philosophy.

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

The English minor is 24 hours. For students matriculating in 1952 and after, it may include three hours of freshman composition, and should include six hours of sophomore literature, English 300, 318, 319, and an elective of three hours or more. Minors wishing to vary from these senior college requirements should secure approval for such variations from the chairman of the department of English.

Courses numbered 400 to 499 may be taken for graduate or for undergraduate credit; senior standing is required of undergraduates enrolling in the 400 courses. Graduate majors in English should have at least one-half of their work on the 500 level.

- 101-3. **Freshman Composition.** Expository writing, with emphasis upon the sentence. Review of grammar.
- 102-3. **Freshman Composition.** Expository writing, with emphasis upon organization. Prereq, 101.
- 103-3. **Freshman Composition.** The research paper and other special forms. Prereq, 102.
- 205-3. **Introduction to Poetry.** Emphasis on technique, type, and period.
- 206-3. **Introduction to Drama.** The form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays read.
- 209-3. **Introduction to World Literature.** A reading of masterpieces of European literature of various periods.
- 211-3. **Introduction to Fiction.** An examination of the novel; designed to acquaint the student with the important aspects of artistic excellence in this form.
- 212-3. **Introduction to Modern Literature.** Principal forms, ideas, and writers of the literature of America and England in the twentieth century. Especially recommended to majors in other fields than English.
- 300-3. **Principles of English Grammar.** Required of majors and minors in English. Majors and minors other than in English to take English 391. Credit not allowed for both courses.
- 301-3. **Introduction to Semantics.** The nature of language, the emotional and intellectual content; breaking down linguistic naivete, and developing a consciousness of the motives in the use of language.
- 302-3. **English Literature to 1550.** Required of English majors.
- 308-4. **American Novel.** Emphasis on Hawthorne, Melville, Crane, Lewis, and Cather.
- 312-3. **Folklore.** A study of the types of folklore, and wide reading in the field. Students expected to collect and classify examples from local lore.
- 314-4. **Seventeenth-Century Literature.**
- 315-4. **Eighteenth-Century Literature.**
- 316-3. **English Literature from 1550 to 1750.** Required of majors. Credit for 316 not given to students who already have credit for 201.
- 317-3. **English Literature after 1750.** Required of majors. Credit for 317 not given to students who already have credit for 202.
- 318-4. **A Survey of American Literature.**
- 319-5. **Survey of English Literature, 1550 to the Present Time.** Designed to meet the needs of the English minor. Not to be taken by students who have had English 316 or 317.

- 320-4. English Romantic Poetry, 1780 to 1830.
- 321-4. Victorian Poetry, 1830 to 1880.
- 326-4. Nineteenth-Century Prose. English non-fiction prose of the last century.
- 330-4. Modern British Poetry.
- 335-4. The Short Story.
- 354-4. Development of the English Novel. From Defoe through Scott.
- 355-4. The Victorian Novel.
- 356-4. The Novel Since 1900. Novelists of various nations. Recommended for students not majoring in English.
- 360-4. English Drama to 1642.
- 361-4. Restoration and Eighteenth-Century Drama.
- 362-4. 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 various ages.
- 363-4. Modern British Drama.
- 365-4. Shakespeare. The chief comedies and histories.
- 366-4. Shakespeare. The chief tragedies.
- 369-4. History of Literary Criticism. The ideas and techniques of criticism, from Aristotle to the end of the nineteenth century.
- 370-4. Milton.
- 377-4. Comparative Literature, Twentieth Century. Fiction, Poetry, and drama, chiefly from the literatures of continental Europe.
- 378-4. Comparative Literature to the Renaissance. Readings from translations of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Vergil, Terence, Dante, and others.
- 379-4. Comparative Literature from the Renaissance to 1900. Readings in translation from Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenyev, Dostoyevsky, and others.
- 390-3. Advanced Composition. Expository writing.
- 391-3. Usage in Spoken and Written English. The essentials of structural grammar and the "common decencies." Prerequisite to student teaching, except for English majors and minors, who take 300.
- 392-3. Advanced Composition: Creative Writing. Narrative, poetic, and other art forms, with study of contemporary models.
- 402-4. Chaucer.
- 403-4. The English Language. A history. Knowledge of German a desirable preparation for the course. For English majors.
- 404-4. Contemporary British and American Philology. Development of modern British and American speech.
- 405-4. Modern American Poetry. A study of the important poets since Whitman.
- 406-4. American Drama. The rise of the theatre in America, the drama of the early period, and intensive reading of modern plays.
- 407-4. Literary Criticism in America.
- 424-4. English Renaissance. The expansion of learning of the age, as it is reflected in literature.
- 431-4. The Eighteen-Nineties. Study of English authors of the 1890's.
- 464-4. Modern Continental Drama. A survey of the continental drama of Europe since 1870; representative plays in Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal.
- 467-4. Studies in Prose Style. Analysis of the methods and devices used by prose writers to obtain aesthetic and emotional effects.
- 468-4. Aesthetics of Literature. The basic principles of literary composition and appreciation, in the light of recent aesthetic theory.

- 469-4. **Modern Criticism.** Recent critics and critical attitudes, and practice in writing criticism.
- 485-4. **Problems in the Teaching of English.** Studies of the aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.
- 492-4. **Advanced Creative Writing.** A laboratory course in creative writing. Prereq, 392, or consent of the instructor.

Foreign Languages

Professor J. Cary Davis, Ph. D. (Chicago)	1930
Professor Vera L. Peacock, Ph. D. (Cornell), Chairman	1930
Associate Professor Helen A. Baldwin, A. M. (Denison), Emerita (1945)	1918
Associate Professor Mary Eileen Barry, Ph. D. (Chicago)	1946
Associated Professor Hellmut A. Hartwig, Ph. D. (Illinois)	1948
Associate Professor Madeleine M. Smith, Ph. D. (Yale)	1929
Assistant Professor Anna K. Neufeld, A. M. (Kansas)	1945

For a major in a language, a student in the College of Education must complete 36 hours exclusive of 101, 102, and 103; a student in the College of Liberal Arts and Sciences, 42 hours, exclusive of 101, 102, and 103. A 48-hour major is available for either college. 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.

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
For. Lang.	4	For. Lang.	4	For. Lang.	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. or Physics	4	Chem. or Math	4	Math. or Physics	4
History	5	Sociology	5	Govt.	5
P. E.	1	P. E.	1	P. E.	1
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
For. Lang.	3	For. Lang.	3	For. Lang.	3
Bus. 102	3	Bot. or Zool.	5	Art. or Music	3
Econ. or Geog.	5	Eng. 212	3	Health Ed.	4
Eng. 209	3	P. E.	1	P. E.	1
P. E.	1	Electives	4	Electives	5
	<u>15-16</u>		<u>16-17</u>		<u>16-17</u>

Junior Year

For. Lang.	4	For. Lang.	9	For. Lang.	4
Psych. 201	4	Guid. 305	4	Educ. 315	4
Eng. 300 or 391	3	History	3	Eng.	4
Electives	6		<u>16</u>	Electives	4
	<u>17</u>				<u>16</u>

Senior Year

For. Lang.	4	For. Lang.	3	For. Lang.	3
Educ. 331	4	Stud. Tchg.	12	Educ. 310	4
Electives	8		<u>15</u>	Electives	8
	<u>16</u>				<u>15</u>

Students who offer high-school work in the foreign language for college entrance will not need to take the 12 hours listed in the first year and can apply that time on the two academic minors required by the College of Education. Minors of 24 hours to accompany a foreign language major are accepted from any academic field.

The curriculum for foreign language majors in the College of Liberal Arts and Sciences follows the above schedule except for the following:

1. Six hours of additional work in the major field are required.
2. The 32 hours allotted to education and student teaching not required in the College of Liberal Arts and Sciences may be applied to the development of a 48-hour major or to a minor field.
3. Four hours of psychology of philosophy must be included.

Graduate majors and minors are offered in French, Spanish, and German for the degrees of Master of Arts, Master of Science, and Master of Science in Education. A similar major and minor in Latin will be offered on demand.

French

- 101, 102, 103-3. **Elementary Course.** 101 open to students who have had no previous work in French. Prereq for 102;101, or one year of high-school French.
- 101c, 102c, 103c-1. **French Conversation.** Courses in conversation and oral drill taken with 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151, 152, 153-3. **Intermediate Composition and Reading.** Grammar; composition; oral practice; rapid reading on modern authors. Prereq, 103, or two years of high-school French.
- 201, 202, 203-4. **Survey of French Literature.** A study of the important currents of French literature from the beginning to the present time. One hour each week devoted to French composition. Prereq, 153.
- 220-2 to 6. **French Conversation.** Conversation based largely on topics of current interest chosen from French newspapers and reviews. Prereq, 151, or three years of high-school French.
- 301-3. **The French Novel of the Eighteenth and Nineteenth Centuries.** Lectures, collateral reading, and reports. Prereq, 203.
- 302-3. **Seventeenth and Eighteenth-Century Drama.** Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. Prereq, 203.
- 303-3. **French Lyric Poetry.** French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Prereq, 203.
- 304-3. **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. Prereq, 203.
- 305-3. **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. Prereq, 203.
- 340-2. **French Literature of the Sixteenth Century.** Rabelais, Montaigne, the memoir writers, Marot, the Pleiade, and d'Aubigny. Prereq, 203.
- 351-4. **Advanced Composition.** Rapid grammar review, study of idiomatic construction; weekly themes. Course conducted in French. Prereq, 203.
- 352-5. **French Conversation and Phonetics.** A thorough study of the phonetic alphabet and of the formation of French sounds. Course conducted in French. Prereq, 203.
- 353-4. **Advanced Composition and Conversation.** Oral and written composition of a practical nature for advanced students; intensive study of idiomatic expression and current usage. Prereq, 351 and 352.
- 440-2. **French Poetry of the Renaissance.** A study of the development of French poetry from 1550 to 1600.

German

- 101, 102, 103-3. **Elementary Course.** 101 open to students who have had no previous work in German; 102 open to those who have had 101, or one year of high-school German.
- 101c, 102c, 103c-1. **German Conversation.** These courses in conversation and oral drill taken with 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151, 152, 153-3. **Intermediate Course.** Grammar review and expansion; reading in modern prose; conversation and composition. Two periods a week devoted to literature, and one to grammar and composition. Prereq, 103, or two years of high-school German.
- 201, 202-4. **Introduction to German Classical Literature.** Lessing, Goethe, Schiller, reading and discussion of representative works.
- 203-4. **German Drama in the Nineteenth Century.** Kleist, Gillparzer, Hebbel; reading and discussion of representative works.
- 220-2 to 6. **Advanced German Conversation.** Conversation based on topics of current interest; extensive use of German newspapers, periodicals, and records. Admission by permission of the instructor.
- 251-4. **Scientific German.** Study of vocabulary and sentence construction as commonly found in German scientific writings. Prereq, 152 or equivalent.
- 301, 302-4. **Survey of German Literature to 1800.** The historical development of German literature; lectures; reading of representative authors.
- 303-4. **German "Novelle" in the Nineteenth Century.** A study of representative works from 1800 to 1900, with emphasis on the literary movements of that time.
- 304-5. **Kulturgeschichtliche Aufsätze und Sprechübungen.** Advanced composition and conversation based on the history of German civilization. Required for prospective teachers of German.
- 401-2. **Goethe's Faust, Part I.** The Faust legend and early Faust books and plays; the genesis of Goethe's Faust; reading of Part I.
- 402-2. **Goethe's Faust, Part II.** Reading of Part II; study of symbolisms, such as blending in Part II of paganism with Christianity, ancient Greek culture with Germanic culture, Helen's Classicism with Faust's Romanticism, etc.
- 403-3. **German Ballads and Lyrics.** A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Burger to that of Rilke and Werfel.
- 411-3. **Middle High German I.** Study of the grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gudrun*.
- 412-3. **Middle High German II.** Study of the courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, and the lyric poetry of Walther von der Vogelweide.

Greek

- 101, 102, 103-4. **Elementary Course.** Grammar emphasized in the first quarter, and reading of an actual text begun in the second. The text selected, usually the New Testament.
- 151, 152, 153-4. **Intermediate Course.** Readings from Plato; grammar review and composition. Prereq, 103.
- 201, 202-4. **Introduction to Homer.** Reading and interpretation of selections from the *Iliad* and *Odyssey*.
- 203-4. **Introduction to Greek Tragedy.** Reading of at least two plays from the works of Aeschylus, Sophocles, and Euripides.

- 301-4. **Introduction to Greek History.** Reading and discussion of selections from the histories of Herodotus and Thucydides.
- 302-4. **Plato.** Reading and discussion of the *Republic*.
- 303-4. **Aristotle.** Reading and discussion of the *Ethics*.

Latin

- 101, 102, 103-3. **Elementary Course.** 101 open to students who have had no previous work in Latin. Prereq for 102: 101 or one year of high school Latin.
- 151-4. **Intermediate Composition.** Useful for teachers and a convenient review for students. Prereq, 103, or two years of high school Latin.
- 152-4. **Cicero's Essays.** De Senectute and part of De Amicitia. Prereq as for 151.
- 153-4. **Livy.** Books I and XXI. Prereq as for 151.
- 201-4. **Phormio of Terence.** Prereq, 153, or equivalent.
- 202-4. **Horace's Odes and Epodes.** Prereq, 153, or equivalent.
- 203-4. **Letters of Pliny.** Prereq, 153, or equivalent.
- 301-4. **Cicero's Letters.** Emphasis laid upon the history of the times and the personality of Cicero. Prereq, 203, or equivalent.
- 302-4. **Vergil's Eclogues and Georgics.** Hexameter carefully studied; Vergil's spirit and contribution to Rome considered. Prereq as for 301.
- 303-4. **Tacitus.** The Agricola and Germania. Prereq as for 301.
- 304-2. **Private Life of the Romans.** A course comprising a personal study of the average family; housing, food, and clothing; marriage, education, amusements, slaves, and freedom; means of livelihood; death and burial. Open to all students whether they have had Latin or not.

The following courses are given in the summer, the selection being rotated to suit the needs of the students:

- 226-4. **Ovid's Metamorphoses.**
- 335-4. **Vergil's Aeneid.** Books VII-XII.
- 342-4. **Advanced Composition.** A careful study based on classic prosewriters.

Portuguese

- 100-5. **Introductory Course.** Especially for Spanish majors and minors; open to students who have completed Spanish 153, and to others by consent of the instructor.

Russian

- 101, 102, 103-3. **Elementary Course.** Pronunciation; reading of elementary texts; oral practice; composition.
- 101c, 102c, 103c-1. **Russian Conversation.** Courses in conversation and oral drill, taken by students of 101, 102, 103 for additional practice; elected only by students enrolled in the corresponding beginning sections.
- 151, 152, 153-3. **Intermediate Course.** Reading of classical and modern narrative prose; oral practice and sight reading; advanced composition. Prereq, 103.
- 201, 202-4. **Introduction to Russian Classical Literature.** Short stories of Gogol, Pushkin, Turgenev, Tolstoy, Etc.
- 203-4. **Russian Drama in the Nineteenth Century.** Griboyedov, Gogol, Pushkin, and minor dramatists.
- 220-2 to 6. **Russian Conversation.** Advanced conversation based on topics of current interest. Prereq, 103.
- 251-4. **Scientific Russian.** Study of vocabulary and sentence constructions as found in Russian readings on popular sciences. Prereq, 103.
- 301, 302-4. **The Russian Novel in the Nineteenth Century.**

Spanish

- 101, 102, 103-3. **Elementary Course.** 101 open to students who have had no previous work in Spanish. Prereq for 102: 101, or one year of high-school Spanish.
- 101c, 102c, 103c-1. **Spanish Conversation.** Courses in conversation and oral drill to be taken with 101, 102, or 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 151, 152, 153-3. **Intermediate Composition and Reading.** Grammar review, composition, oral practice, rapid reading of modern authors. Prereq, 103, or two years of high-school Spanish.
- 201 202, 203-4. **Survey of Spanish Literature.** A survey, continuing down to the present day. Lectures and reading of representative authors. Composition one day a week. Prereq, 153.
- 220-2 to 6. **Spanish Conversation.** Conversation based on topics of current interest; extensive use of records for comparison and imitation.
- 301-3. **Spanish Novel of the Nineteenth and Twentieth Centuries.** Study of representative novels and authors from the Regionalists to the present time. Prereq, 203.
- 302-3. **Spanish Drama of the Eighteenth and Nineteenth Centuries.** Reading of selected plays of the chief dramatists from Moratin to the generation of 1898. Prereq, 203.
- 315-3. **Arte y Cultura.** Conducted in Spanish. Informal class discussions of reports of students on present day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prereq, 220, or consent of instructor.
- 333-3. **Spanish American Literature.** Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors. Prereq, 203, or consent of instructor.
- 340-3. **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. Prereq, 203, or consent of instructor.
- 345-4. **Cervantes.** Study of the life of the author and of the *Quijote* with reference to style and source of materials. Comparative reports on the *novelas* and other works. Prereq, 203, or consent of instructor.
- 351-3. **Advanced Composition.** Daily themes based on Spanish models, with free composition once a week. Class discussions. Prereq, 203.
- 360-8. **Study-Tour of Mexico.** Two weeks of lectures and intensive conversational drill on campus; four weeks in Mexico. Series of lectures by Mexican teachers during residence in Mexico City and on excursions in the country. Final week on campus for completion of individual projects and reports. Prereq, advanced standing in Spanish.
- 415-3. **Spanish Phonetics.** Analysis of the sounds of Spanish, their manner of production, and special drill in connected passages of prose and poetry.

Romance Philology

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

Geography and Geology

Professor Floyd F. Cunningham, Ph. D. (Clark University),
Chairman

1947

Associate Professor Flemin W. Cox, A. M. (Illinois),
Emeritus (1945)

1929

Associate Professor Stanley E. Harris, Jr., Ph. D. (Iowa)	1949
Associate Professor Annemarie Krause, Ph. D. (Chicago)	1930
Associate Professor Marjorie Shank, A. M. (Clark University)	1923
Assistant Professor Oliver W. Beimfohr, Ph. D. (Ohio)	1949
Assistant Professor Robert A. Harper, Ph. D. (Chicago)	1950
Assistant Professor Dalias A. Price, A. M. (Illinois)	1947
Instructor Jules Ramon Du Bar, M. S. (Oregon State)	1951-53

A student may take his work in the field of geography in either the College of Education or the College of Liberal Arts and Sciences, depending upon his objective:

1. In the College of Education, for preparation to teach geography in the elementary or secondary schools, or (with further preparation) in the junior college; or as a part of preparation to teach either social science or physical science in the elementary or secondary schools.
2. In the College of Liberal Arts and Sciences, for a thorough knowledge of geography, in preparation for civil service appointment as geographer, or for demands of private organizations requiring the services of geographers.

In the College of Liberal Arts and Sciences, the student majoring in geography needs to present a minor in another field. Forty-two hours of geography are required for a major; twenty-four hours are required for a minor.

In the College of Education, forty-eight hours of geography are required for a major if the student offers only one minor; only forty-two hours are required for a major if he offers two minors. Twenty-four hours are required for a minor.

One year of foreign language will be required of all geography majors.

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 high school commercial or economic geography with a medium preparation must have twelve quarter hours of college geography. Students should meet this requirement by taking 100, 210, 324, and 405.

Those expecting to teach high school physical geography with a medium preparation must have eighteen quarter hours in college physical geography. Students should meet this requirement by taking 101, 212, 310, and any other physical geography subjects. (See list below.)

Classification of geography courses:

Physical: 101, 212, 310, 311, 312, 324, 430

Social: 100, 210, 211, 319, 324, 345, 402, 404, 405, 410, 460

State, Regional, or Continental: 313; 314, 315, 316, 318, 321, 402, 412, 420, 450

Educational: 341, 342

Geography 100, 101, 210, 212, 310, 312 and 314 are required of all geography majors.

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Geog. 100	5	Geog. 101	5	Govt. 101	5
Math. 106	4	Math. 107	4	Chem. or Physics 101	4
P. E.	1	P. E.	1	P. E.	1
Electives	3	Art 120	3	Health Ed. 202	4
	16-17		16-17		17-18

Sophomore Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
For. Lang.	3	For. Lang.	3	For. Lang.	3
Psych. 201	4	Geog. 210	4	Geog. 212	3
Hist. 201 or 202	5	Econ. 205	5	Soc. 101	5
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	Bot. 101 or 202 or Zool. 101 or 105	5
P. E.	1	P. E.	1	P. E.	1
	16-17		16-17		17-18

Junior Year

Geog. 310	4	Geog. 312	4	Geog. 314	4
Guid. 305	4	Educ. 310	4	Educ. 315	4
Electives	8	Agric. 204	5	Electives	8
	16	Eng. 300 or 391	3		16
			16		

Senior Year

Geog. 324	4	Geog. Electives	5	Geog. Electives	4
Educ. 331	4	Student Teaching	4	Student Teaching	4
Student Teaching	4	Electives	8	Electives	8
Electives	4		17		16
	16				

The above schedule is based on a minimum of 42 hours for a major in geography. Electives should be chosen in such way that a student will have a minor of 24 hours in a field outside the social studies.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Geog. 100	5	Geog. 101	5	Govt. 101 or 231	5
Math. 106 or Physics 101	4	Chem. 101	4	Chem. 102	4
Art 120 or Mus. 100	3	P. E.	1	Health Ed. 202	4
P. E.	1		13-14	P. E.	1
	16-17				17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Hist. 201 or 202	5	Geog. 210	4	Geog. 212	3
For. Lang.	3	For. Lang.	3	For. Lang.	3
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	Econ. 205	5
Bot. 101 or 202, or Zool. 101 or 105	5	Agric. 204	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
	17-18		16-17		17-18

Junior Year

Geog. 310	4	Geog. 312	4	Geog. 314	4
Psych. 201 or Phil.	4	Electives	12	Electives	12
Electives	8		16		16
	16				

Senior Year

Geog. Electives	4	Geog. Electives	4	Geog. Electives	4
Electives	12	Electives	12	Electives	12
	16		16		16

The above schedule is based on a minimum of 42 hours for a major in geography. Electives should be chosen in such way that a minimum of at least 24 hours is completed in one subject.

Geography Courses and Terms Regularly Offered

Even-Numbered Years

Fall	Winter	Spring
100-5 Global (5 sections)	100-5 Global (5 sections)	100-5 Global (5 sections)
101-5 Physical	101-5 Physical (2 sections)	101-5 Physical
210-4 Economic	210-4 Economic	210-4 Economic
211-5 Economic	211-5 Economic	211-5 Economic
212-3 Maps and Air Photos	310-4 Meteorology	312-4 Climates
314-4 Anglo-America	315-4 Europe	314-4 Anglo-America
324-4 Conservation	321-2 Australia	324-4 Conservation
341-3 Elementary School Methods	402-4 U.S.S.R.	342-3 Junior and Senior High School Methods
345-4 Political	405-4 Industrial	406-4 Trade and Transportation
404-4 Agricultural		
500-4 Field Work		

Odd-Numbered Years

100-5 Global (5 sections)	100-5 Global (5 sections)	100-5 Global (5 sections)
101-5 Physical	101-5 Physical (2 sections)	101-5 Physical
210-4 Economic	210-4 Economic	210-4 Economic
211-5 Economic	211-5 Economic	211-5 Economic
212-3 Maps and Air Photos	310-4 Meteorology	312-4 Climates
313-3 Illinois	314-4 Anglo-America	318-4 Asia
324-4 Conservation	316-4 South America	324-4 Conservation
341-3 Elementary School Methods	319-4 Historical	342-3 Junior and Senior High School Methods
411-4 Urban	413-4 Caribbean	420-4 Africa
500-4 Field Work	460-2 Journals	430-4 Physiographic Provinces
	501-4 Research and Thesis	502 Philosophy

- 100-5. Global Geography.** A world regional survey in which significant differences from place to place are observed and analyzed. Basic factors of population distribution core of the course. Tracing of development of man's working connections with the land and its resources. Satisfies social science requirement for the bachelor's degree in all colleges of the University.
- 101-5. Physical Geography.** A study of the earth's physical surface, the areal differences and relationships of its landforms, water resources, soils, and natural vegetation, and economic minerals. World distribution patterns of physical elements, their relationships to each other, and their importance to man. Special attention given to Southern Illinois. Meets needs of prospective teachers of nature study, natural, social, and general sciences. One major field trip. Price. Prereq, 100.
- 210-4. Economic Geography.** A study of the economic production types or occupations such as grazing, farming, fishing, lumbering, mining, manufacturing, and transportation. Krause. Prereq, 100.
- 211-5. Economic Geography.** A course designed to show the relationship between physical environment and economic life of people. Emphasis on economic-geographic factors of world distribution of resources, methods of production and transportation of the important commodities of industry and commerce. Open only to students majoring in business administration. Beimfohr.
- 212-3. Fundamentals of Maps and Air Photos.** (Same as Geology 212). Properties of maps and air photographs, their use and sources. Units on the use and interpretation of air photos, map symbols, and map projections. Lab. Harris.
- 310-4. Meteorology.** Study of weather, the factors and conditions influencing it, its importance to man. Emphasis placed upon agriculture, aviation, business, industry, and everyday understanding of weather. Most recent findings in weather science studied. Of value to persons interested in weather bureau service. Price. Prereq, 100.
- 311-4. Geography of Soils.** The nature, source, and origin of soil material; soil development and soil use. Geographic distribution and significance of soil as an element of the environment. Beimfohr. Prereq, 100, 101, or permission of instructor.
- 312 (407)-4. Climates of the Continents.** Principles of climatology; physical bases for the differentiation of climatic types; description and interpreta-

- tion of climatic regions. Cunningham. Prereq, 100, 310, or permission of the instructor.
- 313-3. **Geography of Illinois.** Acquaints the student with the regional concepts of our state, the distribution of climate, vegetation, soils, landforms, and mineral resources; interrelates agriculture, manufacturing, industry, and population distribution, interpreted within a regional framework. Price. Prereq, 100.
- 314-4. **Geography of Anglo-America.** A systematic regional treatment of North America, north of Mexico. An introduction to regional study in geography. Harper. Prereq, 100, 101, 210, or permission of instructor.
- 315-4. **Geography of Europe.** An intensive study of regions, with stress on their description, interpretation and utilization. Emphasis on interdependence of political units. Cunningham. Prereq, 100.
- 316-4. **Geography of South America.** A study of the regions and resources of the South American countries as they relate to national and international problems. Krause. Prereq, 100, or permission of instructor.
- 318-4. **Geography of Asia.** Study of the countries of Asia, except the Asiatic portion of the U.S.S.R., emphasizing the relationship between the problems of the population and the resource base. Harper. Prereq, 100, 101, 210, or permission of instructor.
- 319-4. **Historical Geography of the United States.** Study of elements of the geographic environment that have been important in discovery, exploration, settlement and development of the United States. Cunningham. Prereq, 100, or permission of the instructor.
- 321-2. **Geography of Australia.** A study of the only continent which lies far beyond the periphery of the land 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. Cunningham. Prereq, 100.
- 324-4. **Restoration and Conservation of Natural Resources.** Survey of major resources of United States with stress on problems of conservation and restoration. Emphasis on water, mineral, forest, grass, soil, wildlife, scenic and recreational resources. Field trips. Cunningham. Prereq, 100 or permission of the instructor.
- 341-3. **Teaching of Geography in the Elementary School.** Presentation and evaluation of methods of teaching geography in the elementary grades. Emphasis upon geographic literature, illustrative materials and teaching devices suitable to particular age levels. Krause. Prereq, 100.
- 342-3. **Teaching of Geography in the Junior and Senior High Schools.** Presentation and evaluation of methods of teaching geography in the junior and senior high schools. Emphasis upon geographic literature, illustrative materials, and teaching devices suitable to particular age levels. Krause. Prereq, 100.
- 345-4. **Political Geography.** An examination of the world political pattern that is superimposed on the physical earth. Particular attention to world powers and "trouble spots". Harper. Prereq, 100, 101, 210, or permission of the instructor.
- 402-4. **The Soviet Union.** A study of the U.S.S.R. based on both a systematic and a regional approach. Appraisal of the natural-resource base of Russia as well as an estimate of her industrial and agricultural strength. Harper. Prereq, 100, 101, 210, or permission of the instructor.
- 404-4. **Advanced Economic Geography I - Agricultural.** A functional study of the bases, interrelationships, and geographic distribution of agricultural production. Krause. Prereq, 100, 101, 210, or permission of the instructor.
- 405-4. **Advanced Economic Geography II - Industrial.** A functional study of the bases, interrelationships, and geographic distribution of industries. Beimfohr. Prereq, 100, 101, 210, or permission of instructor.
- 406-4. **Trade and Transportation.** Study of the pattern of modern transport networks and trade routes. Consideration of the importance of trade

- and transportation as geographic factors. Harper. Prereq, 100, 101, 210, or permission of the instructor.
- 411-4. **Urban Geography.** The urban population: environment, development, and distribution. Geographic factors related to the origin, structure, and functions of urban centers. Beimfohr. Prereq, 100, 101, 210, or permission of instructor.
- 413-3 to 4. **Geography of the Caribbean Lands.** A regional approach to the study of the lands bordering the Caribbean. Appraisal of the natural-resource base of the various countries. Cunningham. Prereq, 100.
- 420 (320)-4. **Geography of Africa.** A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Price. Prereq, 100.
- 430-4. **Physiographic Provinces of North America.** (Same as Geology 430). A course designed to give the student an appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Harris. Prereq, 100 and 101, or Geol. 220 or 331.
- 440-2 to 4. **Readings in Geography.** Supervised readings in selected subjects. Hours and credit to be arranged. Prereq, 100, 101, 210, and advanced standing.
- 450-3 to 15. **Regional Field Courses.** Courses designed to give students first-hand knowledge of various areas of the world. Prior to departure from campus intensive supervised study and/or readings made of region to be visited. Written report of trip due within six weeks after completion of field study. Prereq, 100, 101, 210.
- 460-2. **Current Geographical Journals.** Course designed to acquaint students with the leading journals in the field of geography. Each student enrolled in course to report content of certain recent or current issues. Cunningham. Prereq, minimum of 14 hours of geography.

Geology

A major in geology is offered in the College of Liberal Arts and Sciences. A minimum of 42 hours for a major and 24 hours for a minor is required, including Geology 212, 220, 221, 222, and 302.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. 111	5	Chem. 112	5	Chem. 113	5
Geog. 100	5	Geog. 101	5	Govt. 101	5
P. E.	1	P. E.	1	P. E.	1
	14-15		14-15		14-15

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
For. Lang.	3	For. Lang.	3	For. Lang.	3
Geol. 220	5	Geol. 221	5	Geol. 222	5
Geol. 212	3	Eng. 205, 206, 209,		Eng. 205, 206, 209,	
Zool. 105	5	211, or 212	3	211, or 212	3
P. E.	1	Hist. 201	5	Health Ed. 202	4
	17-18	P. E.	1	P. E.	1
			17-18		16-17

Junior Year

Geol. 302	4	Geol. Electives	9	Geol. Electives	4
Math. 111	5	Math. 112	4	Math. 113	5
Art 120	3	Psych. 201 or Phil.	4	Electives	7
Soc.	5				
	17		17		16

		Senior Year			
Fall		Winter		Spring	
Geol. Electives	4	Geol. Electives	4	Geol. Electives	4
Electives	12	Electives	12	Electives	12
	<u>16</u>		<u>16</u>		<u>16</u>

An understanding of geology requires a knowledge of the basic sciences. Thus at least a year's sequence of chemistry and mathematics and at least one term of physics and biology are strongly recommended; additional work in one or more of these fields will be necessary to support specialties such as mineralogy, petrology, economic geology, geophysics and paleontology.

Preparation for a professional career usually requires graduate work.

A summer field course in geology should be taken between junior and senior years. Application should be made to a school offering such course.

In addition, mechanical drawing, surveying, and advanced English composition are recommended.

- 201-5. Geology and Man.** For non-majors in geology. Course to give better understanding of the planet on which we live and the story of the development of life forms. Stress upon use of geology in everyday life: control of erosion and deposition; search for oil and mineral resources; engineering construction; common stones, peculiar rock structures, and fossils. Harris.
- 212-3. Fundamentals of Maps and Air Photos.** (Same as Geography 212.) A study of the sources and uses of military and civilian maps, charts, graphs, and air photographs. Laboratory and field work required. Harris. Prereq, Geog. 100.
- 220-5. Physical Geology.** A study of the principal minerals and rocks of the earth's crust, emphasizing origin and identification; the physical processes active in producing the surface features of the earth. Laboratory and field trips required. DuBar.
- 221-5. Historical Geology.** Presents in chronological order the procession of physical and biotic changes through which the earth has passed. Includes the physical history of the earth and evolution of life forms as evidenced by fossil records. Laboratory. Harris. Prereq, 220, or permission of the instructor. An elementary course in zoology or botany also recommended for preparation.
- 222-5. Minerals and Rocks.** A course designed to acquaint the student with the common rock-making minerals and the principal rocks of the earth's crust; some important economic minerals also studied. Laboratory and class work concerned with identification and principles of origin. DuBar. Prereq, 220.
- 302-4. Structural Geology.** A study of the forces involved in the deformation of the earth's crust, with special emphasis on the recognition, interpretation, and illustration of the resultant geologic structures. Laboratory. DuBar. Prereq, 220 and 221, or their equivalents.
- 320-4. Economic Geology.** A study of economic mineral deposits, with special emphasis on their origin, occurrence, and distribution. DuBar. Prereq, 222 and 302.
- 325-4. Paleontology I; Systematic Invertebrate.** Major invertebrate phyla (Protozoa, Porifera, Coelenterata, Echinoderma, Bryozoa, Brachiopoda); their morphology, classification and stratigraphic succession. Laboratory. DuBar. Prereq., 220, 221, and Zoology 105.
- 326-4. Paleontology II; Systematic Invertebrate.** A continuation of Paleontology I, Mollusca and Arthropoda. Laboratory. DuBar. Prereq, 325.
- 327-3-5. Paleontology III; Field and Laboratory Techniques.** Methods of field collecting, preparation, and preservation of specimens, techniques of identification and description, and survey of available literature. An original report based on independent field and laboratory work required of each student. Laboratory. DuBar. Prereq, 220 and 221.

- 331-4. **Geomorphology.** A course concerning the origin of our land forms, intended to show relationship of land forms to interplay of diastrophism; volcanism; rock structure and composition; and processes of weathering and erosion. Harris. Prereq, 220 or Geog. 101.
- 401-4. **Advanced General Geology.** A course dealing with certain broader problems of geology; earthquakes, volcanism, submarine canyons, coral islands, mountain building. Laboratory. Harris. Prereq, 220 and 302.
- 405-3. **Geologic Map and Air Photos Interpretation.** Interpretation and use of air photos in geologic mapping; interpretation and construction of geologic maps, such as areal, structure, isopach, paleogeologic. Laboratory. Harris. Prereq, 212 and 302.
- 410-4. **Stratigraphy and Sedimentation.** The characteristic features of sedimentary rocks and their processes of origin; the classification of stratigraphic units, methods of correlation, and paleogeologic reconstructions. Laboratory. Prereq, 220 and 221. Harris.
- 430-4. **Physiographic Provinces of North America.** (Same as Geography 430). A course designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Harris. Prereq, 220 or 331; or Geog. 101.
- 435-4. **Coal and Oil.** A brief survey of our two most important fuels. A study of methods of exploration and extraction; nature, manner of occurrence; and geologic and geographic distribution. Harris. Prereq, 220 or Geog. 100.
- 440-1 to 4. **Independent Study.** Prereq, 220, 221, 222, and advanced standing.

Government

Professor Orville Alexander, Ph. D. (Iowa), Chairman	1938
Professor Frank L. Klingberg, Ph. D. (Chicago)	1946
Professor Willis G. Swartz, Ph. D. (Iowa)	1930
Associate Professor Robert McGrath, Ph. D. (Iowa)	1949
Associate Professor Ward M. Morton, Ph. D. (Texas)	1949
Associate Professor Max Wesley Turner, Ph. D. (Iowa)	1947
Assistant Professor John S. Rendleman, J. D. (Illinois)	1950, 1951
Assistant Professor William O. Winter, Ph. D. (Michigan)	1950
Instructor David T. Kenney, Ph. D. (Illinois)	1951-1953
Lecturer Marian Elizabeth Ridgeway, Ph. D. (Illinois)	1952-1953

An undergraduate major for a student in the College of Education consists of thirty-six quarter hours; for a student in the College of Liberal Arts and Sciences, forty-two quarter hours. For a minor, twenty-four quarter hours are required 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 or for public service.

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.

The department offers a major and a minor leading to the Master of Arts degree; also, government may be one of two or three departments combined to form a social science major leading to the Master of Science in Education degree.

Suggested Curriculum in College of Education

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Govt. 101	5	Govt. 102	3	Govt. 103	2
Math. 106	4	Math. 120	4	Chem. or Physics 101	4
Art 120 or Mus. 100	3	Geog. 100	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
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	16-17		16-17		15-16
Sophomore Year					
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
French, German, or Spanish 101	3	French, German, or Spanish 102	3	French, German, or Spanish 103	3
Eng. 209	3	Eng. 212	3	Health Ed. 202	4
Govt. 231	5	Govt. 232	5	Econ. 205	5
Hist. 202	5	Bot. or Zool. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives*	3-4
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	17-18		17-18		16-18
Junior Year					
Govt. 360	5	Govt. 305	5	Govt. 380	4
Govt. 370	4	Guid. 305	4	Govt. 385	4
Eng. 300 or 391	3	Electives	6-9	Educ. 310	4
Psych. 201	4			Electives	3-6
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	16		15-18		15-18
Senior Year					
Govt. 390	3	Govt. 391	3	Govt. 392	3
Govt. 466	3	Educ. 331	4	Govt. 330	2
Educ. 315	4	Student Teaching	4	Govt. 467	3
Electives	5-8	Electives	4-7	Student Teaching	8
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	15-18		15-18		16

*Unless a student has had work in one of the areas in high school, he must take a total of 3 quarter hours of work in agriculture, business administration, home economics, or industrial education.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men).....	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Govt. 101	5	Govt. 102	3	Govt. 103	2
Math. 106	4	Math. 120	4	Chem. or Physics 101	4
Art 120 or Mus. 100	3	Geog. 100	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
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	16-17		16-17		15-16
Sophomore Year					
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Eng. 209	3	Eng. 212	3	Econ. 205	5
French, German, or Spanish 101	3	French, German, or Spanish 102	3	French, German, or Spanish 103	3
Govt. 231	5	Govt. 232	5	Health Ed. 202	4
Hist. 202	5	Bot. or Zool. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives	3-4
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	17-18		17-18		16-18
Junior Year					
Govt. 360	5	Govt. 305	5	Govt. 380	4
Govt. 390	3	Govt. 391	3	Govt. 392	3
Econ. 330	3	Soc. 369	3	Geog. 324	4
Soc. 202	5	Electives	4-7	Electives	4-7
	<hr/>		<hr/>		<hr/>
	16		15-18		15-18

Senior Year		
Fall	Winter	Spring
Govt. 370 4	Govt. 395 4	Govt. 385 4
Govt. 466 3	Govt. 467 3	Govt. 475 4
Soc. 331 4	Phil. 340 4	Phil. 321 4
Electives 3-7	Electives 3-7	Eng. 390 3
<u>14-18</u>	<u>14-18</u>	<u>15</u>

Suggested Curriculum in College of Liberal Arts and Sciences with Emphasis on Public Administration

Freshman Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Govt. 231	5	Govt. 103	2	Govt. 232	5
Math. 106	4	Math. 107	4	Math. 120	4
Art 120 or Mus. 100	3	Geog. 100	5	Bus. 170	4
P. E.	1	P. E.	1	P. E.	1
<u>16-17</u>		<u>15-16</u>		<u>17-18</u>	

Sophomore Year					
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Eng. 209	3	Eng. 212	3	Speech 201	2
French, German, or Spanish 101	3	French, German, or Spanish 102	3	French, German, or Spanish 103	3
Soc. 101	5	Hist. 202	5	Econ. 205	5
Bot. or Zool. 101	5	Health Ed. 202	4	Chem. or Physics 101	4
P. E.	1	P. E.	1	P. E.	1
<u>17-18</u>		<u>16-17</u>		<u>15-16</u>	

Junior Year					
Govt. 315	3	Govt. 305	5	Govt. 380	4
Govt. 360	5	Govt. 395	4	Govt. 440	3
Bus. 251	4	Bus. 252	4	Bus. 253	4
Econ. 330	3	Econ. 331	3	Econ. 332	3
Soc. 369	3			Electives	2-4
<u>18</u>		<u>16</u>		<u>16-18</u>	

Senior Year					
Govt. 420	3	Govt. 435	3	Govt. 436	3
Govt. 466	3	Govt. 467	3	Govt. 497	4
Hist. 435	3	Hist. 436	3	Hist. 437	3
Electives	7-9	Electives	6-9	Eng. 390	3
<u>16-18</u>		<u>15-18</u>		Electives	2-5
				<u>15-18</u>	

Suggested Curriculum in College of Liberal Arts and Sciences with Emphasis on International Affairs

Freshman Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Govt. 101	5	Govt. 102	3	Govt. 103	2
Hist. 101	3	Hist. 102	3	Hist. 103	3
French, German, or Spanish 101*	3-4	Foreign Lang. 102	3-4	Foreign Lang. 103	3-4
P. E.	1	Art 120 or Mus. 100	3	Geog. 100	5
<u>15-17</u>		P. E.	1	P. E.	1
		<u>16-18</u>		<u>17-19</u>	

*At least two years each of two modern languages are recommended. (Or four years of one.)

Sophomore Year

Fall	Winter	Spring
AS&T 201 (Men) 1	AS&T 202 (Men) 1	AS&T 203 (Men) 1
Foreign Language 3-4	Foreign Language 3-4	Foreign Language 3-4
Govt. 231 5	Chem. or Physics 101 4	Soc. 101 5
Bot. or Zool. 101 5	Math. 106 4	Math. 120 4
P. E. 1	Eng. 209 3	Eng. 212 3
14-16	P. E. 1	P. E. 1
	15-17	16-18

Junior Year

Govt. 232 5	Geog. 210 4	Phil. 321 4
Govt. 370 4	Hist. 212 5	Health Ed. 202 4
Econ. 205 5	Hist. 201, 202, or	Foreign Language 3
Foreign Language 3	372 5	Electives 4-7
17	Foreign Language 3	15-18
	17	

Senior Year

Govt. 390 3	Govt. 391 3	Govt. 392 3
Govt. 480 4	Govt. 472 4	Govt. 475 4
Foreign Language 3	Foreign Language 3	Foreign Language 3
Hist. 352 4	Hist. 440 5	Hist. 450 5
Geog. 315, 316 318 4	Eng. 390 3	Electives 0-3
18	18	15-18

- 101 (200)-5. **Problems of American Democracy I.** Designed to meet the social science and American Government requirements, and to provide a general survey for those not intending to take additional work in the field.
- 102 (201)-3. **Problems of American Democracy II.** A continuation of 101, with emphasis on governmental functions and services. Prereq, 101.
- 103-2. **Problems of American Democracy III.** To be taken either separately or in conjunction with 102. An introduction to American foreign policy and international relations. Prereq, 101, or consent of instructor.
- 231-5. **American National Government.** A survey covering the structure, functions, and principles of national government. Also meets social science and American Government requirements.
- 232-5. **State and Local Government.** A survey of the structure and functions of American state and local government. Prereq, 231.
- 300-4. **American Government.** An advanced course to satisfy the American Government requirements of the College of Education. Deals with the structure and functions of national, state, and local government. Not open to those who have had 231.
- 305-5. **Development of the American Constitution.** The evolution of the United States constitutional system. Recommended for pre-law students. Prereq, 101 or 231.
- 315-3. **Administration of Justice.** The organization and work of the American judicial system. Recommended for pre-law students. Prereq, 101 or 232.
- 330-2. **Illinois Government.** The development and functioning of government in Illinois. Prereq, 101 or 231.
- 340-3. **The Legislative Process.** A study of the principles, organization, and work of American legislative bodies. Prereq, 101 or 231.
- 360-5. **Public Administration.** Principles and problems of administration on the national, state, and local level. Prereq, 101 or 231.
- 370-4. **International Relations.** A study of world politics — the causes of international conflict and the conditions of peace. Prereq, 101 or 103.
- 380-4. **Political Parties.** The development and work of American political parties. Prereq, 101 or 231.

- 385-4. **Contemporary Political "Isms"**. An advanced survey of recent political systems: Socialism, Communism, Pluralism, Fascism, Nationalism. Prereq, 101 or 231.
- 390-3. **Comparative Government (Democracies)**. A comparative study of the political systems of European democracies, such as England, France, and Switzerland. Prereq, 101 or 231.
- 391-3. **Comparative Government (Dictatorships)**. A comparative study of the political systems of European dictatorships: Nazi Germany, Fascist Italy, Soviet Russia, Falangist Spain. Prereq, 101 or 231.
- 392-3. **Comparative Government (Latin American)**. A comparative study of the political systems of Latin American republics, with special attention given to Mexico and Argentina. Prereq, 101 or 231.
- 395 (495)-4. **Constitutional Law**. A study of leading American constitutional principles, as illustrated by important decisions of the United States Supreme Court. Prereq, 231.
- 420-3. **Pressure Groups and Politics**. An analysis of interest groups and their techniques of political propaganda. Prereq, 101 or 231.
- 421-1 to 5. **Readings in Government**. Consent of instructor required.
- 435-3. **Government and Business**. An historical study, with contemporary emphasis upon relations between government and economic institutions. Prereq, 395, or consent of instructor.
- 436-3. **Government and Labor**. A study of labor relations and legislation, with emphasis upon constitutional aspects. Prereq, 395, or consent of instructor.
- 440-3. **Public Personnel Management**. A survey of the methods and functions of modern public personnel administration. Prereq, 360.
- 466-3. **State Government and Administration**. A study of the leading problems of government and administration of American states. Prereq, 232.
- 467-3. **Municipal Government and Administration**. A study of the development and functioning of city government in the United States. Prereq, 232.
- 472-4. **International Government**. A study of the organization and development of international governmental and administrative systems, with emphasis on the United Nations. Prereq, 370.
- 475-4. **International Law**. A study of the rules and practices governing the nations in their relations in peace and war. Prereq, 370.
- 480-4. **The Pacific and the Far East**. A study of the political and strategic problems in this area. Prereq, 370 or Hist. 370.
- 487-4. **American Political Ideas**. An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Prereq, 305 or 385.
- 488-3. **Recent Political Theory I**. A study of the outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Prereq, 305 or 390.
- 489-3. **Recent Political Theory II**. A study of the outstanding "scientific" political theorists from Karl Marx to the present. Prereq, 385 or 391.
- 490-3. **Recent Political Theory III**. A study of the outstanding idealistic and nationalistic political theorists from Hegel to the present. Prereq, 385 or 391.
- 497-4. **Administrative Law**. A study of law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office. Prereq, 360 or 395.

History

University Professor E. G. Lentz, M. A. (Illinois), Emeritus (1950)	1914
Professor Harold E. Briggs, Ph. D. (Iowa) Chairman	1945
Associate Professor Norman W. Caldwell, Ph. D. (Illinois)	1946
Associate Professor George L. Cherry, Ph. D. (Northwestern)	1947
Associate Professor William A. Pitkin, Ph. D. (Texas)	1945
Associate Professor John I. Wright, A. M. (Chicago)	1925
Assistant Professor Harry Ammon, Ph. D. (Virginia)	1950
Assistant Professor Joseph Ray Baxter, M. A. (Duke)	1946
Assistant Professor Charles J. Pardee, A. M. (Chicago), Emeritus (1951)	1929
Lecturer Jesse Carl Kennedy, B. S. A. (Georgia)	1950

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 of 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, and must include History 101, 102, 103, 201, and 202. 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 this 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.

Suggested Curriculum in College of Education or in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
For. Lang.	3	For. Lang.	3	For. Lang.	3
Hist. 101	3	Hist. 102	3	Hist. 103	3
Bot. 101 or 202, or Zool. 101 or 105	5	Soc. 101	5	Geog.	5
P. E.	1	P. E.	1	P. E.	1
	15-16		15-16		15-16

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Hist. 201	5	Hist. 202	5	Econ. 205	5
Eng. 205	3	Eng. 209	3	Govt. 101 or 231	5
Chem. or Physics 101	4	Chem. or Physics 102	4	Math.	4
Health Ed. 202	4	P. E.	1	P. E.	1
P. E.	1	Psych. 201	4		
	17-18		17-18		15-16

Junior Year

Fall	Winter	Spring
Hist. Electives 7	Hist. Electives 7	Hist. Electives 7
Minor 5	Minor 5	Minor 5
Electives 5	Electives 5	Electives 5
17	17	17

Senior Year

Hist. 451 3	Hist. 452 3	Hist. Electives 3-5
Minor 4	Minor 4	Minor 4-5
Electives 10	Electives 10	Electives 7-10
17	17	17

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

The above curriculum is based on a 48-hour major in history, with one 24-hour minor. If a 36-hour major is taken, two minors are required, one of which must be outside the general field of the major.

In the College of Education, English 300 or 391, 20 hours of education courses, and 12 hours of student teaching are required.

- 101-3, 102-3, 103-3. Survey of World Civilization.** Courses designed primarily for freshmen, as a survey of the development and evolution of civilization; the foundation for further courses in the field of history. One term devoted to each of the periods: ancient, medieval, and modern. Required of all history majors.
- 201-5. History of the United States to 1865.** Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Prereq, sophomore standing.
- 202-5. History of the United States since 1865.** A continuation of 201. Either 201 or 202 to count toward graduation requirements in the College of Education.
- 210-4, 211-4, 212-4. History of Europe, 476-1952.** A comprehensive study of the principal social, economic, political and cultural developments from the fall of Rome to the present time. 210: 476-1400; 211: 1400-1815; 212: 1815-1952. Prereq, freshman survey. Cherry.
- 304-3. 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. Prereq, freshman survey.
- 305-3. History of Greece.** A careful study of the cradle of civilization. In addition to the political and economic development of the Greeks, a consideration of their higher cultural development, as in philosophy, education, religion, art, and architecture.
- 306-3. History of Rome, 509 B.C. to 500 A.D.** The political, economic, and social history of Rome, with particular emphasis upon Roman law, as well as upon the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity stressed.
- 308 (208)-3. 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. Wright. Prereq, 201 and 202.
- 322-4, 323-4, 324-4. Survey of English History.** An introductory study of the institutional and cultural development of the English people from the earliest times to the present day. 322: Celtic Britain to 1603; 323: 1603-1815; 324: 1815-1952. Cherry. Prereq, freshman survey.
- 330-3. Middle Period of American History, 1789-1860.** A study of the conflicting sectional and nationalistic forces which characterize the period. Stress upon the economic and political forces leading to the Civil War. Prereq, 201 and 202.
- 352-5. Hispanic America.** An introductory survey of Hispanic-American history, from the Spanish conquest to the present time. Emphasizes the

- colonial heritage, events and circumstances attending the wars of independence, and development of the modern republics. Baxter.
- 370-5. **The Far East to 1912.** History of China, Japan, Central Asia, and the East Indies, with major emphasis on the social, political, and economic institutions of the area as they developed from earliest times. Kennedy. Prereq, freshman survey. Fall.
- 371-5. **The Far East: 1912-1952.** History of China, Japan, Central Asia, and the East Indies, with major emphasis on internal development of the area and on the interaction of these areas with the Western world. Kennedy. Prereq, 370. Winter.
- 372-5. **The History of Russia.** A survey of Russian history from earliest times to the present. Social, economic, and political conditions under the Czars and the Soviets. Kennedy. Prereq, proper background. Spring.
- 401-3. **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; distinctive culture and problems of the section. Ammon. Prereq, 201. Fall.
- 402-3. **History of the South since 1860.** The Civil War, political and economic reconstruction, and problems of the "New South". Prereq, 202 or 401. Ammon.
- 405-3. **Civil War and Reconstruction.** Emphasis 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. Ammon. Prereq, 201 and 202. Spring.
- 410-3. **Special Readings in History.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand.
- 411-3, 412-3, 413-3. **Intellectual History of the United States.** The various types of economic, social, and political thought that have influenced the development of the nation. Briggs. Prereq, 201 and 202.
- 415-3. **The Age of the Renaissance.** A course beginning with the Italian phase of the Renaissance and following its spread to other sections of Europe. Caldwell. Prereq, freshman survey. Fall.
- 416-3. **The Protestant Reformation.** A survey of the religious, cultural, and economic forces which brought about the movement for reform, with special attention to the political effects of the division of Christendom and the economic implications of Protestantism. Caldwell. Prereq, freshman survey. Winter.
- 417-5. **The Commonwealth of Nations.** A survey of English expansion beyond the seas, with an emphasis upon the influence of mercantilism, *laissez faire*, and state capitalism on pattern of control. Cherry. Prereq, 324. Fall.
- 418-5. **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. Cherry. Prereq, 324. Winter.
- 419-5. **Seventeenth Century England.** A comprehensive treatment of the significant social, political, economic, and cultural trends in England during the seventeenth century. Cherry. Prereq, 324. Spring.
- 420 (320)-3. **The French Revolution.** The passing of feudalism in France and the development of the background of the revolutionary movement. Study carried through the revolutionary cycle, concluding with the fall of the Napoleonic Empire. Caldwell. Prereq, adequate background.
- 425 (325)-3. **American Colonial History.** The founding of the American colonies and the development of their institutions, through the Revolution. Caldwell. Prereq, 201. Spring.
- 435-3, 436-3, 437-3. **Recent United States History, 1865-1952.** A sequence of courses covering major problems and trends from the Civil War to the present; any part taken separately. Pitkin. Prereq, 201 and 202.

- 440 (340)-5. **History of American Diplomacy.** A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Pitkin. Prereq, 201 and 202.
- 442-3, 443-3, 444-3. **History of the West.** A series of three courses that provide an intensive study of the influence of the frontier on the main trends in United States History. Students permitted to take one or all courses. Briggs. Prereq, 201 and 202.
- 450-5. **The World since 1914.** A brief review of the causes and results of World War I, League of Nations, war debts, disarmament, causes of second World War, conflict, and United Nations. Pitkin. Prereq, adequate background.
- 451-3. **Historiography.** The development of history as a written subject, including works and philosophy of various outstanding historians in the ancient, medieval, and modern periods. Required of all majors in history. Briggs. Prereq, senior standing. Fall.
- 452-3. **Historical Research and Thesis Writing.** The rules of historical research and their application to a definite topic. Required of all majors in history. Briggs. Prereq, senior standing. Offered each term.
- 453-3. **New Viewpoints in American History.** New interpretations and recent developments in field of American history. Briggs. Prereq, 201 and 202.
- 454-3. **Biography in American History.** A study of outstanding leaders and their contributions to the history of the United States. Attention to historical writers who specialize in biography. Briggs. Prereq, a course in United States history.
- 460-3. **The United States in World War II.** An intensive study of the participation of the American people and government in the second World War. Pitkin. Prereq, adequate background.
- 490-3. **The Teaching of History and the Social Sciences in the Secondary School.** A comprehensive methods course for prospective teachers: history, government and civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; teacher preparation; professional publications. Attention to the unified social science course. Pitkin. Offered each quarter.

Mathematics

Professor Wilbur C. McDaniel, Ph. D. (Wisconsin), Chairman	1939
Associate Professor Amos Black, Ph. D. (Cornell)	1948
Associate Professor Abraham Mark, Ph. D. (Cornell)	1950
Associate Professor Louis D. Rodabaugh, Ph. D. (Ohio State)	1947
Assistant Professor Elbert Fulkerson, M. A. (Illinois)	1932
Assistant Professor Dilla Hall, M. S. (Chicago)	1924
Assistant Professor Alice K. Wright, M. A. (Illinois)	1925
Assistant Professor Annette Sinclair, Ph. D. (Illinois)	1952-1953
Instructor Morton Roy Kenner, M. A. (Minnesota)	1951-1953
Assistant Instructor Imogene Beckemeyer, M. A. (Southern Illinois)	1950-1953

Mathematics in General Education:

Students who take mathematics in order to satisfy part of the requirements for a bachelor's degree may choose among several courses.

Mathematics 111 and 112 are recommended for students who have had a good high-school mathematics training, especially if they are planning to go into science, statistics, economics, or any other field in which a strong mathematics training is needed.

Students who took less than one and one-half years of high-school algebra should take Mathematics 106. As a second course they can take 111, 107, or 120.

Special classes of courses 106 and 107 are offered for special groups of students, as indicated in the course descriptions.

Remedial and review work in elementary mathematics is offered on a no-credit basis in course 100. Some students whose preparation is weak may need to enroll in Mathematics 100 before taking any of the credit courses.

Majors and Minors in Mathematics:

Students in the College of Education and in the College of Liberal Arts and Sciences may take either a major or minor in mathematics.

Courses which are required on a major or minor are 111, 112, 113, 251, and 252. Courses 106, 107, and 120 may not be counted on a major or minor. Students taking a major or minor should take at least one course in physics. One year of a foreign language is required of major students.

A major in the College of Education consists of at least 42 hours of mathematics, and must include course 311.

A major in the College of Liberal Arts and Sciences consists of at least 42 hours of mathematics and must include course 303.

A year of work in probability and statistics, including courses 307, 480, and 481, is recommended for students who contemplate going into civil service, industry, or advanced work in statistics.

The department offers majors and minors leading to the degree, Master of Arts, Master of Science, and Master of Science in Education. For further details see the Graduate School, page 212.

- 100-0. **Elementary Mathematics.** Remedial and review work in elementary mathematics. Elementary algebra stressed. Some work in arithmetic in some sections.
- 106-4. **General Mathematics I.** Intermediate algebra, fundamental operations, factoring, fractions, exponents, radicals, logarithms, linear and quadratic equations, and graphs. Particularly for students taking mathematics as part of the general education requirement. Regular sections designated in schedule as 106A; sections for business administration students as 106B. Prereq, one year of high-school algebra.
- 107-4. **General Mathematics II.** Designed as a terminal course to follow course 106 for students taking mathematics as part of the general education requirement. Regular sections, designated in class schedule as 107A, a continuation of the 106A work. Sections for business administration students, designated as 107B, cover elementary mathematics of finance. Prereq, 106.
- 111-5. **College Algebra.** Usual topics of college algebra, including determinants, logarithms, higher degree equations, and binomial theorem. Prereq, 3 semesters of high-school algebra or 106. Only 7 hr. total credit given on the two courses, 106 and 111.
- 112-4. **Plane Trigonometry.** Prereq, 111 or 106.
- 113-5. **Plane Analytic Geometry.** Prereq, 111 and 112.
- 120-4. **Elementary Statistics.** For students who have had only algebra as preparation. Particularly for students taking mathematics as part of the general education requirement. Such elementary concepts as averages, measures of dispersion, skewness, normal distribution, and linear correlation. Prereq, 106 or 111.
- 210-4. **The Teaching of Elementary Mathematics.** A professional treatment of the subject matter of arithmetic methods and a study of trends and current literature on the teaching of arithmetic. For elementary education majors only. Prereq, 106.
- 251-4. **Calculus I.** The elements of the differential and integral calculus. Prereq, 113.
- 252-4. **Calculus II.** Additional applications of differential calculus; additional methods of integration. Prereq, 251.
- 303-4. **Calculus III.** Additional applications of integration, multiple integrals, series, and partial derivatives. Prereq, 252.

- 305-3. **Differential Equations I.** Ordinary differential equations, mostly of the first order, with applications to geometry and physical science. Prereq, 303.
- 307-4. **Introduction to Statistical Inference.** A basic introduction to the simpler problems of statistical inference, to prepare students for courses in an applied field. Descriptive statistics; elementary probability; binomial, poisson, normal distributions; confidence limits of parameters; significance tests. Prereq, 113.
- 311-3. **The Teaching of Secondary Mathematics.** A study of the place and function of mathematics in secondary education; the improvement, evaluation, and problems of instruction in secondary mathematics. For mathematics majors and minors in the College of Education only. Prereq, 20 hr. college mathematics.
- 313-4. **Solid Analytic Geometry.** Prereq, 113.
- 320-3. **Advanced College Algebra.** A study of topics in algebra beyond those included in 111. Prereq, 251.
- 385-2. **Topics in Biometry.** Not counted on mathematics major. Prereq, 111 and 24 hr. of biological science.
- 406 (306)-3. **Differential Equations II.** Additional types of ordinary differential equations, and an introduction to partial differential equations. Prereq, 305.
- 415 (515)-3. **Non-Euclidean Geometry.** An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry.
- 421-3. **Theory of Equations.** The traditional course, including determinants, systems of equations, symmetric functions and a study of ruler and compass constructions. Prereq, 320.
- 430-4. **Synthetic Projective Geometry of the Plane.** Introduction to the fundamental concepts of projective geometry, including a study of conics and polar systems of conics. Prereq, 113.
- 431-4. **Analytic Projective Geometry of the Plane.** Introduction to homogeneous coordinates; study of such topics as cross-ratio, harmonic sets, duality, projectives, involutions, and conics, using algebraic methods. Prereq, 20 hr. college mathematics, including 113.
- 452-3. **Advanced Calculus I.** The first part of a standard course in advanced calculus. Prereq, 303.
- 453-3. **Advanced Calculus II.** A continuation of 452. Prereq, 452.
- 454-3. **Advanced Calculus III.** A continuation of 453. Prereq, 453.
- 460-4. **Modern Geometry.** Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxial circles, harmonic section, poles and polars, similitude, and inversion. Prereq, 20 hr. college mathematics.
- 480-4. **Introduction to the Theory of Probability.** The basis theorems of probability theory and their applications. Topics include the algebra of probabilities, discrete and continuous distributions, limit theorems. Prereq, 303.
- 481-4. **Elementary Mathematical Statistics.** An introduction to the mathematical methods used in obtaining procedures for various problems of statistical inference. Topics include sampling distributions, principles of statistical estimation, and testing hypotheses. Prereq, 480.

Microbiology

Professor Carl C. Lindgren, Ph. D. (California Institute of Technology), Chairman	1947
Associate Professor Maurice Ogur, Ph. D. (Columbia)	1953
Assistant Professor Dan O. McClary, Ph. D. (Washington University)	1951
Assistant Professor A. Leonard Sheffner, Ph. D. (Illinois)	1951

A major in microbiology for the degree of Bachelor of Arts requires all courses listed below, excepting 100. In addition, Botany 301, 315; Zoology 406, and Chemistry 451 and 452, or their equivalents are required and will be accredited toward the degree in microbiology. Courses in microbiology may be taken as a major for the degree of Master of Arts (or Sciences) or as a part of a biological science major or minor leading to the degree of Master of Science in Education.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Chem. 111	5	Chem. 112	5	Chem. 113	5
Eng. 101	3	Eng. 102	3	Micro. 201	4
Ger. 101	3	Ger. 102	3	Ger. 103	3
Math. 106	4	Math. 112	4	Math. 113	5
P. E.	1	P. E.	1	P. E.	1
	16-17		16-17		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Chem. 221	5	Chem. 231	4	Chem. 232	4
Eng. 103	3	Eng. 209	3	Bot. 101	5
Physics 106	5	Physics 107	5	Physics 108	5
Art 120 or Mus. 100	3	Health Ed. 202	4	P. E.	1
P. E.	1	P. E.	1		
	17-18		17-18		15-16

Junior Year

Chem. 341	5	Chem. 342	5	Chem. 343	5
Micro. 301	5	Micro. 302	5	Physiol. 209	5
Eng. 212	3	Zool. 101	5	Bot. 301	5
Social Studies	5	Arts & Crafts	3		
	18		18		15

Recommend physical chemistry for pre-medical students any summer.

Senior Year

Micro. 401	2	Micro. 423	5	Micro. 425	5
Micro. 422	5	Social Studies	5	Chem. 451	4
Zoology 406	5	Social Studies	5	Bot. 315	5
Social Studies	5			Psych. 201 or	
	17		15	Phil. 321	4
					18

- 201-4. **Introductory Microbiology.** Microbiology of soil, food, and public health. 2 hr. lect; 4 hr. lab. McClary. Winter and Spring.
- 301-5, 302-5. **Biology of Microorganisms.** 3 hr. lect; 4 hr. lab. McClary. Pre-req, one term of botany or zoology and Organic Chemistry. Fall and Winter.
- 410-2, 411-2, 412-2. **Seminar.** Prereq, 302. Every quarter.
- 422-5. **Microbiology of Foods.** Study of microorganisms and relation to food preparation and preservation. 2 hr. lect; 6 hr. lab. Prereq, 302.
- 423-5. **Industrial Fermentation.** Study of microorganisms as applied to industrial processes. 2 hr. lect; 6 hr. lab. Prereq, 302.
- 425-5. **Biochemistry and Physiology of Microorganisms.** 2 hr. lect; 6 hr. lab. Prereq, 301, 302, Chem. 451, or equivalent. Spring.

Philosophy

Professor Charles D. Tenney, Ph. D. (Oregon), Acting Chairman	1931
Visiting Professor Baker Brownell, A. M. (Harvard)	1952-1953
Assistant Professor George Kimball Plochmann, Ph. D. (Chicago)	1949
Lecturer James A. Diefenbeck, Ph. D. (Harvard)	1950-1953
Lecturer Robert T. Harris, Ph. D. (Harvard)	1952-1953

A minor in philosophy consists of twenty-four quarter hours, which should include 300, 321, 340, 360, and 380.

A major in philosophy consists of forty-eight quarter hours. Certain closely-related subjects in other departments may be counted on the major, subject to the consent of the department of philosophy. Student majors will be expected to show both familiarity with the broad problems of philosophy in various historical epochs, and competence in some such single field as instrumental knowledge (logic and semantics), theoretical knowledge (metaphysics, philosophy of religion, philosophy of science), practical knowledge (ethics, philosophy of history and politics, philosophy of education), artistic knowledge (aesthetics), or history of philosophy. All students intending to major in philosophy should take 300, 321, and 340, at the earliest possible time and follow these subjects with 380.

Philosophy 300, 321, and 340 constitute an elementary sequence, any one of which may be used to satisfy the philosophy requirement in the College of Liberal Arts and Sciences.

Introductory

101-2, 102-2, 103-2. Introduction to Philosophical Ideas. For students with or without intention to major or minor in philosophy. Presents, chiefly through lectures, a sequence of leading philosophical ideas and vocabulary, and the problems they raise. Since the College of Liberal Arts and Sciences requirement is satisfied by 4 hours of work, the student may elect any two quarters (which are designed to be independent of each other). The general scheme of subjects is as follows:

Fall: Ethics, Politics, Philosophy of Civilization.

Winter: Logic, Rhetoric, Esthetics

Spring: Metaphysics, Special Sciences, Religion.

200-4. Approaches to Knowledge. Some philosophic, scientific, political, and artistic ideas which have been of paramount importance in the development of Western culture. Not recommended for students intending to major or minor in philosophy.

Theoretical Knowledge

300-4. Elementary Metaphysics. Presentation of the outstanding answers to the age-old question, what does it mean to exist? Fulfills the philosophy requirement in the College of Liberal Arts and Sciences.

301 (320)-4. Philosophy of Religion. An impartial survey of various religious doctrines in the Western world. Prereq, 300, or consent of the instructor.

305-4. Philosophy of Science. A non-technical discussion of philosophic problems as they emerge from the various sciences, with readings from works addressed to the lay public. Prereq, 300, or consent of the instructor.

406-4. Philosophy of Biology. A survey of leading concepts of modern biological sciences: species, evolution, life, organism and part, ontogeny and phylogeny. Abstract ideas of biology related, whenever possible, to specific experiments recorded in scientific literature. Prereq, 300 or 321, and three laboratory or field courses in the biological sciences.

Instrumental Knowledge

321 (310)-4. Elementary Logic. A study of terms, propositions, and reasoning, together with an exposure of fallacies in argument. Consideration of logic

as an instrument for the solution of problems in the mathematical and natural sciences, politics, and morals. Fulfills the philosophy requirement in the College of Liberal Arts and Sciences.

- 420-4, 421-4. **Systematic Logic.** A careful study of forms of inference and their elements, combinations, and perversions, together with a study of the foundations and methods of science. Prereq, permission of the instructor.
- 422-4, 423-4. **Advanced Logic.** A careful study of symbolic and non-symbolic systems of logic: Aristotle, Spinoza, Boole, Whitehead, and Johnson. Background in mathematics and the physical sciences desirable, but not necessary. Prereq, 321, and consent of the instructor.

Practical Knowledge

- 340 (316)-4. **Elementary Ethics and Politics.** The principal problems of right and wrong for the individual and society, with practical applications to personal experience. Satisfies the philosophy requirement in the College of Liberal Arts and Sciences.
- 355-4. **Philosophy of Education.** A survey of theories of education and their relationship to educational policies and practices, as elucidated by great teachers. Satisfies the education requirement, Education 355.
- 443-4. **Philosophy of History.** Examination of certain classical and contemporary reflections on the nature of history and historical knowledge. Prereq, 380.

Artistic Knowledge

- 360 (345)-4. **Philosophy of Art.** Theories of art, together with discussions of examples of music, painting, and literature in terms of these theories. Purpose of the course not merely to speculate about taste in the fine arts but also to improve it. Prereq, three courses in literature, drama, music, painting, or the other fine arts, on the 300 level. 4 hours.
- 460-4. **Advanced Philosophy of Art.** The definition of art, its relations to science, culture, and morals; the various types of art. Familiarity with at least one of the fine arts assumed. Prereq, 360, and at least six courses in music, painting, sculpture, literature, and drama.

General Discipline

- 380-3. **History of Philosophy.** Recommended for all students majoring or minor-ing in philosophy. A rapid summary of the chief movements in the history of philosophic thought from the pre-Socratics to the present day. This course to be supplemented by seminars in the individual philosophers. Prereq, two courses in philosophy on the 300 level.
- 480-3 to 12. **Special Problems.** Courses for qualified seniors and graduates who need to pursue certain topics further than regularly-titled courses permit. Papers on special topics encouraged, but not as regular theses, for which courses on the 500 level are designed. Special topics announced from time to time. Students invited to suggest subjects for individual or group study. Prereq, consent of the instructor. Hours of credit to be arranged.

Physics and Astronomy

Professor Otis B. Young, Ph. D. (Illinois)	1929
Associate Professor Martin J. Arvin, Ph. D. (Illinois)	1949
Associate Professor William H. Lucke, Ph. D. (Virginia)	1949
Assistant Professor Charlotte Zimmerschied, M. A. (Minnesota)	1927

A minimum of 36 hours is required for a major in physics in the College of Education, and 48 hours are required for a major in the College of Liberal Arts and Sciences. For a minor in either college, 24 hours are required.

Suggested Curricula in College of Education and College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
For. Lang. 101*	3	For. Lang. 102*	3	For. Lang. 103*	3
Math. 111	5	Math. 112	4	Math. 113	5
Physics 106	5	Physics 107	5	Physics 108	5
P. E.	1	P. E.	1	P. E.	1
	17-18		16-17		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	Physics	5
Chem. 111	5	Chem. 112	5	Chem. 113	5
Math. 251	4	Math. 252	4	Math. 303	4
Physics	5	Bot. or Zool.	5	Electives or Speech 101**	4
Art 120 or Mus. 100	3	Mech. Draw. or Shop or Electives	3		18
	17-18		17-18		18

Junior Year

Social Studies	5	Social Studies	5	Social Studies	5
Hist. 201 or 202**	5	Educ.**	8	Physics	5
Eng.	3	Health Ed. 202	4	Eng.	3
Physics	5	P. E.	1	Eng. 300 or 391**	3
Psych. or Phil.	4		18	AS&T 203 (Men)	1
P. E.	1			P. E.	1
	18				17-18

Senior Year

Physics	5	Physics	5	Physics	5
Social Studies	5	Student Teaching** or Electives	12	Educ.** or Electives	11
Educ.** or Electives	8		17		16
	18				16

*Requirement for College of Liberal Arts and Sciences.

**Requirement for College of Education.

Students who plan to take graduate work in physics should take one year each of French and German.

101-4, 102-4. Survey Course in Physics. Mechanics, mechanical vibration, wave motion, light and sound covered in 101; heat and electricity taken up in 102. Planned for those whose chief interests are not in the physical sciences. Mathematics and measurements not stressed. 101 and 102 to count toward graduation, but not to be used to meet pre-medical or pre-engineering requirements in physics. Those desiring to meet these requirements, or desiring further work in this field, and all electing physics as a major or minor, must take their general college physics in 106, 107, and 108. A student desiring credit in 106, 107, and 108 should not take 101 and 102.

101M-4. Survey Course in Physics. Similar to 101, but adapted especially for music students.

102H-4. Survey Course in Physics. Similar to 102, but adapted especially for home economics students.

106-5, 107-5, 108-5. College Physics. 106 including mechanics and sound; 107, electricity, and magnetism; 108, heat and light. These three courses open to all students; may be taken in any order. Especially recommended to those who are scientifically inclined, who plan to take additional work in physics, or who desire pre-technical training.

301-5. Mechanics. An intensive study of forces, moments, translational and rotational motion, energy, friction, machine, elasticity of beams, mechanics

- of fluids. Supplementary material including laboratory and demonstration experiments. Co-requisite, Math. 303.
- 303-4. Heat.** A study of measurement of the fundamental quantitative aspects of heat. Also, considerable attention to the principles and applications of thermodynamics. Prereq, Math. 303.
- 305-5. Magnetism and Electricity.** Intensive study of fundamentals; Gauss' theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. Prereq, Math. 303.
- 306-5. Magnetic and Electrical Measurements.** A lab course stressing accuracy and technique. Includes resistances, galvanometers, electrical currents, capacities, damping potentiometers, self and mutual induction, hysteresis losses. Prereq, College Physics.
- 308-5. Sound.** Theory of vibrations, vibration systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. Prereq, Math. 251.
- 310-5. 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. Prereq, Math. 112.
- 312-5. Radio.** A study of the fundamental principles of radio reception, and phone and C. W. Transmission. Special attention given to the more important receiving circuits, including the regenerative, neutrodyne, and super-heterodyne. Lab. demonstrations and experiments used to supplement the course. Prereq, Math. 112.
- 314-5. Introduction to Modern Physics.** A course offering a general survey of recent developments in physics, including such subjects as the electron, thermionics, photoelectric effect, radioactivity and isotopes, astrophysics, relativity, atomic and nuclear topics. Prereq, Math. 303.
- 316-5. History of Physics.** A study of the development of physics thought, concepts and theories, including the results and methods of contemporary physical research. Course especially valuable for those who desire to teach.
- 405-5. 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. Prereq, Integral Calculus and three advanced physics courses.
- 410-5. Advanced Optics.** Diffraction, dispersion, refraction, reflection spectra. Special measurements taken and highly technical apparatus studied. Prereq, calculus and three advanced physics courses, including 310. 3 hr. lect; 4 hr. lab.
- 414-5. Recent Developments.** A course stressing those recent developments in physics which are of special importance in experimental, theoretical, or applied fields. Emphasis given to atomic energy and sub-atomic particles, electronoptics, high velocity projectiles, and ultra-high frequency radiation. Prereq, Integral Calculus and three advanced physics courses.
- 420-2 to 5. Special Projects I.** A course in which each student is assigned a definite investigative topic which demands of him considerable resourcefulness and initiative. Required use of appropriate scientific methods and techniques. Individual project to be determined by student's need and ability, and by the facilities of the department. Adapted to advanced undergraduate students. Prereq, Integral Calculus and adequate physics background.
- 421-2 to 5. Special Projects II.** A continuation of 420. Prereq, 420.
- 430-2. Physical Literature.** Study of source materials in the field of physics. Also library research and bibliography on special subjects. Two conference hours weekly. Prereq, Integral Calculus and three advanced physics courses; one year of French or German.

Astronomy Courses

- 201-4, 202-4. 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. Study progresses from the earth to the moon, the sun, the planets, the stars, and the nebulae; 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. Especially helpful in presenting the difficult problems of mathematical geography and in vitalizing nature study work.
- 301-4, 302-4. Astronomy.** A more advanced course, similar to 201 and 202, for senior-college students.

Physiology

Professor Harold M. Kaplan, Ph. D. (Harvard), Chairman	1949
Associate Professor Anthony J. Raso, M. D. (Washington University)	1950
Assistant Professor Anita Zorzoli, Ph. D. (New York University)	1952

A major requires a minimum of 42 hours; a minor, 24 hours. Prospective majors should consult with the staff for a suggested curriculum. A background of basic courses in physics, chemistry, biology, and mathematics is required.

- 209-5. Introduction to Physiology.** A survey of the functions of the human body. Designed for students in various fields desiring a basic but comprehensive knowledge of human physiology. 3 hr lect; 4 hr. lab. Fall, Winter, and Spring.
- 300-4. Human Anatomy.** Lectures, demonstrations, and periodic observation of the prosected body. Lectures confined to bones, joints, muscles, and nerves. Designed for majors in physical education and for those wishing an elementary knowledge of human structure. Fall, Winter.
- 303-2. Physiology of Exercise.** The effects of activity upon the bodily systems. Designed especially for majors in physical education and physiology. Spring.
- 315-5, 316-5, 317-5. Advanced College Physiology.** Lectures emphasizing mammalian and human physiology; laboratory involving function throughout the vertebrate classes. Designed for students intending to do advanced work or teaching in the biological field. (315, Blood, Circulation, and Respiration; 316, Digestion, Excretion, Endocrines; 317, Nervous System, Sense Organs.) Open by permission of the instructor. 3 hr. lect; 4 hr. lab. Fall, Winter, and Spring.
- 330-4, 331-4, 332-4. General (Cellular) Physiology.** The nature and mechanism of the living cell. Chemical and physical aspects of vital activity. Prereq, 209 or 315, 316, 317; chemistry; physics. 2 hr. lect; 4 hr. lab. Fall, Winter, and Spring.
- 401-2 to 6. Seminar.** Open to graduates and undergraduates with adequate training in physiology, physics, and chemistry. Fall, Winter, and Spring.
- 410-5, 411-5, 412-5. Advanced Anatomy.** A course in human dissection designed for majors in physiology and other biological sciences. Open to graduates and undergraduates. 2 hr. lect; 6 hr. lab. The three courses to be taken as a unit. Open by permission of the instructor. Fall, Winter, and Spring.
- 450-4 to 16. Special Problems in Advanced Physiology.** Selected problems in various aspects of physiology. Review of the latest literature. Fall, Winter, and Spring.

Psychology

Professor Noble H. Kelley, Ph. D. (Iowa), Chairman	1951
Professor William C. Westberg, Ph. D. (Pennsylvania State)	1952
Assistant Professor Leslie F. Malpass, Ph. D. (Syracuse)	1952
Assistant Professor Forrest Brooks Tyler, Ph. D. (Ohio State)	1952

A major sequence for the Bachelor of Arts degree shall consist of a minimum of 42 quarter hours. The minimum for a minor sequence shall be 24 quarter hours. In psychology the following courses are required: 201, 202, 301, 305, 410, 415, and 440.

In addition to the major, the following courses are required: Math. 120, Physiol. 209, and 317.

For students planning to do graduate study in psychology, courses 420, 421, 425, and 430 are recommended.

- 201-4. Psychology I: The Human Personality.** A general introduction to the psychological nature of man, his inner dynamics, his learning to perceive and think about himself and his world, his personality development trends, and the basic adjustive patterns.
- 202-4. Psychology II: Psychology in Human Relationships.** A group laboratory course in which basic psychological principles are related to the understanding of everyday human relationships; emphasis upon individual personal attitudes, perception, and behavior. Prereq, 201.
- 301-4. Child Psychology.** The total, integrated psychological development of the child, with special consideration given to the influence of interpersonal relationships in the home and school. Prereq, 201.
- 303-4. Adolescent Psychology.** An understanding of development through the adolescent years; its relation to development in childhood; and the special problems of adjustment in this period. Prereq, 201.
- 305-4. Personality Dynamics.** An intensive study of the nature of the human personality, its development, its deeper basic motivations, the emergence of patterns, and the methods of personality change. Prereq, 202.
- 307-4. Psychology of Social Issues.** A psychological approach to the major social issues in contemporary life. Prereq, 202.
- 315-4. Introduction to Industrial Psychology.** A study of the functions of psychology as a science and as a profession in contemporary business and industry. Prereq, 202.
- 316-4. Methods and Techniques in Industrial Psychology.** A course concerned with general methods of the industrial psychologist and some of the major significant techniques used in the solution of psychological problems in business and industry. Prereq, 315.
- 400. Independent Study.** Independent readings and projects in psychology. Open only to seniors and graduate students. Prereq, consent of the instructor and chairman of the department. Credit according to achievement.
- 410-4. Experience in Group Dynamics.** A group interaction laboratory, for understanding personal attitudes and viewpoints toward self and others. Open to any university senior.
- 412-4. Mental Hygiene.** An integration of psychological knowledge and principles concerning factors and conditions in the personal life that tend to facilitate or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prereq, 305.
- 415-4. Introduction to Psychopathology.** The nature, etiology, and treatment of psychologically ill persons. Observations of a state mental hospital and of mental patients. Prereq, consent of instructor.
- 416-4. Psychological Therapy of the Child.** A study of the nature and professional psychological treatment of personality-adjustment problems in children. Prereq, consent of the instructor.

- 420-5. **Scientific Methodology in Psychology.** A basic consideration of the nature of scientific methodology as an approach to investigation and classification of problems involved in understanding the psychological nature of man. Prereq, consent of the instructor. Lect. and lab.
- 421-5. **Experimental Techniques in Psychology.** Course a continuation of 420. Utilization of major techniques in psychological experimentation. Prereq, 420. Lect. and lab.
- 425-4. **Scientific and Professional Psychology.** A view of the contemporary scene in fields of scientific and professional psychology, including opportunities for training and service. Prereq, consent of the instructor.
- 427-4. **Introduction to Psychological Tests.** Emphasis on group tests. Prereq, consent of instructor.
- 430-5. **Individual Intelligence Testing.** Introductory training in the Wechsler-Bellevue, Stanford-Binet, and other individual tests. Prereq, consent of the instructor. Lect. and lab.
431. **Practicum in Diagnostic Testing.** Credit variable, according to achievement. Prereq, 430. Lab. and conference.
- 440-5. **Personality Theory and Dynamics.** Advanced course for senior students. Systematic view of theoretical contributions of major psychologists to basic understanding of dynamics of human personality. Prereq, psychology major, or consent of instructor.

Sociology and Anthropology

Professor Joseph K. Johnson, Ph. D. (Washington University)	1947
Professor J. Charles Kelley, Ph. D. (Harvard)	1950
Professor William J. Tudor, Ph. D. (Iowa State)	1948
Assistant Professor Herman L. Lantz, Ph. D. (Ohio State)	1951
Assistant Professor Louis Petroff, Ph. D. (Southern California)	1940
Instructor Jack Smith McCrary, M. A. (Southern Methodist)	1949
Instructor William J. Shackelford, M. A. (Texas)	1950

At the undergraduate level, the department offers majors and minors for candidates for the degrees of Bachelor of Arts and Bachelor of Science in Education. For candidates for the degree of Bachelor of Arts, who plan to enter a professional school of social work, a special pre-professional course is provided. (See statement of special requirements below.)

At the graduate level, the department offers majors and minors for the degree of Master of Arts. Sociology and Anthropology courses may also be taken as a part of a social-science field major by candidates for the degree of Master of Science in Education. For special requirements in connection with graduate majors, see the Graduate School, page 218.

General Requirements for Undergraduate Majors: ..

For students in the College of Liberal Arts and Sciences, a major in sociology shall consist of not fewer than 42 quarter hours. Such students should complete a minor of not fewer than 24 hours in a related field.

Students in the College of Education may take a major of 36 quarter hours in sociology, with one minor of at least 24 quarter hours in another social science or other related subject, and a second minor in a different department; or a major of 48 quarter hours in sociology, with a single minor of 24 hours in a different field. For students who expect to teach sociology in secondary schools, the 36-hour plan, with a minor in another social science, is recommended.

All sociology majors are required to take Mathematics 120 and Sociology 460. Sociology 300 is required of all majors except those taking the pre-professional social-work program.

Students who desire to take a minor in sociology are invited to consult the department chairman, or other members of the department staff, for advice in selection of courses which will contribute to their academic and professional aims.

Special Requirements of Pre-Professional Social Work Program:

Freshman and sophomore years: In satisfying the requirements listed in the University Catalog under "Requirements for the Bachelor's Degree in All Colleges", the following courses will be taken: Math. 106 and 120, Govt. 101 or 231, Soc. 101, Zool. 101, Econ. 205, and Hist. 202.

In addition to the 68 quarter hours of prescribed work, the following electives are strongly advised: Psych. 201, Govt. 232, Health Ed. 206 and 209, Soc. 202, and three terms of one foreign language.

Junior and senior years: Before registering for the first term of the junior year, all students should have individual conferences with the instructor in charge of the pre-professional social work training, at which time a program of upper-level courses will be outlined. This program will be varied according to the special professional interests of the student, but all students in this program will complete the following sociology courses: 301, 310, 335, 336, 337, 355, 375, and 460.

- 101-5. **Introductory Sociology.** Survey of sociology. Interrelationships of personality, social organization, and culture; major social processes; structure and organization of groups. Every quarter.
- 202-5. **Applied Sociology.** An application of sociological principles to the analysis of various contemporary social problems. Prereq, 101. Every quarter.
- 300-4. **Principles of Sociology.** Development and scope of sociology. The individual and the group; social processes; social organization; social change. Prereq, 101, or permission of instructor. Fall and Spring.
- 301-3. **Juvenile Delinquency.** Nature of juvenile delinquency and factors contributing to delinquent behavior; treatment and prevention of delinquency. Petroff. Prereq, 101. Spring.
- 303-3. **Marriage and Parenthood.** The social psychology of dating, courtship, and family relations; evaluation of research findings; problem of applying scientific principles to changing overt behavior. Lantz. Prereq, 101. Every quarter.
- 305-3. **Social Institutions.** Concepts of institutions; origin, development, and variability of institutions; institutional lag and institutional change in contemporary society. Petroff. Prereq, 101. Winter.
- 310-4. **The Family.** The family in historic and contemporary society; evolution of the modern family; changes in family functions, structure, and roles. Lantz. Prereq, 101. Winter and Summer.
- 311-4. **Urban Sociology.** The rise, development, structure, culture, and problems of early and modern cities; urban personality types and human groupings. Prereq, 101. Winter.
- 313-3. **Educational Sociology.** Methods, principles, and data of sociology applied to the school situation; relation of the school to other institutions and groups. Not to be taken by students who have had Educ. 381. May be counted either as Sociology or Education. Tudor. Prereq, 101.
- 314-4. **Population Problems.** Composition, characteristics, and trends in populations. Birth and death rates; migration and mobility; population theory and policy. Prereq, 101, Econ. 205, Geog. 100, or Govt. 101. Fall.
- 315-3. **Crime and Its Treatment.** The nature of crime; criminal statistics; causal factors; theories and procedures in treatment of the criminal. Petroff. Prereq, 101. Winter.
- 316-4. **Sociology of Rural Life.** Organization, structure, and functioning of rural groups; the composition and distribution of the rural population of the United States. Tudor. Prereq, 101. Spring.
- 320-3. **Race and Minority Group Relations.** Racial and cultural contacts and conflicts, causes of prejudices; status and participation of minority groups; national and international aspects of minority problems. Johnson. Prereq, 101. Fall.
- 325-3. **Industrial Sociology.** Social relationships in mass production; effects of unemployment, standardization, and technology. Prereq, 101 and Econ. 310.

- 330-3. **Propaganda and Public Opinion Analysis.** Techniques and characteristics of propaganda; methods of measuring public opinion. Prereq, 101.
- 331-4. **Social Control.** The means by which members of groups are regulated; social institutions as factors in control; techniques of directing social action. Petroff. Prereq, 101. Fall.
- 335-5. **Introduction to Social Work.** The fields of professional social work; philosophy, objectives, and procedures. McCrary. Prereq, 101 and 202. Fall.
- 336-5. **History and Organization of Social Work.** Development of private and public agencies and organizations. Social work organizations in the United States today. Social welfare legislation. McCrary. Prereq, 335. Winter.
- 337-5. **Introduction to Interviewing.** Uses of the interview; types of interviews; relationship between interviewer and respondent. Class exercises in interviewing. McCrary. Prereq, 101. Spring.
- 355-4. **Social Factors in Behavior and Personality.** How group situations and values affect behavior and shape personality; development of social attitudes, norms and concepts; value conflicts and crises; social significance of individual differences. Johnson. Prereq, 101 and Psych. 201. Fall and Summer.
- 369-3. **Techniques of Group Leadership.** The application of leadership principles; kinds of leadership; effective techniques of group control; practice in experimental group situations. Tudor. Prereq, 101. Winter.
- 375-4. **Community Organization.** Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of a specific community. Tudor. Prereq, 101. Field trips to communities nearby—cost about \$3.00. Fall.
- 381-4. **Personality and Social Adjustment.** Recent sociological theories relating to personality; problems of personal adjustment; adjustment norms and deviations from the normal. Johnson. Prereq, 101. Winter.
- 401-3. **Sociology of Infancy and Childhood.** The influences of primary groups; origins of self- and role-concepts; relationship between early and later development; cross-cultural and inter-class comparisons. Prereq, 310, 355 or 381. Spring.
- 402-3. **Problems of Old Age.** Increase in numbers of the aged; living accommodations; family relationships, social participation, and personal adjustment; role and status in the community. Retirement and public assistance programs. Prereq, 15 hr. of sociology. Winter.
- 403-3. **Survey Course in Marriage Counseling.** Survey and analysis of the field of marriage counseling; assessment of current practices and techniques in terms of contemporary sociological theory. Prereq, 303, and permission of instructor.
- 410-3 to 9. **Social Research Methods.** Survey of research methods. Practice in collection, analysis, and reporting of data. Methods of organizing and presenting various types of research data. Course continues through 3 quarters. Tudor.
- 450-4. **History of Social Thought.** A critical survey of the social thinking of ancient, medieval, and modern times. Johnson. Prereq, 101.
- 455-4. **Contemporary Sociology.** Developments in sociology since 1850. Johnson. Prereq, 101. Spring.
- 460-2. **Current Literature in Sociology.** Students to read, report on, and evaluate content of leading sociological journals. Discussion of professional applications of sociology. Fall and Summer.
- 469-3. **Theory of Group Leadership.** Classification of leaders, theories of leadership; tests and measurement of leadership; analysis of representative leaders. Tudor. Prereq, 101, 331, 369.
- 491-1. **Materials for the Teaching of Sociology in Secondary Schools.** Use of textbooks and collateral reading materials; teaching aims; discovery and utilization of local data and situations. Prereq, Hist. 490.

Anthropology Courses

- 110-5. **General Anthropology.** Anthropology as a science and a profession. Brief survey of human origins, prehistory, world ethnography. Shackelford.
- 211-3. **Physical Anthropology.** Human evolution and variation. Anthropometry. Kelley. Prereq, 110.
- 212-3. **Cultural Anthropology.** Nature and origin of culture. Content and patterning of cultures. Cultural processes. Kelley. Prereq, 110 or Soc. 101.
- 302-3. **Aboriginal Peoples and Cultures of Southern Illinois.** Archaeology, ethnography, anthropogeography of Middle Mississippi region. Kelley. Prereq, 212, or consent of instructor.
- 304-4. **Aboriginal Peoples and Cultures of North America.** Origin and development of North American peoples and cultures. Kelley. Prereq, 212, or consent of instructor.
- 341-4. **Field Methods and Techniques in Archaeology.** Lectures and actual experience in the excavation and interpretation of archaeological sites. Kelley and Shackelford. Prereq, 211 and 212, or consent of instructor.
- 342-4. **Museum Methods in Anthropology.** Lectures and actual museum experience in the preparation of specimens and exhibits of anthropological nature. Kelley and Shackelford. Prereq, 211 and 212, or consent of instructor.
- 343-4. **Prehistory.** Development of culture during the prehistoric period, with emphasis on the cultures of Europe and the Fertile Crescent. Kelley. Prereq, 212, or its equivalent.
- 420-4. **The Building of Cultures.** Factors involved in the growth of specific cultural patterns. Kelley. Prereq, 212 and 6 hours advanced anthropology, or three hours of advanced anthropology and 3 hours advanced sociology, geography, history, or economics.
- 421-4. **Methodology in Cultural Anthropology.** Survey of development of anthropology and its various methodological schools. Kelley. Prereq, 212 and 6 hours advanced anthropology, or 3 hours advanced anthropology and 3 hours advanced sociology, geography, history, or economics.
- 422- **Reading and/or Research in Anthropology.** Kelley. Prereq, 212, and 6 hours advanced anthropology, or 3 hours anthropology and 3 hours advanced sociology, geography, history, or economics. Hours and credits arranged.

Zoology

Professor Willard M. Gersbacher, Ph. D. (Illinois), Chairman	1929-1930; 1936
Associate Professor Charles L. Foote, Ph. D. (Iowa)	1947
Associate Professor Willard D. Klimstra, Ph. D. (Iowa State)	1949
Associate Professor Hilda A. Stein, M. S. (Illinois)	1925
Associate Professor F. Earle Lyman, Ph. D. (Michigan)	1952
Assistant Professor William M. Lewis, Ph. D. (Iowa State)	1949

A total of 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 for a major in zoology in the College of Liberal Arts and Sciences.

Zoology 101, 105, 200, 201, 300, 320, and 335 or their equivalents are required for a major in zoology in the College of Education.

Zoology 101, 105, and four other courses, two of which should be on the 300 level, are required for a minor.

Zoology 101, 105, 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.

Students who desire to specialize in Game Management and Fisheries Management will be especially interested in Zoology 360, 365, 460, 461, 465, for a bachelor's degree, and Zoology 560, 565 for a master's degree. One of the above courses may be substituted for Zoology 320, which is a requirement for the major in the College of Liberal Arts and Sciences.

Candidates for a master's degree in zoology must have the equivalent of Zoology 101, 105, 200, 201, 300, and 335.

Suggested Curriculum in College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Zool. 101	5	Zool. 105	5	Bot. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Foreign Language*	3	Foreign Language*	3	Foreign Language*	3
Geog. 100	5	Soc. 101 or Econ. 205	5	Math. 106 or 111	4-5
	<u>16-17</u>		<u>16-17</u>		<u>15-17</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Zool. 200	5	Zool. 201	5	Bot. 203	5
Chem. 111	5	Chem. 112	5	Chem. 113	5
Hist. 201	5	Health Ed. 202	4	Govt. 101 or 231	5
	<u>15-16</u>	Mus. 100 or Art 120	3		<u>15-16</u>
			<u>17-18</u>		

Junior Year

Chem. 305	4	Bot. 202	5	Zool. 335	5
Eng. 211 or 212	3	Chem. 306	4	Chem. 451	4
Physics or Electives	4	Physics or Electives	4	Eng. 300 or 391	3
Psych. 201	4	Eng. 205 or 209	3	Guid. 305 or Ado- lescent Psychology	4
	<u>15</u>		<u>16</u>		<u>16</u>

Senior Year

Zool. 300	5	Zool. Electives	5	Zool. Electives	4
Educ. 331	4	Educ. 315	4	Educ. 310	4
Student Teaching	4	Student Teaching	4	Student Teaching	4
Zoology Electives	3	Electives	4	Electives	4
	<u>16</u>		<u>17</u>		<u>16</u>

*Language recommended: French, German, or Russian.

Six hours of physical education are required of all students in their freshman and sophomore years. Health Education 202 is required. Also 3 hours of agriculture, business, home economics, or industrial education, unless these are taken in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Zool. 101	5	Zool. 105	5	Bot. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Foreign Language*	3	Foreign Language*	3	Foreign Language*	3
Geog. 100	5	Soc. 101	5	Math. 106 or 111	4-5
	<u>16-17</u>		<u>16-17</u>		<u>15-17</u>

Sophomore Year

Spring	Winter	Fall
AS&T 201 (Men) 1	AS&T 202 (Men) 1	AS&T 203 (Men) 1
Zool. 200 5	Zool. 201 5	Bot. 203 5
Hist. 201 5	H. Ed. 202 4	Chem. 113 5
Chem. 111 5	Eng. 205 or 209 3	Mus. 100 or Art 120 3
15-16	17-18	13-14

Junior Year

Chem. 305 4	Bot. 202 5	Zool. 335 5
Eng. 211 or 212 3	Chem. 306 4	Chem. 451 4
Physics 106 or Elective 4	Physics 107 or Elective 4	Physics 108 or Elective 4
Phil. 200 or Psych. 201 4	Zoology Electives 4	Govt. 231 or Econ. 205 5
15	17	18

Senior Year

Zool. 300 5	Zool. Electives 5	Zool. Electives 4
Zool. 320 4	Electives 12	Electives 12
Electives 7	17	16
16		

*Language recommended: French, German, or Russian.

Six hours of physical education are required of all students in freshman and sophomore years. Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

- 101-5. **General Vertebrate Zoology.** The salient facts of vertebrate zoology, with attention to evolutionary development. Studies of each chordate class, with special emphasis on the amphibian type. Open to all junior-college students.
- 105-5. **General Invertebrate Zoology.** The complex cell, its specialization into various types, and the rise of tissues, organs, and systems characteristic of invertebrates. 105 to be taken before 101 or following it, as suits student's convenience.
- 200-5. **Comparative Vertebrate Anatomy I.** Comparative studies of skeletal and muscular structures from a phylogenetic and evolutionary aspect. Prereq, 101, or its equivalent.
- 201-5. **Comparative Vertebrate Anatomy II.** Comparative studies of the digestive, reproductive, circulatory, and nervous systems of vertebrates. Prereq, 101.
- 210-4. **General Ornithology.** Recognition of the local birds, and the study of their calls, feeding, nesting, and migratory habits; their relation to human welfare. Cost of field trips, \$10-\$25 per student.
- 300-5. **Vertebrate Embryology.** Emphasis placed upon the ontogeny of the individual and its relation to vertebrate phylogeny; use of the chick and pig embryos as types. Prereq, 201, or its equivalent.
- 306-4. **Entomology.** Identification of local insects, the study of their life histories, and their economic importance. Prereq, 105, or its equivalent.
- 310-5. **Animal Ecology.** The study of animals in their habitats, relations, formations, and associations. Cost of field trips, \$10-\$25 per student. Prereq, 335.
- 315-5. **Genetics.** A general course involving the principles of evolution and genetics, with experimental work in breeding strains, etc. This course the same as Botany 315.
- 320 (420)-4. **Histology of Organs.** Microscopic study of organs and tissues, with their origin and development. Prereq, one year of zoology.
- 321 (421)-5. **Histological Technique.** The latest methods of preparing histological material. Prereq, one year of zoology or botany.

- 326-4. **Advanced Entomology.** An advanced course in the study of the morphology, taxonomy, and economic importance of insects. Prereq, 215.
- 335-5. **Field Zoology.** A study of local fauna, its taxonomy, and its distribution. Cost of field trips, \$10-\$25 per student. Prereq, 101 and 105, or their equivalents.
- 350-4. **Economic Zoology.** A study of animals in relation to public welfare.
- 351-4. **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. This course the same as Botany 350.
- 360-5. **Game Management.** General survey of management techniques. Prereq, 101, 105, 215, and Botany 203 or approval of instructor.
- 365-5. **Fish Management.** Introduction to methods of fishery management and techniques of fishery investigation.
- 380-4. **History of Biology.** A short history of the biological sciences from the early Greek philosophers to the present time. Prereq, one year of zoology and botany. Not to be taken by anyone who has had 330. This course same as Botany 380.
- 405-4. **Advanced Invertebrate Zoology.** Study of the anatomy of representative invertebrate types, with an introduction to the taxonomy of the various phyla. Prereq, 105 or its equivalent.
- 406-5. **Protozoology.** A general consideration of the taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and preparing microscopical slides. Prereq, one year of zoology. Fall.
- 441-5. **Advanced Vertebrate Embryology.** Principles of development and organization of vertebrate animals during embryogenesis, with emphasis on mammalian forms. Prereq, 300 or equivalent. Foote.
- 460-5. **Upland Game Bird.** A consideration of the taxonomic groups of birds, with special emphasis on those groups containing upland game and predatory series. Prereq, 200, 300, and 335, or approval of instructor. Summer, 1953.
- 461-5. **Mammalogy.** A consideration of the taxonomic groups of mammals, with special emphasis on game species. Klimstra. Prereq, 200, 300, and 335, or approval of instructor. Winter.
- 462-5. **Waterfowl.** A consideration of the waterfowl of North America with special emphasis on those species of the Mississippi Flyway. Klimstra. Prereq, 200, 300, and 335 or approval of instructor. Winter.
- 465-4. **Ichthyology.** The taxonomic groups and natural history of fishes. Lewis.
- 470-4. **Methods in Biology.** (Same as Botany 470). A study of methods, objectives, types of courses. Laboratory and field trips to Southern Illinois high schools. Welch.

College of vocations
and professions

Requirements

Agriculture

Art

Business Administration

Economics

Home Economics

Industrial Education

Journalism

Music

Speech

COLLEGE OF VOCATIONS AND PROFESSIONS

Dean Henry J. Rehn, Ph.D. (Chicago) 1945
Chief College Advisor Paul Hunsinger, Ph. D. (Northwestern), Assistant Prof. 1949

The College of Vocations and Professions serves the needs of —

- 1. Those desiring pre-professional training for
a. Engineering c. Medical Technology
b. Forestry d. Nursing

Suggested programs are given below, but every reasonable effort will be made to adjust the program in individual cases to meet the requirements of the professional school from which the student expects to take the degree.

- 2. Those wanting a four-year education leading to the baccalaureate degrees:
a. Bachelor of Science in the departments of
(1) Agriculture (5) Home Economics
(2) Art (6) Industrial Education
(3) Business Administration (7) Journalism
(4) Economics (8) Speech
(9) Nursing Education

b. Bachelor of Music

Each candidate for the Bachelor of Science Degree must fulfill the general University requirements listed on page 47. The suggested curricula listed under the individual departments include the general as well as the departmental requirements. Each curriculum provides a major field of concentration. A minor is not required.

Students desiring teacher-training in any of the above fields will take subject matter work in these departments, but they will register in the College of Education. Professional education courses are accepted toward a degree in this college only by special permission of the dean, obtained in advance.

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

The suggested curricula and course descriptions are listed in the following order:

Pre-Professional Programs

Engineering Medical Technology
Forestry Nursing

Departments

Agriculture Industrial Education
Art Journalism
Business Administration Music
Economics Speech
Home Economics

Pre-Professional Programs

Pre-Engineering

In general, the schools specify approximately the same courses for the first year, irrespective of the type of engineering training. A suggested curriculum for the work to be taken at this University is as follows:

First Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
English 101	3	English 102	3	English 103	3
Chemistry 111	5	Chemistry 112	5	Chemistry 113	5
Math. 111	5	Math. 112	4	Math. 113	5
Ind. Educ. 101	4	Ind. Educ. 106	4	Ind. Educ. 205	4
	<u>18</u>		<u>17</u>		<u>18</u>

Upon the successful completion of the above course of study, a student should be able to transfer as a sophomore to almost any engineering college. In general, this course is advisable and is recommended.

If, for individual reasons, a student plans to spend more than one year at Southern, some suggested courses are listed below. Before arranging this curriculum for the second year, the student should decide what kind of engineer he wishes to be and the college to which he wishes to transfer. He should then provide himself with a catalog from the college selected and choose his curriculum in consultation with his adviser.

Second Year					
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Physics 106	5	Physics 107	5	Physics 108	5
Math. 251	4	Math. 252	4	Math. 303	4
Econ. 205	5	Ind. Educ. 205	4	Speech 101	4

Pre-Forestry

This program provides a course of study similar to that given in a professional forestry school and is designed to prepare students to enter such schools with two years of advanced standing. It is suggested that students have in mind the school in which they expect to complete their professional training so that the suggested curriculum can be altered sufficiently to meet specific requirements of the respective schools.

First Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101	5	Bot. 202	5	Econ. 205	5
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Agr. 114	4	Math. 106 or 111	4	Math. 112	4
Hist. 101	3	Physics 101	4	Speech 101	4
P. E.	1	P. E.	1	P. E.	1
	<u>17</u>		<u>18</u>		<u>18</u>

Second Year					
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Agr. 202	4	Agr. 361	4	Bot. 320	5
Chem. 108 or 111	5	Chem. 112 or 248	5	Chem. 258 or 305	5
Bot. 203	5	Econ. 206	4	Physics 102	4
P. E.	1	P. E.	1	P. E.	1
	<u>16</u>	Electives	2-3		<u>16</u>
			<u>17-18</u>		

Pre-Medical Technology

Some schools of medical technology suggest that their applicants have the B.A. degree. Candidates are generally accepted with two years of college work if their courses include inorganic chemistry and quantitative analysis, zoology and other animal sciences, and, if possible, bacteriology. If the student intends to complete work for the B.A. degree before entering a school of medical technology, he should take courses generally recommended for the pre-medical student, and he must complete his major and minor, and his general education requirements.

The professional course in schools of medical technology usually consists of twelve consecutive months of didactic and practical work in all phases of clinical laboratory technique. The course is co-educational.

First Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T (Men)	1	AS&T (Men)	1	AS&T (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Zool. 101	5	Zool. 200	5	Zool. 201	5
Chem. 111	5	Chem. 112	5	Chem. 113	5

Second Year

AS&T (Men)	1	AS&T (Men)	1	AS&T (Men)	1
Chem. 305	4	Chem. 306	4	Chem. 232	4
Social Science	5	Social Science	5	Social Science	5
Zool. 320	4	Physiol. 300	4	Physiol. 209	5

Third Year

For. Lang. 101	3	For. Lang. 102	3	For Lang. 103	3
Physics 106	5	Physics 107	5	Physics 108	5
Art 120 or Mus. 100	3	Eng. (200 level)	3	Eng. (200 level)	3
Micro. 301	6	Social Science	5	Health Ed. 202	4

Pre-Nursing

The course of study is set up to suit the individual student and the school with which she plans to become associated.

Agriculture

Professor Wendell E. Keepper, Ph. D. (Cornell), Chairman	1950
Professor Renzo E. Muckelroy, M. S. (Wisconsin), Emeritus (1945)	1911
Associate Professor Lowell R. Tucker, Ph. D. (Massachusetts)	1947
Assistant Professor James B. Mowry, Ph. D. (Rutgers)	1951
Assistant Professor Alex Reed, M. S. (Illinois)	1946
Assistant Professor Fred Warner Roth, M. S. (Michigan State)	1952
Assistant Professor Joseph Peter Vavra, Jr., Ph. D. (Purdue)	1951
Instructor William T. Andrew, M. S. (Utah State Agriculture College)	1950
Instructor Scott W. Hanners, M. S. (Purdue)	1951
Instructor John Frank Hosner, M. F. (Duke)	1950
Instructor Harvey S. Woods, M. S. (Illinois)	1949
Lecturer Marshall G. Clark, M. S. (Illinois)	1947-1953
Consulting Entomologist Stewart C. Chandler, B. S. (Wisconsin)	1940

The Department of Agriculture offers curricula leading to the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Science for students in the College of Vocations and Professions.

For a major in agriculture, a minimum of 48 hours is required for a Bachelor of Science in Education; and a minimum of 60 hours is required for a Bachelor of Science for students in the College of Vocations and Professions.

In addition, the department offers the first two to three years' work leading toward certification under the Smith-Hughes Law for teaching vocational agriculture. This training must be completed at a Land-Grant College.

Suggested Curriculum in College of Education

Freshman Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
Agr. 114	4	Agr. 124	3	Agr. 125	4
AS&T 101 (Men)	1	AS&T 102 (Men)	1	Agr. 260	3
Art 120 or Mus. 100	3	Govt. 101 or 231	5	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101	5	Math. or Physics	4	Zool. 101 or 105	5
P. E.	1	P. E.	1	P. E.	1
	<u>17</u>		<u>17</u>		<u>17</u>
Sophomore Year					
Agr. 105	4	Agr. 207	3	Agr. 208	3
AS&T 201 (Men)	1	AS&T 202 (Men)	1	Health Ed. 202	4
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	AS&T 203 (Men)	1
Chem. 111 or 108	5	Chem. 112 or 248	5	Chem. 305 or 258	4-5
Agr. 231	4	Econ. 205	5	Speech 101	4
P. E.	1	P. E.	1	P. E.	1
	<u>18</u>		<u>18</u>		<u>17-18</u>
Junior Year					
Agr. 202	4	Agr. 315	4	Agr. 304	3
Geol. 220	5	Agr. 350	5	Hist. 201 or 202	5
Psych. 201	4	Zool. 315	5	Micro. 201	4
Minor subject	4	Guid. 305 or Adol. Psych. 4	4	Soc. Stud*	5
	<u>17</u>		<u>18</u>		<u>17</u>
Senior Year					
Agr. 360	4	Educ. 315	4	Electives**	4
Educ. 310	4	Educ. 331	4	Student Teaching	12
Eng. 300 or 391	3	Electives**	9		
Elective**	5				
	<u>16</u>		<u>17</u>		<u>16</u>

*Must be either in the field of geography or sociology.

**In selecting electives, students should give attention to meeting minor requirements.

Suggested Curriculum in College of
Vocations and Professions

Freshman Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
Agr. 114	4	Agr. 124	3	Agr. 125	4
AS&T 101 (Men)	1	AS&T 102 (Men)	1	Agr. 260	3
Art 120 or Mus. 100	3	Math. or Physics	4	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101	5	Soc. Studies*	5	Zool. 101 or 105	5
P. E.	1	P. E.	1	P. E.	1
	<u>17</u>		<u>17</u>		<u>17</u>
Sophomore Year					
Agr. 105	4	Agr. 207	3	Agr. 208	3
AS&T 201 (Men)	1	AS&T 202 (Men)	1	Health Ed. 202	4
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	AS&T 203 (Men)	1
Chem. 111 or 108	5	Chem. 112 or 248	5	Speech 101	4
Agr. 231	4	Econ. 205	5	Chem. 305 or 258	4-5
P. E.	1	P. E.	1	P. E.	1
	<u>18</u>		<u>18</u>		<u>17-18</u>
Junior Year					
Agr. 202	4	Agr. 315	4	Soc. Studies*	5
Agr. 360	4	Agr. 350	5	Micro. 201	4
Geol. 220	5	Zool. 315	5	Electives**	8
Soc. Studies*	5	Electives**	4		
	<u>18</u>		<u>18</u>		<u>17</u>

Senior Year

Electives** 16 Electives** 16 Electives** 16

*Social studies must include 5 hours each of three of the following fields: geography, government, history, sociology.

**Fifteen of the 60 hours of electives must be in the field of agriculture.

- 105-4. **Animal Husbandry.** Survey of beef cattle, sheep, and hog industries; laboratory work in judging. Field trips, approximately \$2.00 per student. Fall.
- 114-4. **Introduction to Agricultural Economics.** Agriculture in local and national economy; distribution and reasons; size and organization of the farm business unit; policies affecting agriculture. Fall.
- 124-3. **Fruit Crops.** Fundamentals of propagation and growing of fruit for home use. Winter and Spring.
- 125-4. **Elementary Poultry Production.** Brooding and rearing of chicks, housing, feeding, disease control, flock selection, management, and marketing of poultry. Winter and Spring.
- 202-4. **Farm Soils.** Formation, classification, characteristics, and treatment. Field trips, approximately \$1.50 per student. Prereq, Chem. 258 or 305. Fall.
- 207 (102)-3. **Cereal Crops.** Production and harvesting; improvement; seed purity and germination; grain quality; insects, diseases, weeds, and their control. Prereq, Bot. 101. Winter.
- 208 (103)-3. **Forage Crops.** Adaption, culture, and utilization; their place in crop rotation. Field trips, approximately \$1.50 per student. Prereq, Bot. 101. Spring.
- 219-2. **Horses.** Types, breeds, selection, use, care, and management of saddle and draft animals. Field trips, approximately \$1.00 per student. Spring of alternate years.
- 231 (131)-4. **Dairy Husbandry.** Introductory work, including selection, herd improvement, milk secretion, manufacture of dairy products. Spring.
- 260 (160)-3. **Vegetable Gardening.** Home garden sites, soils, plant growing structures, varieties, pest control, harvesting, and storing. Field trips, approximately \$1.00 per student. Spring.
- 303-4. **Surveying.** Elementary surveying, use of tape, compass, level and transit, with practice in making simple maps. Spring.
- 304-3. **Landscape Gardening.** Land selection, landscape design and development for home, farm, and public sites with regard to area adaptation. Field trips, approximately \$2.00 per student. Spring.
- 305-4. **Soil Conservation.** Factors affecting soil erosion and excessive water runoff and principles of soil and water conservation. Field trips, approximately \$2.00 per student. Spring.
- 309-4. **Agricultural Education.** Methods of teaching general agriculture in secondary schools. Prereq, 16 hours in education, 16 hours in agriculture. Winter.
- 310-4. **General Agriculture.** A survey of the general field. Cannot be used toward major or minor credit in agriculture. Usually given by extension.
- 314-4. **Agricultural Problems and Policies.** Recognition of problems and their origins; attempts to solve them. Prereq, 114 and Econ. 205 or equivalent. Winter of alternate years.
- 315 (205)-4. **Principles of Feeding.** Principles of domestic animal nutrition and feeding. Prereq, 105 or equivalent. Winter.
- 316 (112)-4. **Small Fruits.** Production of strawberries, brambles, grapes, and miscellaneous small fruits. Prereq, 124 and Bot. 101. Winter.
- 317-2. **Meats.** Introduction to, identification, grading, judging, and selection of meats. Field trips, approximately \$2.00 per student. Spring of alternate years.

- 320-4. **Commercial Poultry Production.** Broilers, layers, and turkeys as adapted to poultry specialty farms. Field trips. Prereq, 125. Fall of alternate years.
- 321-4. **Marketing Poultry Products.** Skills required in price determination, processing, grading, storage, merchandising, and distribution of poultry products. Prereq, 125. Spring.
- 322-4. **Advanced Soils.** Basic concepts of soil physics, soil chemistry, and soil fertility. Prereq, 202 and Chem. 258 or 305. Winter.
- 323-2. **Poultry Nutrition.** A study of nutrients, vitamins, chemical and biological analysis as related to production. Ration requirements and formulation, methods and economics of feeding. Prereq, 125 and 315. Winter.
- 324 (212)-4. **Orcharding.** Commercial tree fruit growing, physiology, orchard practices, pest control, harvesting and marketing. Field trips, approximately \$2.00 per student. Prereq, 124 and Bot. 101. Fall of alternate years.
- 325-4. **Insect Pests.** Identification, life history, and practical methods of control of important economic insects. Prereq, 124, 260, or equivalent. Winter.
- 327-4. **Hatchery and Breeding Farm Management.** Flock selection, testing, sexing, trade rules and regulations, trapnesting, wingbanding, incubation, disease control, hatchery-producer agreements, records. Prereq, 125. Fall of alternate years.
- 330-4. **Dairy Production.** Milk production; feeding; breeding; calf raising; records; buildings and equipment; sanitation; and diseases. Prereq, 231. Fall.
- 334-4. **Preservation and Processing of Agricultural Products.** Commercial canning, freezing, drying, and fermentation of foods. Prereq, 3 courses in agriculture of home economics or equivalent. Fall of alternate years.
- 337-4. **Animal Hygiene.** Contagious, infectious, and nutritional diseases and parasites of animals; their prevention and control. Prereq, 105. Field trips, approximately \$2.00. Spring.
- 338-3. **Principles of Vegetable Production.** Influence of environment, hormones, breeding, nutrition, crop rotation. Prereq, 260 and Bot. 101. Winter.
- 340-4. **Commercial Vegetable Production.** Culture, harvesting, and marketing of commercial vegetables. Prereq, 260 and Bot. 101. Field trips, approximately \$2.00 per student. Fall.
- 344-4. **General Floriculture.** Propagation, culture, and uses of flowering plants in the home and garden. Field trips, approximately \$2 per student. Winter of alternate years.
- 350-5. **Farm Management.** Measuring profits, principles and practices in organizing and operating the business. Field trips, approximately \$2.00 per student. Prereq, 114 and junior standing. Winter.
- 351-4. **Farm Financial Management.** Farm records and accounts as aids in solving financial problems; obtaining and using credit and insurance; budgeting. Prereq, 350. Spring.
- 355-5. (Same as Botany 355) **Plant Pathology.** A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given to diseases of Southern Illinois plants. Laboratory and field trips. Prereq, Bot. 101, 202, and 301, or approval of instructor.
- 360-4. **Farm Forestry.** The management of farm woodlands; measurement of logs; trees and stands; planting and harvesting methods; improvement cuttings; uses and marketing of woodland products. Field trips, approximately \$2.00 per student. Fall.
- 361-4. **General Forestry.** The importance and use of forests, their management, public forest policy. For non-agricultural majors; agricultural majors admitted only with consent of instructor. Field trips, approximately \$2.00 per student. Winter.
- 365 (265)-4. **Swine Production.** Breeds, breeding, feeding, and management of swine. Field trips, approximately \$2.00. Prereq, 105. Winter.

- 375-4. **Farm Shop.** Set-up of the farm work shop, selection, care and use of tools and machinery for farm repair work; equipment construction. Spring.
- 376-4. **Farm Tractor Maintenance.** A study of daily and periodic service needs of tractors and on-farm servicing of functional parts. Fall.
- 380 (280)-4. **Sheep Production.** Breeds, breeding, feeding, and management of sheep. Field trips, approximately \$2.00 per student. Prereq, 105. Spring.
- 385 (285)-4. **Beef Production.** Breeds, breeding, feeding, and management of beef and dual-purpose cattle. Field trips, approximately \$2.00 per student. Prereq, 105. Fall.
- 390-2 to 8. **Special Studies in Agriculture.** Assignments involving research and individual problems. Approval of department chairman required.

Art

Professor Burnett H. Shryock, M. A. (Columbia), Chairman	1935-1944 1950
Associate Professor Carlton Ball, A. M. (Southern California)	1951
Assistant Professor Kenneth A. Ervin, M.A. (Louisiana State)	1947
Assistant Professor Emily Farnham, M. A. (Ohio State)	1947
Assistant Professor Robert W. McMillan, M. A. (Columbia)	1950
Assistant Professor Lula D. Roach, Ph. B. (Chicago)	1930
Assistant Professor Ben P. Watkins, M. A. (Louisiana State)	1946
Instructor Charles M. Pulley, B. S. (Illinois)	1951
Lecturer G. Sanderson Knaus	1950
Lecturer Frederick L. Lauritzen, M. F. A. (Cranbrook Academy of Art)	1951-1953
Lecturer Siegfried G. Reinhardt, A. B. (Washington University)	1952-1953

The Art Department offers curricula leading to the bachelor's degree in all of the three colleges of the University.

1. Bachelor of Science in Education (for students in the College of Education). Major in Art Education.
2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences). Major in Art History.
3. Bachelor of Science (for students in the College of Vocations and Professions). Major in Advertising Art; Drawing and Painting; Product Design; Pottery.

Twelve hours of Art History are required of all art majors. Art 120 is required of all art majors.

A Master of Fine Arts and a Master of Science degree are offered by this Department. For further information write the Graduate School or the Department of Art.

Courses numbered 400 to 499 may be taken for graduate or for undergraduate credit; senior standing is required of undergraduates enrolling in the 400 courses.

The Art Department directs students toward a practical objective with professional training methods, while offering cultural training in art. In addition, curricula are planned to take care of the needs of students, other than art majors, who want an experience in various art activities for either cultural or practical reasons.

The Department of Art reserves the right to withhold one example of each student's work for each class each year for its permanent collection. Material costs of works chosen will be met by the department.

Suggested Curriculum in College of Education Art-Education Major (Secondary Certificate Program)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Zool. or Bot. 101	5	Physics or Chem. 101	4	Geog. 100	5
Math. 106	4	Math. 107	4	Mus. 100	3
P. E.	1	P. E.	1	P. E.	1
	18-19		17-18		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 135, 215, 220, or 250	3-4	Art 135, 215, 220, or 250	3-4	Art 135, 215, 220, or 250	3-4
Eng. 205	3	Eng. 211	3	Health Ed. 202	4
Soc. 101	5	Govt. 101	5	Hist. 201	5
Psych. 201	4	Speech 101	4	Educ. 310	4
P. E.	1	P. E.	1	P. E.	1
	16-18		16-18		17-19

Junior Year

Art 347	4	Art 348	4	Art 349	4
Art Elective	4	Art Elective	4	Art Elective	4
Educ. 331	4	Adoles. Psych	4	Educ. 315	4
Eng. 318	4	Eng. 319	5	Eng. 300	3
	16		17		15

Senior Year

Art 300	4	Art 365	4	Stud. Teaching	8
Art 345	3	Art 385	3	Electives	7-8
Electives	9-10	Stud. Teaching	4		
	16-17	Electives	5-6		15-16
			16-17		

Suggested electives: 24 hours in minor subject approved by major professor;
English (as above), history, philosophy. One year of foreign language.

Suggested Curriculum in College of Education Art Education Major (Special Certificate Program*)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. or Zool. 101	5	Physics or Chem. 101	4	Geog. 100	5
Math. 106	4	Math. 107	4	Art 120	3
P. E.	1	P. E.	1	P. E.	1
	18-19		17-18		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 135, 215, 220, or 250	3-4	Art 135, 215, 220, or 250	3-4	Art 135, 215, 220, or 250	3-4
Geog. 101	5	Govt. 101	5	Hist. 201	5
Soc. 101	5	Psych. 201	4	Guid. 305 or Child Psych.	4
Eng. 205	3	Speech 101	4	Health Ed. 202	4
P. E.	1	P. E.	1	P. E.	1
	17-19		17-19		17-19

Junior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Art 347	4	Art 348	4	Art 349	4
Art Electives	4-5	Art 300	4	Art 365	4
Eng. 209	3	Educ. 314	4	Art Electives	4-5
Math. 210	4	Hist. 202	5	Educ. 337	4
Nat. Sci. Elective	3				
	<u>18-19</u>		<u>17</u>		<u>16-17</u>

Senior Year

Art Electives	4-5	Educ. 317	4	Student Teaching	16
Educ. 331	4	Educ. Elective	4	(Any term in senior	
Educ. 355	4	Eng. 391	3	year)	
Geog. 324	4	Lang. Arts Elective	3		
	<u>16-17</u>	P. E. 319	4		
			<u>18</u>		

*This program meets all state and University requirements for the special certificate in art and the elementary certificate. The graduate is thus qualified to teach art in grades 1 through 12 and to do general teaching in grades 1 through 8.

**Suggested Curriculum in College of Liberal Arts and Sciences
Art-History Major**

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Hist. 101	3	Hist. 102	3	Hist. 103	3
Math. 106	4	Physics or Chem. 101	4	Physics or Chem. 102	4
Bot. or Zool. 101	5	Soc. 101	5	Art 120	3
P. E.	1	P. E.	1	Mus. 100	3
	<u>16-17</u>		<u>16-17</u>	P. E.	1
					<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 225	4	Art 226	4	Art 227	4
Eng. 211	3	Eng. 212	3	Health Ed. 202	4
Ger. or Fr. 101	3	Ger. or Fr. 102	3	Ger. or Fr. 103	3
Econ. 205	5	Geog. 100	5	Hist. 201	5
P. E.	1	P. E.	1	P. E.	1
	<u>16-17</u>		<u>16-17</u>		<u>17-18</u>

Junior Year

Art 345	3	Art 346	3	Art 349	4
Art 347	4	Art 348	4	Art 356	3
Eng. 314	4	Hist. Elective	4	Hist. 415	3
Eng. 315	4	Phil. 360	4	Mus. 337	3
Hist. 305	3			Electives	3
	<u>18</u>		<u>15</u>		<u>16</u>

Senior Year

Art 357	4	Art 382	5	Art 382	5
Art 382	5	Electives	10	Art 465	4
Electives	8		<u>15</u>	Electives	6
	<u>17</u>				<u>15</u>

Recommended Electives: Studio courses in art, history, English.

Suggested Curriculum in College of Vocations and Professions Major in Advertising Art

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Art 120	3	Eng. 102	3	Eng. 103	3
Eng. 101	3	Math. 106	4	Math. 107 or 120	4
Bot. 101 or Zool. 101	5	Soc. 101	5	Art 125	3
P. E.	1	P. E.	1	P. E.	1
	17-18		18-19		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 215	4	Art 215	4	Art 215	4
Art 275	5	Art 275	5	Art 277	5
Eng. 205 or 209	3	Govt. 231	5	Bus. Adm. 102	3
Physics or Chem. 101	4	P. E.	1	Hist. 201	5
P. E.	1			P. E.	1
	17-18		15-16		18-19

Junior Year

Art 245	4	Art 245	4	Art 245	4
Art 250	4	Art 250	4	Art 250	4
Art 375	5	Art 275	5	Art 375	5
Eng. 209, 211, 212	3	Art 220	4	Econ. 205	5
	16		17		18

Senior Year

Art 320	4	Art 320	4	Art 320	4
Art 345	3	Art 346	3	Art 349	4
Art 325	4	Art 325	4	Art 325	4
Bus. Adm. 330	5	Bus. Adm. 337	4	Bus. Adm. 333	4
	16		15		16

Major in Product Design

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. or Zool. 101	5	I. Ed. 101	4	I. Ed. 112	4
P. E.	1	Physics 101	4	Physics 102	4
	14-15	P. E.	1	P. E.	1
			17-18		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 125	3	Art 215	4	Art 135	3
Art 215	4	Art 245 or I. Ed. 106	4	Art 215	4
Math. 106	4	Eng. 209 or 211	3	Health Ed. 202	4
Soc. 101	5	Geog. 100	5	Econ. 205	5
P. E.	1	P. E.	1	P. E.	1
	17-18		17-18		17-18

Junior Year

Art 225	4	Art 226	4	Art 227	4
Art 366	4	Art 367	4	Art 302	4
Psych. 201	4	Journ. 260	5	Art 368	4
I. Ed. 204 or Art 220	4	I. Ed. 205 or Art 220	4	I. Ed. 304 or Art 245	4
	16		17		16

Senior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Art 345	3	Art 346	3	Art 349	4
Art 325	4	Art 325	4	Art 325	4
Art 375	5	Art 385	3	Art 302	4
Electives	4	Electives	6	Electives	4
	<u>16</u>		<u>16</u>		<u>16</u>

Major in Drawing and Painting

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
I. Ed. 101 or Bus. Adm. 102	3-4	Chem. or Physics 101	4	Govt. 101	5
Math. 106	4	Math. 107 or 120	4	Art 120	3
P. E.	1	P. E.	1	P. E.	1
	<u>16-18</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 220	4	Art 220	4	Art 220	4
Art 245	4	Art 245	4	Art 245	4
Art 250	4	Art 250	4	Art 250	4
Bot. or Zool. 101	5	Soc. 101	5	Econ. 205	5
P. E.	1	P. E.	1	P. E.	1
	<u>18-19</u>		<u>18-19</u>		<u>18-19</u>

Junior Year

Art 225	4	Art 226	4	Art 227	4
Art 320	4	Art 320	4	Art 320	4
Hist. 201 or 202	5	Health Ed. 202	4	Phil 300 or 360	4
Eng. 209, 211, or 212	3	Eng. 205	3	Electives	4
	<u>16</u>		<u>15</u>		<u>16</u>

Senior Year

Art 345	3	Art 346	3	Art 349	4
Art 347	4	Art 348	4	Art 325	4
Art 325	4	Art 325	4	Art 371	4
Art 371	4	Art 371	4	Electives	4
	<u>15</u>		<u>15</u>		<u>16</u>

Major in Pottery

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Art 100	5	Art 100	5	Art 100	5
Art 120	3	Bus. Adm.	4	Chem. 102	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. or Zool. 101	5	Chem. 101	4	Math. or Physics 101	4
P. E.	1	P. E.	1	P. E.	1
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 135	4	Art 135	4	Art 135	4
Art 215	4	Art 215	4	Art 215	4
Eng. 211	3	Eng. 212	3	Health Ed. 202	4
Geog. 100	5	Hist. 201	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
	<u>17-18</u>		<u>17-18</u>		<u>18-19</u>

Junior Year					
Fall		Winter		Spring	
	Hours		Hours		Hours
Art 225	4	Art 226	4	Art 227	4
Art 302	4	Art 302	4	Art 302	4
Art 366	4	Art 367	4	Art 368	4
Econ. 205	5	Geol. 220	5	Electives	5
	<hr style="width: 50%; margin: 0 auto;"/> 17		<hr style="width: 50%; margin: 0 auto;"/> 17		<hr style="width: 50%; margin: 0 auto;"/> 17
Senior Year					
Art 347	4	Art 348	4	Art 349	4
Art 325	4	Art 325	4	Art 325	4
Electives	6	Electives	6	Electives	6
	<hr style="width: 50%; margin: 0 auto;"/> 14		<hr style="width: 50%; margin: 0 auto;"/> 14		<hr style="width: 50%; margin: 0 auto;"/> 14

Art

Art courses are listed in two sections: Art Studio and Art History and Appreciation.

Art Studio

- 100-5 to 15. Fundamentals of Art. A basic sequence required of all art majors and recommended for art minors.
- 125-3. Lettering and Layout.
- 135-4 to 12. Pottery.
- 215-4 to 12. Design.
- 220-4 to 12. Water-color.
- 231-4 to 12. Jewelry.
- 245-4 to 12. The Figure.
- 250-4 to 12. Oil Painting.
- 275-5 to 10. Advertising Art. Prereq, 125.
- 277-5. Lettering. Prereq, 275.
- 300-4. Art Education in the Elementary Schools
- 302-4 to 12. Pottery.
- 305-4. Freehand Drawing. For elementary and secondary school teachers.
- 320-4 to 12. Advanced Painting.
- 323-4. The Figure (Advanced). Prereq, 245 and three terms of painting.
- 325-2 to 15. Studio. Advanced research problems for senior college students. Approval by the chairman of the department in regard to selection of project and instructor.
- 332-4 to 12. Jewelry and Silversmithing.
- 365-4. Art Education in the Secondary Schools.
- 366-4. Product Design. Major prereq, 215. Non-major prereq, approval of instructor.
- 367-4. Interior Design. Prereq, 366. Winter.
- 368-4. Architectural Design. Prereq, 367. Spring.
- 371-4 to 12. Portrait Painting. Prereq, 321.
- 375-5 to 15. Advanced Advertising Art. Prereq, 277.
- 385-3 to 9. Weaving.
- 465-2 to 12. Research in Painting, Pottery, Metal Construction, or Art Education.
- 490-2 to 12. Studio in Painting, Pottery, Metal Construction, or Art Education.

Art History and Appreciation

The aim of the study of Art History and Appreciation is to train students who wish to teach in colleges or to enter the field of museum work.

- 120-3. **Art Appreciation.** A course relating art to daily experience. Required of Art majors. Satisfies University requirement.
- 225-4. **History of Architecture.** Fall.
- 226-4. **History of Sculpture.** Winter.
- 227-4. **History of Painting.** Spring.
- 345-4. **Art of the Nineteenth and Twentieth Centuries.**
- 346-4. **Contemporary Art.** Major prereq, 345. Non-major prereq, approval of instructor.
- 347-4. **Ancient Art.** Fall.
- 348-4. **Medieval Art.** Prereq, 347. Winter.
- 349-4. **Renaissance Art.** Spring.
- 356-3. **Theory of Art Criticisms.** A course devoted to the development of the ability to analyze and evaluate works of art. One trip to St. Louis required. Spring.
- 357-4. **Theories and Techniques of Art.** A study of the relationship of art theories, materials, and techniques of the various historical periods. Fall.
- 382-3 to 15. **Seminar.**

Business Administration

Professor Henry J. Rehn, Ph. D. (Chicago)	1945
Professor John W. Scott, Ph. D. (Chicago), Emeritus 1952	1947
Professor Guy Winston Trump, Ph. D. (Iowa), Chairman	1952
Associate Professor Viola M. DuFrain, Ph. D. (Chicago)	1947
Associate Professor Harves C. Rahe, Ed. D. (Indiana)	1944-1946; 1950
Assistant Professor Mary Noel Barron, M. B. A. (Michigan)	1948
Assistant Professor Harry B. Bauernfeind, M. A. (Northwestern)	1951
Assistant Professor Van A. Buboltz, M. A. (Northwestern)	1937
Assistant Professor Paul M. Hoffman, M. B. A. (New York)	1950
Assistant Professor Susie E. Ogden, A. M. (Illinois)	1931
Instructor Robert L. Gallegly, A. M. (Illinois)	1946

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

The department offers work in the following fields, leading to the degrees —

1. Bachelor of Science in Education.
2. Bachelor of Science. For students of the College of Vocations and Professions who major in —
 - Accounting
 - Finance
 - General Business
 - Merchandising
 - Secretarial Training.

In addition to welcoming the students seeking a degree, 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.

Suggested Curriculum in College of Vocations and Professions (Business Administration)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bus. 170	4	Geog. 211	5	Bus. 102*	3
Math. 106b	4	Math. 107b	4	Chem. or Physics 101	4
Speech 101	4	Mus. 100 or Art 120	3	Govt. 101	5
P. E.	1	P. E.	1	P. E.	1
	16-17		16-17		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Bus. 251	4	Bus. 252	4	Bus. 253	4
Econ. 205	5	Econ. 206	4	Bus. 271	4
Eng. 205	3	Eng. 209 or 212	3	Hist. 202	5
Health Ed. 202	4	Bot. or Zool. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives	3
	17-18		17-18		17-18

Junior Year

Bus. 330	5	Bus. 320	5	Bus. 370	5
Bus. 371	4	Bus. 372	4	Bus. 373	4
Econ. 307	4	Bus. 375	4	Bus. 473	4
Econ. 315	4	Electives	4	Econ. 470	3
	17		17		16

Senior Year

During this year the student may elect to pursue the course in General Business, or he may choose to specialize in Accounting, Finance, or Merchandising. The particular subjects he will study will be determined in conference with the department chairman.

*Required of all students who have not had instruction in typewriting. Those students who have had typewriting training previously will take a qualifying examination to determine whether they need to take an additional typewriting course.

Suggested Curriculum in College of Vocations and Professions (Secretarial Training)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Bus. 102	3	Bus. 103	3	Bus. 104	3
Bus. 105	4	Bus. 106	4	Bus. 107	4
Eng. 101	3	Eng. 102	3	Bus. 170	4
Math. 106	4	Math. 107	4	Eng. 103	3
P. E.	1	P. E.	1	P. E.	1
	15-16		15-16		15-16

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Bus. 271	4	Bus. 213	3	Bus. 216	3
Art 120 or Mus. 100	3	Eng. 205 or 211	3	Eng. 209 or 212	3
Chem. or Physics 101	4	Geog. 211	5	Govt. 101	5
Bot. or Zool. 101	5	Health Ed. 202	4	Hist. 202	5
P. E.	1	P. E.	1	P. E.	1
	17-18		16-17		17-18

Junior Year

Bus. 251 4	Bus. 252 4	Bus. 253 4
Bus. 308 3	Bus. 310 3	Bus. 311 3
Bus. 371 4	Bus. 372 4	Bus. 373 4
Econ. 205 5	Econ. 206 4	Electives* 7
16	18	18

Senior Year

Bus. 312 3	Bus. 320 5	Bus. 307 3
Bus. 330 5	Bus. 375 4	Bus. 309 3
Econ. 307 4	Econ. 355 3	Bus. 334 4
Electives* 4	Electives* 4	Electives* 5
16	16	15

*Electives are chosen upon the advice of the department chairman. Suggested electives are 327, 333, and 370, and Economics 315.

Suggested Curriculum in College of Education
(Secretarial)

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men) 1		AS&T 102 (Men) 1		AS&T 103 (Men) 1	
Bus. 102 3		Bus. 103 3		Bus. 104 3	
Bus. 105 4		Bus. 106 4		Bus. 107 4	
Eng. 101 3		Eng. 102 3		Eng. 103 3	
Math. 106B 4		Math. 107B 4		Chem. or Physics 101 4	
P. E. 1		P. E. 1		P. E. 1	
15-16		15-16		15-16	

Sophomore Year

AS&T 201 (Men) 1	AS&T 202 (Men) 1	AS&T 203 (Men) 1
Bus. 170 4	Bus. 213 3	Psych. 201 4
Bus. 216 4	Eng. 205, 206, or 211 3	Eng. 209 or 212 3
Art 120 or Mus. 100 3	Govt. 101 or 231 5	Hist. 201 or 202 5
Bot. or Zool. 101 5	Health Ed. 202 4	Speech 101 4
P. E. 1	P. E. 1	P. E. 1
17-18	16-17	17-18

Junior Year

Bus. 251 4	Bus. 252 4	Bus. 253 4
Bus. 302 2	Bus. 271 4	Bus. 303 2
Econ. 205 5	Econ. 206 4	Geog. 211 5
Guid. 305 4	Educ. 315 4	Educ. 310 4
Eng. 391 3	16	15
18		

Senior Year

Bus. 313 3	Electives 14	Bus. 308 4
Educ. 331 4		Student Teaching 12
Electives 6		16
13		

One academic minor is required of all majors and electives should be used to complete the minor upon the advice of the department chairman concerned.

Students who minor in English should take 300 instead of 391.

To qualify to teach typewriting, students must have 9 hours of college typ-
ing, or equivalent.

Women must select 6 hours of elective subjects instead of ROTC.

Suggested Curriculum in College of Education (Nonstenographic)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bus. 170	4	Bus. 103	3	Bus. 104	3
Bus. 102	3	Art 120 or Mus. 100	3	Govt. 101	5
Math. 106B	4	Math. 107B	4	Chem. or Physics 101	4
P. E.	1	P. E.	1	P. E.	1
	15-16		14-15		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Bus. 251	4	Bus. 252	4	Bus. 253	4
Bot. or Zool. 101	5	Eng. 205, 206, or 211	3	Eng. 209 or 212	3
Psych. 201	4	Health Ed. 202	4	Hist. 201 or 202	5
P. E.	1	Speech 101	4	P. E.	1
	14-15	P. E.	1	Electives	2
			16-17		15-16

Junior Year

Bus. 302	2	Bus. 304	2	Bus. 271	4
Bus. 351	4	Bus. 352	4	Educ. 315	4
Econ. 205	5	Econ. 206	4	Eng. 391	3
Guid. 305 or Adoles- cent Psychology ...	4	Educ. 310	4	Geog. 211	5
	15	Electives	3		16
			17		

Senior Year

Bus. 313	3	Bus. 372	4	Student Teaching	12
Bus. 330	5	Electives	12	Electives	4
Bus. 371	4		16		16
Educ. 331	4				
	16				

One academic minor is required of all majors and electives should be used to complete the minor upon the advice of the department chairman concerned.

Students who minor in English should take 300 instead of 391.

To qualify to teach typewriting, students must have 9 hours of college typing, or equivalent.

Women must select 6 hours of elective subjects instead of ROTC.

Accounting*

250-4. Accounting Fundamentals. A service course for students who want a general knowledge of accounting, but who do not wish to pursue the subject further. Not open to Business Administration students. Barron. Winter.

251-4, 252-4, 253-4 (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. Ogden. Fall, Winter, Spring.

351-4, 352-4, 353-4 (305, 306, 307). Advanced Accounting I, II, III. Study of accounting principles and procedures for the preparation of adequate financial statements. Special attention given covering depreciation, appraisals, investments, intangibles, installment sales, consignments, branch accounts, compound interest in relation to accounting for sinking funds, annuities, leaseholds, and bonds. Preparation and use of special state-

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

- ments, application of funds, statement of affairs, and consolidated statements. Prereq, 253. Fall, Winter, Spring.
- 354a (338)-5. **Cost Accounting.** 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. Prereq, 253. Fall.
- 354b-4. **Advanced Cost Accounting.** Study of standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prereq, 354a. Winter.
- 355-3. **Governmental Accounting.** Budget and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prereq, 253. Spring.
- 356-5. **Auditing.** Procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. Laboratory method used. Prereq, 353. Spring.
- 357a (345, 445)-4. **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. Prereq, 353. Fall.
- 357b-4. **Problems in Federal Taxation.** Continuation of 357a, with problem material in income, estates, and gift taxes as they affect individuals and various forms of business organization. Prereq, 357a. Winter.
- 358-4. **Accounting Systems.** Problems in system design and installation. Practice in system design. Prereq, 18 hours in accounting. Spring.
- 359-0 to 3. **Income Taxes for Individuals.** Federal income tax law as applied to individuals. Winter.

Business Education

- 302-2. **The Teaching of Typewriting.** A study of methods, materials, tests, programs, and other aspects of the teaching of typewriting in high schools. Prereq, 213, or equivalent. Fall.
- 303-2. **The Teaching of Shorthand.** A study of methods, materials, tests, programs, and other aspects of the teaching of shorthand in high schools. Prereq, 216, or equivalent. Spring.
- 304-2. **The Teaching of Basic Business Subjects.** A study of methods, materials, tests, programs, and other aspects of the teaching of high school business subjects other than shorthand or typewriting. Prereq, permission of instructor. Winter.
- 401-4. **Problems of Business Education.** A survey of the fundamentals of business education, covering history and status of business education, business curriculum, objectives, types of learning, instructional materials, and measurement and standards of achievement. Prereq, permission of instructor.
- 402-4. **Review of Research in Business Education.** A study of business education, covering problems, investigational procedures, major findings and conclusions of the outstanding research workers in business education. Prereq, permission of instructor.

Finance

- 320-5. **Financial Management.** Financial structure in industry, sources of capital, regulation of securities of 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. Prereq, 253, Econ. 206. Winter.
- 323-4. **Investments.** 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. Prereq, 320. Spring.

- 327 (365)-4. **Insurance.** Underlying principles and functions of insurance in the economic life of the individual and of business. Prereq, 353. Econ. 206. Fall.
- 328-4. **Real Estate.** Purchasing, financing, owning, developing, improving, assessing, maintaining, zoning, subdividing, conveying, managing, operating in a real estate business; the influence of recent court decisions on real estate. Maverick. Winter.

General Business

- 170-4. **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. Fall, Winter, Spring.
- 271 (221)-4. **Business English.** Practice in writing typical kinds of business correspondence. Prereq, Eng. 103. Fall, Winter, Spring.
- 370 (321)-5. **Production Management.** Plant location, design, and construction; internal organization for operations; production control, stores control, routing of materials, job analysis, and time study; wage systems; subdivision of executive responsibilities and duties; methods of coordination and planning. Rehn. Prereq, Econ. 206. Fall.
- 371-4, 372-4, 373-4, (210, 211, 212). **Business Law I, II, III.** Legal problems in normal business relations, including the law of contracts, agency, sales, bailments, negotiable instruments, insurance, private property, and business organizations. Fall, Winter, Spring.
- 374 (322)-2. **Time and Motion Study.** Principles and methods for simplifying work and establishing sound time-allowances for performance. Rehn.
- 375 (465)-4. **Personnel Management.** Relation of the human element to production; the art of securing understanding and cooperation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Morrison. Prereq, Econ. 206. Winter.
- 471-4. **Business Organization and Management.** A study of business organization, management theory, and practice. Rehn. Spring.
- 472-5. **Small Business.** A study of the position of small business in our national economy, including the organization, financing, location, personnel policies, merchandising practices, records, government regulations, and taxes. Spring.
- 473-4. **Business Enterprise and Public Policy.** Some major problems of social control of business arising out of the operation of business in modern society; covering types of control, necessity and effects of control. Spring.
- 475-4. **Budgeting and System.** Budgeting and systems as aids in coordinating and directing business operation. Prereq, 253 and 320. Rehn.
- 479 (499)-4. **Problems in Business and Economics.** Application of economic theory to practical business problems. Open to majors in business administration or economics, who have senior standing. Rehn.

Merchandising

- 330 (336)-5. **Marketing Principles and Practices.** A general survey course designed to acquaint the student with the entire field of marketing. Consideration given to the economic principles underlying marketing activities; historical development of distributive systems, channels, agents, institutions, functions, policies and principles. *This course a prerequisite for all other courses in marketing and merchandising.* Prereq. Econ. 206. Fall.
- 331 (325)-4. **Transportation.** Evolution of American transportation systems, and of the current problems of transportation facilities in connection with governmental control and regulation. Morrison. Prereq, Econ. 206. Fall.

- 332a-4. **Retail Store Management.** Retailing opportunities and techniques. Purchase planning; mark-up; inventory calculation and valuation; stock turnover; inventory, mark-downs, discounts. Hoffman. Fall.
- 332b-4. **Retail Store Management.** Store management; organization, location; layout. Procedures in receiving goods, handling sales; packing; wrapping; customer complaints; telephone orders, etc. Hoffman. Winter.
- 333-4. **Principles of Advertising.** Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prereq, 330. Spring.
- 334-4. **Credits and Collections.** Organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized. Prereq, 330. Spring.
- 337-4. **Principles of Salesmanship.** History, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prereq, 330. Winter.

Secretarial Training

- 102-3. **Typewriting I.** An introductory course in touch typewriting. Fall, Winter, Summer.
- 103-3. **Typewriting II.** Continuation of 102. Emphasis on business letter typing. Winter.
- 104-3. **Typewriting III.** Development of techniques incidental to business letter writing, stencil typing, tabulating, typing from rough-draft copy, typing manuscripts and legal forms. Fall, Spring.
- 105-4. **Shorthand I.** An introductory course in Gregg Shorthand. Fall, Summer.
- 106-4. **Shorthand II.** Continuation of 105. Winter.
- 107-4. **Shorthand III.** Development of skill in writing Gregg Shorthand from dictation, with emphasis upon increasing the vocabulary. Fall, Spring.
- 113-3. **Typewriting-Duplicating.** Review of elementary typing. Development of techniques related to the duplicating process, including gelatin and direct-process machines. This course open to Kindergarten-Primary majors only. Prereq, 102, or equivalent. Winter.
- 213-3. **Typewriting IV.** Development of vocational competencies in typewriting. Prereq, 104, or two units in high school. Fall, Winter.
- 216-4. **Shorthand IV.** Development of vocational competencies in writing shorthand from dictation. Prereq, 107, or two units in high school. Fall, Winter.
- 307-3. **Secretarial Practice.** A finishing course for secretaries, covering such topics as personality and office relationships, office mail, office equipment, travel, and business reports. Prereq, 213 and 216, or their equivalents. Spring.
- 308-4. **Transcription.** Integration of shorthand, typewriting, and English. Winter, Spring.
- 311-3. **Office Filing and Classification.** Modern filing systems and equipment, with intensive practice in applying indexing rules and in filing correspondence. Emphasis on classification principles and practices. Fall.
- 312-3. **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. Prereq, permission of instructor. Spring.
- 313-3. **Office Machines I.** Introduction to the use of modern office machines, including calculating, voice-writing, and duplicating machines. Fall, Spring.
- 314-3. **Office Machines II.** Development of vocational competencies in the use of modern office machines, including calculating, voice-writing, and duplicating machines. Winter.

Economics

Professor Lewis A. Maverick, Ed. D. (Harvard), Ph. D. (California), Chairman	1946
Professor George H. Hand, Ph. D. (Princeton)	1952
Associate Professor Edward V. Miles, Jr., A. M. (St. Louis)	1919
Assistant Professor Vernon G. Morrison, M. A. (Nebraska)	1947
Instructor Milton T. Edelman, Ph. D. (Illinois)	1950
Instructor Iris B. Kohler, M. S. (Kansas State)	1948
Lecturer Howard S. Gordman, Ph.D. (Michigan)	1952-1953

A student in any of the three undergraduate colleges may elect economics as his major subject. According to his college, the student will be a candidate for one of the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Arts (College of Liberal Arts and Sciences).
3. Bachelor of Science (College of Vocations and Professions).

In the College of Education, instead of a major subject or department, the student may elect the "major field" of the social studies; or he may elect the minor field of Latin-American Relations. The Department of Economics offers courses toward these two fields.

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Math. 111	5	Math. 112	4	Math. 113	5
Geog. 100	5	Eng. 101	3	Eng. 102	3
Zool. or Bot.	5	Music or Art	3	Soc. 101	5
P. E.	1	Phys. or Chem.	4	P. E.	1
	16-17	P. E.	1	Electives	2
			15-16		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Econ. 205	5	Econ. 206	4	Bus. Ad. 253	3
Bus. Ad. 251	3	Bus. Ad. 252	3	Psych. 201	4
Eng. 103	3	Eng. 205, 206, 209, 211, or 212	3	H. Ed. 202	4
Hist. 201 or 202	5	Geog. 211	5	P. E.	1
P. E.	1	P. E.	1	Electives	3
	17-18		16-17		15-16

Junior Year

Econ. 307	4	Econ. 328	4	Econ. 310	4
Econ. 315	4	Govt. 231	5	Econ. 317	4
Eng.	3	Phil.	3		
Bus. Ad. 330	5				

Senior Year

Econ. 440	3	Econ., two 400 courses	7	Econ., a 400 course	3
Econ. 330	3				

In the senior year the student may give emphasis to economic theory, 416, 440, 450, 451, 470, and 481; or to applications: public finance, public utilities, labor, finance, transportation, personnel management.

For students enrolled in the College of Liberal Arts and Sciences, candidates for the degree Bachelor of Arts, the above curriculum will serve as a general guide. The requirement is 42 quarter hours. Required courses are Economics 205, 206, 310, 315, 317, 440, 450, and a course in statistics, to be taken either in this department or in mathematics; also required are Business Admini-

stration 251 and 252. The foreign language requirement of the college must be met.

For students enrolled in the College of Education, candidates for the degree Bachelor of Science in Education, the above curriculum will serve as a general guide. The first of three elections in this college is the major in economics with two minors, in which 36 quarter hours must be completed in the major subject. Required courses are Economics 205, 206, 310, 315, 317, 355, 440, either 450 or 481; a course in statistics; and Business Administration 251 and 252. For the second election, the major in economics with a single minor, 48 quarter hours must be completed in the major subject. The requirements include the courses just listed, both 450 and 481, and Business Administration 253. For the third election, see next paragraph.

When the student elects economics as a minor subject (24 quarter hours, in any college), required courses are Economics 205, 206, 310, 315, and 317, and either one term of accounting, or a course in statistics; a student enrolled in the College of Education is required to take Economics 355. If he offers Latin-American Relations as a minor field, Economics 328 and Business Administration 330 are recommended.

In graduate instruction, the department participates in the major in social sciences toward the degree Master of Science in Education; and, with business administration, offers a minor toward the degree Master of Arts.

Students in economics are advised to take electives in the other social sciences. Those planning to take advanced work should note that the field is requiring more mathematics.

205-5. Survey of Economic Principles. Each term.

206-4. Economic Principles and Problems. Prereq, 205. Each term. For courses numbered in the 300's and 400's, both 205 and 206 are required; exceptions which require 205 only: 307, 317, 355, 380.

307-4. Economic and Business Statistics I. 3 hours lecture; 2 hours laboratory. Prereq, 205 only; recommended, Mathematics 106S. Fall and Spring.

308-4. Economic and Business Statistics II. 3 hours lecture; 2 hours laboratory. Prereq, 307, Mathematics 113. Winter, alternate years.

310-4. Labor Problems. Edelman. Prereq, Sociology 101. Fall and Spring.

315-4. Money and Banking I. Prereq, Business Administration 252. Fall.

317-4. Economic History of the United States. Morrison. Prereq, 205 only, in economics, and History 201 or 202; recommended, Geography 319. Spring.

328-4. International Economics. Morrison. Recommended, Geography 210, Business Administration 330. Winter.

330, 331, 332-3. Public Finance: National, State and Local, Fiscal Policy. Morrison. Prereq, 315, Business Administration 253; recommended: Business Administration 320, 355. Fall, Winter, Spring.

340-3. Public Utility Economics. Morrison. Prereq, Business Administration 253; recommended, Business Administration 355. Fall, alternate years.

355-3. Economics of Consumption. Kohler. Prereq, 205 only. Winter.

360-3. Regional Economy. Natural economic regions, governmental action (as in the T. V. A.), local applications. Morrison. Prereq, Government 101; recommended, Geography 210 or 211. Spring, alternate years.

380-4. Economics of War. Partial and full mobilization. Resources, their acquisition and their allocation to military and civilian production. Manpower problems, wages, work incentives, limitation of consumption. Government fiscal and monetary policy, inflationary and non-inflationary financing. Post-war problems. Edelman. Prereq, 205 only. Spring.

411-4. Labor Organizations. Development, present structures, economic aspects. Prereq, 310. Winter.

416-4. Money and Banking II. Emphasis upon the Federal Reserve and other banking systems. Prereq, 315. Winter.

- 440-3. **Value and Distribution.** Emphasis on monopolistic competition. Maverick. Fall, alternate years.
- 450-3. **History of Economic Thought.** Great economists and the development of economic theory.
- 451-3. **Economic Theories.** A study of the theories of recent leading economists.
- 470-3. **Business Cycles.** Major business fluctuations in the United States—prices, employment, production, credit, inflation and deflation, and government action during the cycles. Prereq, 315 or 440.
- 481-3. **Comparative Economic Systems.** Capitalism, socialism, fascism, and other forms of the economy.

Home Economics

Professor Eileen Elliott Quigley, Ed. D. (Missouri), Chairman	1948
Professor Lucy K. Woody, M. A. (Columbia) Emerita	1949 1911
Assistant Professor Ruth Frances Adams, M. A. (Columbia)	1951
Assistant Professor Mary Louise Barnes, M. S. (Iowa State)	1929
Instructor Marjorie Savage, M. S. (Iowa State)	1950
Instructor Caroline E. Van Mason, M.B.A. (Chicago)	1949
Lecturer Anna Carol Fults, Ph. D. (Ohio State)	1952-1953

The purposes of the curricula in the Department of Home Economics are to offer a general cultural program based on the needs of students enrolled in home economics, to educate young women for homemaking, and to provide the means for economic independence in professions and vocations related to the activities of the home.

The Home Economics Department offers the following curricula leading to the following degrees:

Bachelor of Science in Education, for students in the College of Education.

Bachelor of Science, for students in the College of Vocations and Professions who major in any of the following fields:

1. Dietetics.
2. Home Economics Extension—(Home Adviser).
3. Home Economics in Business.
4. Homemaking.
5. Institutional Management.

Minors

Those receiving a Bachelor of Science Degree with a major in home economics in the College of Vocations and Professions are not required to have a minor.

Those receiving a Bachelor of Science in Education Degree with a major in home economics in the College of Education are required to have one minor of at least 24 hours in another academic department. This minor must be approved by an adviser in the Home Economics Department and by an adviser in the field of the minor. Recommended minors for home economics majors are business, English, chemistry, physical education, art, speech, and health education.

A Minor in Home Economics

Students who have majors in other areas but who desire a minor in home economics for cultural or practical values must fulfill the following requirements:

- (1) They must take 24 hours divided among the fields of foods, clothing, housing, and family life. The division need not be equal unless the student plans a teaching minor. In that case, too, she should take the

special methods course in Home Economics (309), and do one term of student teaching in home economics.

- (2) Unless excused for a very good reason, students minoring in home economics, should live in the Home Management House, taking the course 333 for 4 of the required hours for the minor.
- (3) Selections should be made from the following courses: 105, 127, 135, 206, 227, 230, 233, 237, 320, 324, 326, 330, 331, 335, 336, 338, 341, 345, 360.

Suggested Curriculum in College of Education

This program is planned to meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a bachelor's degree in home economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of home economics.

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120	3	Soc. 101	5	Govt. 101	5
H. Ec. 105	4	Speech 101	4	Bot. or Zool. 101	5
H. Ec. 111	2	H. Ec. 127	4	H. Ec. 227	3
H. Ec. 135	3	P. E.	1	P. E.	1
P. E.	1				
	<u>16</u>		<u>17</u>		<u>17</u>

Sophomore Year

Chem. 109	5	Chem. 249	5	Econ. 205	5
Eng. 205 or 209	3	Eng. 211 or 212	3	Physics 102h	4
H. Ec. 230	3	H. Ec. 206	4	H. Ec. 233	3
Psych. 201	4	H. Ec. 237	3	Health Ed. 202	4
P. E.	1	P. E.	1	P. E.	1
	<u>16</u>		<u>16</u>		<u>17</u>

Junior Year

H. Ec. 331	3	H. Ec. 321	3	H. Ec. 309	5
H. Ec. 360	4	Eng. 300 or 391	3	H. Ec. 326	5
Adolescent Psy- chology	4	Educ. 315	4	H. Ec. 335	4
Hist. 201	5	Health Ed. 210	4	Electives	3
	<u>16</u>	Electives	3		<u>17</u>

Senior Year

H. Ec. 332	4	H. Ec. 320	4	H. Ec. 324	2
Student Teaching (On Campus)	4	H. Ec. 341	4	H. Ec. 345	3
Student Teaching (Off Campus)	8	Educ. 310	4	Educ. 331	4
	<u>16</u>	Electives	4	Electives	7
			<u>16</u>		<u>16</u>

Suggested Curriculum in College of Vocations and Professions

Provision for Specialization in Homemaking, Extension, and Home Economics in Business

(These three curricula have the same program for the first two years.)

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Art 120	3	Eng. 102	3	Bot. or Zool. 101	5*
Eng. 101	3	H. Ec. 127	4	Eng. 103	3
H. Ec. 105	4	Soc. 101	5	Govt. 101	5
H. Ec. 111	2	Speech 101	4	H. Ec. 227	3
H. Ec. 135	3	P. E.	1	P. E.	1
P. E.	1				
	16		17		17
Sophomore Year					
Chem. 109	5	Chem. 249	5	Econ. 205	5
Eng. 205 or 209	3	Eng. 211 or 212	3	Mus. 100	3
H. Ec. 230	3	H. Ec. 206	4	H. Ec. 233	3
Psych. 201	4	H. Ec. 237	3	Physics 102h	4
P. E.	1	P. E.	1	P. E.	1
	16		16		16

*Botany recommended for those taking the Business Curriculum B. See page 157.

Provisions for Specialization in Homemaking

The curriculum in homemaking is planned to develop an appreciation and an understanding of the activities and relationships in the home, and to equip women for efficient and successful management of a home. It is planned especially to meet the needs of those students preparing for the profession of homemaking.

(For curriculum for first two years see above)

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 331	3	H. Ec. 320	4	H. Ec. 324	2
Child Psychology	4	Guid. 345	4	H. Ec. 335	4
Health Ed. 210	4	Health Ed. 202	4	Hist. 201	5
Crafts*	3	Electives	4	Phil. 340	4
Electives	3			Electives	2
	17		16		17
Senior Year					
H. Ec. 332	4	H. Ec. 341	4	H. Ec. 326	5
H. Ec. 360	4	Electives	12	H. Ec. 345	3
Electives	8			Soc. 369	3
	16		16	Electives	6
					17

Recommended Electives

Health Ed. 225; Govt. 370, 420; Agriculture 260, 304; Home Economics 329, 339, 356, 364; Foreign Languages; Crafts (as listed); Sociology 375

*To be selected from Art Needlework, Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Provisions for Specilization in Extension (Home Adviser)

This program is designed for those who wish to become county Home Advisers or Home Demonstration workers.

(For curriculum for first two years see above)

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 331	3	I. Ed. 216	4	Hist. 201	5
H. Ec. 370	5	Health Ed. 210	4	H. Ec. 324	2
H. Ec. 360	4	H. Ec. 321	3	H. Ec. 335	4
Electives	4	Educ. 331	4	Electives	5
	16	Electives	2		
			17		16

Senior Year

H. Ec. 332	4	H. Ec. 341	4	H. Ec. 326	5
H. Ec. 371	6	H. Ec. 320	4	Electives	11
Electives	6	Electives	8		16
	<u>16</u>		<u>16</u>		

Recommended Electives

Crafts. Selected from Art Needlework Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Recreational Subjects. Selected from Women's Physical Education: 207, American Square Dance and Mixers; 347, Camp and Community Leadership; 375, Recreational Sports.

Music 307. Recreational Music and Singing Games.

Provisions for Specialization in Home Economics
in Business

A. This program should be elected by those who wish to enter the business field as home service representatives for utility companies; as demonstrators for manufacturers; and as distributors for such articles as household equipment and foods.

(For curriculum for first two years see page 156)

Junior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Bus. Ad. 330	5	Bus. Ad. 337	4	Bus. Ad. 333	4
H. Ec. 356	4	H. Ec. 320	4	H. Ec. 324	2
Journ. 200	4	H. Ec. 321	3	H. Ec. 335	4
Speech 107	4	Journ. 303	4	Hist. 201	5
	<u>17</u>		<u>15</u>		<u>15</u>

Senior Year

H. Ec. 331	3	H. Ec. 341	4	H. Ec. 326	5
H. Ec. 332	4	H. Ec. 371	6	Electives	11
H. Ec. 352	4	Electives	6		16
Electives	6		<u>16</u>		
	<u>17</u>				

B. This program should be elected by those who wish to enter the business field as educational representatives for textile manufacturing companies, as designers or stylists for clothing or pattern manufacturers, as interior decorators, as editors of fashion magazines, and as department store personnel.

(For curriculum for first two years see page 156)

Junior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
H. Ec. 331	3	H. Ec. 320	4	Hist. 201	5
Bus. Ad. 250	4	H. Ec. 341	4	H. Ec. 324	2
Bus. Ad. 330	5	Bus. Ad. 337	4	H. Ec. 335	4
Journ. 200	4	Electives	4	Electives	5
	<u>16</u>		<u>16</u>		<u>16</u>

Senior Year

H. Ec. 322	3	H. Ec. 339	3	H. Ec. 326	5
H. Ec. 329	3	H. Ec. 360	4	H. Ec. 364	3
H. Ec. 332	4	Bus. Ad. 332	4	Electives	8
H. Ec. 371	6	*Journ. 303	3		16
	<u>16</u>	Electives	2		
			<u>16</u>		

Recommended Electives

Art 105, 135, 385	Home Economics 338, 361, 362	Industrial Education 120, 121,
Business Administration 271,	390	216
370, 375		Journalism 306

*May substitute Bus. Ad. 333, 4 hours.

Dietetics

This curriculum is planned to give a strong technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories or public health and welfare organizations. This curriculum meets the requirements of the American Dietetics Association.

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 205	4	H. Ec. 206	4	H. Ec. 251	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. 111	5	Chem. 112	5	Zool. 101	5
Art 120 or Mus. 100	3	Soc. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives	4
	16		18		16

Sophomore Year

Eng. 205 or 209	3	Eng. 211 or 212	3	Psych. 201	4
Govt. 101	5	Hist. 201	5	Econ. 205	5
Chem. 305	4	Chem. 306	4	Physics, Household	4
Physiol. 209	5	Health Ed. 202	4	P. E.	1
P. E.	1	P. E.	1	Electives	3
	18		17		17

Junior Year

H. Ec. 352	4	H. Ec. 320	4	H. Ec. 309	5
H. Ec. 356	4	H. Ec. 350	3	H. Ec. 335	4
Electives	8	Health Ed. 210	4	Chem. 451	4
	16	Electives	5	Guid. 305	4
			16		17

Senior Year

H. Ec. 331	3	H. Ec. 340	3	H. Ec. 333	4
Chem. 452	4*	Electives	13	H. Ec. 351	4
Micro. 301	6			H. Ec. 359	4
Electives	3		16	Electives	4
	16				16

*Offered only summer session.

Recommended Electives

H. Ec. 355
Bus. Adm. 250
Physiol. 316

Suggested Curriculum in Home Economics in Institution Management

This curriculum is planned to prepare students for managerial positions in institutional services. Graduates are prepared to fill positions as food service managers for residence halls, restaurants, hotels, tea rooms, school lunch rooms, and industrial or commercial cafeterias. This curriculum meets the requirements of the National Restaurant Association.

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 205	4	Bus. Ad. 102	3	H. Ec. 251	3
Chem. 109	5	Chem. 249	5	Ec. 205	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120	3	Soc. 101	5	Zool. 101	5
P. E.	1	P. E.	1	P. E.	1
	16		17		17

Sophomore Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Eng. 205 or 206	3	Eng. 211 or 212	3	Psych. 201	4
Govt. 101	5	Hist. 201	5	Electives	5
Physiol. 209	5	Health Ed. 202	4	Physics Household	4
Bus. Ad. 250	3	H. Ec. 206	4	Bus. Ad. 271	3
P. E.	1	P. E.	1	P. E.	1
	<u>17</u>		<u>17</u>		<u>17</u>

Junior Year

H. Ec. 331	3	H. Ec. 320	4	H. Ec. 335	4
H. Ec. 352	4	H. Ec. 350	4	H. Ec. 351	4
H. Ec. 356	4	Bus. Ad. 375	4	Electives	8
Bus. Ad. 371	4	Electives	4		<u>16</u>
	<u>15</u>		<u>16</u>		

Senior Year

H. Ec. 308	4	H. Ec. 340	3	H. Ec. 309	4
Micro. 301	6	H. Ec. 341	4	H. Ec. 332	4
Electives	6	H. Ec. 353	4	H. Ec. 371	6
	<u>16</u>	Electives	5	Electives	2
			<u>16</u>		<u>16</u>

Recommended Electives

H. Ec. 135
H. Ec. 324
Speech 101

- 105 (205)-4. **Food and Cookery.** Production, marketing, preparation, and food values of foods rich in carbohydrates and fat. Fall and Winter.
- 111-2. **Home Economics Orientation.** Surveying professional opportunities in home economics; planning for the development of personal and professional proficiencies. Fall.
- 127-4. **Clothing Selection and Construction.** Fundamentals of clothing construction. Use of commercial patterns in construction of basic garments of wool, cotton, and rayon. Use of short-cut methods. Winter.
- 128-0-4. **Clothing Construction.** A course offering opportunity to discuss, observe demonstrations of, and practice the Bishop short-cut method. Offered on demand.
- 129-0-4. **Fashion Millinery.** A study of the fundamentals of millinery. Experience in millinery construction given; discussion and observation of demonstrations. Offered on demand.
- 135-3. **Textiles.** Selection of textiles from consumer standpoint. Characteristics of commonly-used fibers and fabrics; textile information as a tool in the selection and care of household textiles and clothing. Fall.
- 141-1½ to 4. **Decorative Design.** Instruction concerned chiefly with decorative processes as applied to block printing, stenciling, etc., and largely concerned with new techniques especially adapted to the needs of the class. Offered on demand.
- 206-4. **Food and Cookery.** Production, marketing, preparation, and food values of meat and other protein foods. Unit on baking also included. Winter.
- 216-0-4. **Upholstering.** Instruction given in the use of tools, materials, and fundamental processes of upholstering furniture. Course designed for those interested in the subject from an avocational or educational viewpoint. Offered on demand.
- 227-3. **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. Spring. (Offered other quarters on demand).
- 230-3. **Applied Design.** Principles and experimentation in design and color as applied to everyday living and costume. Prereq, Art 120; H. Ec. 127. Fall.
- 233-3. **Special Problems in Clothing Construction.** Emphasis on fitting problems, uses of materials requiring special techniques, including construction of children's clothing. Prereq, 230. Spring.

- 237-3. 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, Psych. 201. Winter.
- 251-3. 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. Offered on demand.
- 300-3. Home Economics for Men.** Units dealing with food selection, serving, and table practice; economics of the home; grooming, clothing selection, and home furnishings; consideration of personality evaluation. Field trip. Offered on demand.
- 309-5. Methods of Teaching.** Study of techniques and devices in teaching vocational homemaking (for in-school and out-of-school groups). Methods in group work and individual counseling. Philosophy of homemaking education, development of teaching aids, units of work, and courses of study. Prereq, Educ. 315. Spring.
- 314-4. 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. Offered on demand.
- 316-3-4. Food Preservation.** Newer methods in the canning, preserving, and freezing of foods for home use. Prereq, 105, 206, or permission of the instructor. Offered on demand.
- 320-4. Nutrition and Dietetics.** A study of the needs of the body for energy, growth, and regulation. Planning of dietaries for people of various ages and activities, at different cost levels. Prereq, 105 and 206, and Chem. 249. Winter.
- 321-3. Food Demonstration.** A course offering opportunity to discuss, observe, and practice demonstrations. Emphasis on food standards and demonstration techniques. Prereq, 105, 206. Winter.
- 322-3. Textiles and Clothing.** An advanced intensive study including fabric analysis, textiles legislation, new textiles. Prereq, 135. Offered on demand.
- 324-2. Equipment.** Selection, use, and care. Field trips. Spring.
- 326-5. Housing and Home Furnishing.** Dwellings, their environment, construction, and plans in relation to individual family requirements and various requirements of urban and rural family living. Selection and arrangement of artistic furnishings in relation to functional and economic aspects. Field trips. Prereq, Art. 120. Spring.
- 329-3. Fashion.** A study of the origin and development of costume. An analysis of fashion trends. Offered on demand.
- 331 (325)-3. 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. Fall.
- 332 (325a)-4. Home Management Residence.** Six weeks' residence in Home Management House, with actual experience in different phase of homemaking. Prereq, or required concomitants, 227, 331, 335. Field trip. Every quarter.
- 333 (325b)-4. Home Management Residence.** Same as 332. Standards in keeping with group ability. No prerequisite. Offered on demand.
- 335-4. Meal Planning and Table Service.** The planning, preparing, and serving of formal and informal meals. Selection and care of table appointments. Prereq, 105, 206, and 320, or permission of the instructor. Spring.
- 336-4. Meal Planning and Serving.** Principles of food selection and menu-making. Selection and use of table appointments. Demonstrations on tablesetting and service. Offered on demand.
- 338-2. 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 furnishings. Offered on demand.
- 339-3. Clothing Economics.** Consumer problems in clothing. Detailed study of ready-to-wear, including millinery, shoes, gloves, furs. Evaluation of ready-to-wear clothing in relation to cost, service, function. Winter.
- 340-3. Diet and Disease.** Modifications of the normal diet as necessitated by disease. Prereq, 320. Offered on demand.
- 341 (441)-4. Consumer Problems.** Study of motives on consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Field trips. Winter.
- 345-2½-4. Child Development Laboratory.** Observation and participation in direction of young children. Prereq, 237. Fall, Winter, and Spring.
- 350-3. Institutional Equipment and Layouts.** Materials, construction, operation, cost, use of equipment, and analysis of floor layouts for efficient work routing in various types of institutions doing group feeding and housing. Field trips. Junior standing. Offered on demand.
- 351-3. Organization and Management.** Planning, direction, supervision, control of time, labor, and money in operation of institutions feeding and housing large groups. Field trips. Senior standing. Offered on demand.
- 352-4. Quantity Food Production.** Use of standardized formulas, power equipment, and techniques for preparation and service of food to large groups, and calculation of food costs for uniform control. Junior standing. Offered on demand.
- 353-4. Tearoom Management.** Preparation and service of food on a commercial basis, including menu planning, cost computation, and production of food for tearoom and special occasions. Prereq, 352, 355, or parallel. Offered on demand.
- 354-3. School Lunchroom Management.** Organization, preparation, and service of the noon meal; selection, maintenance, and arrangement of equipment; other specific problems related to food service in the public schools. Prereq, 105, 206, 335. Offered on demand.
- 355-3. Food Purchasing for Institutions.** Producing areas, distribution, varieties, cost, specifications, buying practices, storage, and storeroom control for institution food supplies. Field trips. Fall.
- 356-4. Experimental Cookery.** Advanced food preparation from the experimental standpoint, showing how ingredients, proportions, and techniques affect the quality of the product. Prereq, 105, 206, and Chem. 249 or 306. Offered on demand.
- 359-4. Advanced Nutrition and Dietetics.** Reports and discussions of problems dealing with nutrition; feeding experiments and dietary studies. Prereq, 320. Offered on demand.
- 360-4. Tailoring and Construction.** Fundamental construction processes reviewed, and basic principles of tailoring developed through construction of suit or coat and tailored dress. Prereq, 233. Fall.
- 361-2. Special Problems in Clothing Construction.** Emphasis on unusual fitting problems and use of fabrics requiring special techniques. Prereq, 360. Offered on demand.
- 363-2. Tailoring.** A course in which the student will tailor one garment for herself. Lectures and demonstrations supplemented by up-to-date illustrative materials. Time-saving methods, high quality construction details, and professional finishes stressed. Prereq, 127 or its equivalent. Offered on demand.
- 364-3. Draping and Drafting.** Basic principles of design through pattern construction and developed by two methods, draping and drafting. Draping and drafting worked simultaneously. One garment completed from student design. Prereq, 230. Offered on demand.
- 370-5. History, Development, and Principles of Extension Work.** A study of the history, development, organization, and purposes of extension work. Dis-

cussion of problems in principles of conducting and administering extension work in home economics. Field trips. Offered on demand.

- 371-6. **Field Experience.** Six weeks of experience, observing and assisting a county home advisor, a commercial demonstrator, or a food service manager; retailing experience; opportunity for supervised learning experiences in the chosen area. Offered on demand.

Industrial Education

Professor W. C. Bicknell, D. Ed. (Missouri), Chairman	1946
Professor J. Henry Schroeder, M. S. (Iowa)	1923
Associate Professor Ernest J. Simon, M. S. (Illinois), Ll. D. (Hon.) (Bradley)	1950
Assistant Professor John F. H. Lonergan, B. A. (Illinois)	1950
Instructor Charles W. Allen, M. S. (Illinois)	1948-1949;1950
Instructor Willard A. Benson, M. S. (Stout Institute)	1949
Instructor John J. Gunderson, M.A. (Ohio State)	1949
Instructor Willard C. Hart, B. S. (Illinois)	1950
Instructor W. A. Howe, M. S. (Illinois)	1949
Instructor Marvin E. Johnson, M. S. (Illinois)	1948
Instructor Richard J. C. Kohler, Ed. D. (Missouri)	1947

The Department of Industrial Education offers work in major fields leading to degrees as follows:

1. Bachelor of Science in Education. For students preparing to teach industrial education.
2. Bachelor of Science. For students preparing to enter industry which includes the following fields:
 - a. Metal fabrication
 - b. Wood fabrication
 - c. Drafting and design
 - d. Electrical construction
3. Master of Science in Education with a major or minor in industrial education.

Sixty-four quarter hours constitute an undergraduate major and thirty-two quarter hours constitute an undergraduate minor in industrial education.

The fields of art, mathematics, physics, and agriculture are recommended minor fields.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men).....	1	AS&T 102 (Men).....	1	AS&T 103 (Men).....	1
I. E. 101	4	I. E. 112	4	I. E. 120	4
Art 120 or Mus. 100.....	3	I. E. 122	4	I. E. 145	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 111, 106,		Math. 112, 107,		Math. or Phys.	4-5
Phys. 106, or 101	4-5	Phys. 107, or 102	4-5	P. E.	1
P. E.	1	P. E.	1		
	16-17		17-18		17-18

Sophomore Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 201 (Men).....	1	AS&T 202 (Men).....	1	AS&T 203 (Men).....	1
I. E. 205	4	I. E. 212	4	I. E. 226	4
Bot. 101	5	Govt. 101 or 231	5	I. E. 222	4
Eng. 205 or 211	3	Eng. 209 or 212	3	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
Electives	3	Electives	3	Electives	3
	<u>17</u>		<u>17</u>		<u>18</u>

Junior Year

I. E. 204, 245, or 318	4	I. E. 312	4	I. E. 304, 328, or 345	4
Econ. 205	5	Psych. 201	4	I. E. 322	4
H. Ed. 202	4	Hist. 201 or 202	5	Educ. 310	4
Electives	4	Electives	3	Adolescent Psychology	4
	<u>17</u>		<u>16</u>		<u>16</u>

Senior Year

I. E. 341	4	I. E. 370, 480, or 490	3-4	I. E. 303, 430, or 496	3-4
Educ. 315	4	Student Teaching	12	Educ. 331	4
Eng. 300 or 391	3			Electives	6
Electives	4		<u>15-16</u>		<u>13-14</u>
	<u>15</u>				

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
I. E. 101	4	I. E. 112	4	I. E. 121	4
Eng. 101	3	I. E. 226	4	I. E. 122	4
Art 120 or Mus. 100	3	Eng. 102	3	Eng. 103	3
Math. 111, 106, Phys. 106, or 101	4-5	Math. 112, 107, Phys. 102, or 107	4-5	Math. or Phys.	4-5
P. E.	1	P. E.	1	P. E.	1
	<u>16-17</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men).....	1	AS&T 202 (Men).....	1	AS&T 203 (Men).....	1
I. E. 205	4	I. E. 212	4	I. E. 222	4
Botany 101	5	Eng. 209 or 212	3	I. E. 145	4
Eng. 205 or 211	3	Govt. 101	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
Electives	4	Electives	4	Electives	3
	<u>18</u>		<u>18</u>		<u>18</u>

Junior Year

I. E. 204	4	I. E. 304	4	I. E. 305	4
I. E. 216, 245, or 328	4	I. E. 313	4	I. E. 322	4
Econ. 205	5	Hist. 201 or 202	5	Bus. Ad. 370	5
H. Ed. 202	4	Electives	3	Bus. Ad. 374	2
	<u>17</u>		<u>16</u>		<u>15</u>

Senior Year

I. E. 307	4	I. E. 346	4	I. E. 342	4
I. E. 316, 338, or 345	4	I. E. 325 or 307	4	I. E. 325 or 307	4
I. E. 325	4	I. E. 341	4	Speech 303	4
Electives	4	Electives	3	Electives	3
	<u>16</u>		<u>15</u>		<u>15</u>

101-4. Mechanical Drawing I. Use of drafting instruments in making orthographic projections, auxiliary and sectional views; developments and in-

- tersections; pictorial representations, lettering, dimensioning, titles, notes, sketching and related and technical information.
- 106-4. **Descriptive Geometry.** Graphical solution of problems involving the understanding of space relations of points, lines and surfaces, intersections, and developed surfaces. Prereq, 101, Math. 112.
- 112 (211)-4. **Bench Woodwork.** Use of woodworking hand tools in making useful projects involving common types of joints and wood fasteners; elementary woodfinishing, care of tools, and technical information.
- 114-4. **Wood-Turning.** Operation, care, and use of wood-turning lathes and lathe tools in spindle and face plate turning; finishing; and technical information.
- 120-4. **Leatherwork and Plastics.** Elementary fundamental principles and practices involved in working with leather and plastics.
- 121 (221)-4. **Art Metal.** Making useful and ornamental articles of copper, brass, aluminum, silver, pewter, nickel, and other non-ferrous alloys. Execution of designs stressed, as well as related technical information.
- 122 (322)-4. **Machine Shop I.** Operation, care, and use of machine tools, with emphasis on engine lathe.
- 145 (320)-4. **Electrical Construction.** Application of electrical theory to the use of simple electrical equipment, of wiring, and of fire-underwriters' regulations. Structure, care, repair, and adjustment of home electrical devices, house-wiring.
- 204 (102)-4. **Architectural Drawing I.** Problems and procedures in planning and constructing a home; blue prints and specifications for a set of house plans. Prereq, 101.
- 205 (103)-4. **Mechanical Drawing II.** Continuation of 101. Advanced shop-sketching and problem-solving; assembly and detail drawings of complete machines, tools, jigs, and fixtures. Prereq, 101.
- 212-4. **Machine Woodwork.** Operation, care, and use of woodworking machines for making useful projects involving the more advanced types of joints and construction; finishing; safety. Prereq, 112.
- 214 (314)-4. **Wood Pattern Making and Foundry.** Making wood patterns of machine parts, molding (involving the cutting and tempering molding), sand, melting, handling and pouring of the molten metals. Prereq, 114.
- 216 (315)-4. **Furniture Upholstering and Finishing I.** Care and use of the tools, materials, and fundamental processes of upholstering and finishing furniture.
- 222 (323)-4. **Machine Shop II.** Operation, care, and use of machine tools, with emphasis on engine lathe, shaper, planer, and milling machine. Prereq, 122.
- 225 (125)-4. **Sheet Metal.** Operation, care, and use of hand and machine tools for making useful articles out of sheet metal.
- 226 (126)-4. **General Metal.** Fabricating, molding, shaping, and heat treating common metals. Study of tools, processes, and related technical information as related to bench metal, sheet metal, foundry, heat treating, and oxy-acetylene welding.
- 245-4. **Communications.** A study of the three basic divisions of the communications industry — telephone, telegraph, and radio. Construction, testing, maintenance, and related technical information of basic electrical circuits and devices in each division. Prereq, 145 and Physics 107.
- 303 (230)-4. **Constructional Activity Methods for Rural and Elementary Schools.** Experience in constructional activities involving the use of wood, metal, leather, plastics, reed, raffia, clay, and other materials adaptable to the needs and interests of the rural and elementary schools.
- 304-4. **Architectural Drawing II.** Continuation of 204. Students required to plot and landscape small residential or business districts and make a com-

- plete set of plans and specifications for a departmental building or small business structure. Prereq, 204.
- 305-4. Mechanical Drawing III.** Continuation of 205. Designing and drawing assemblies and details of cams, gears, and simple mechanisms. Study of industrial design practices. Prereq, 205.
- 306-4. Industrial Arts Design.** Principles of structural design, contour, and surface enrichment applied to shop projects. Prereq, junior standing.
- 307-4 to 8. Machine Design.** Stress and strain analysis of linkages and structural members. Designing of simple machines.
- 312-4. Millwork.** Production procedures using woodworking machinery. Production practices, safety, care and adjustment of machines, and related technical information stressed. Prereq, 212.
- 313-4. Furniture Construction and Cabinet-Making.** Design and construction of special pieces of furniture and elementary cabinet work. Prereq, 212.
- 316-4. Furniture Upholstering and Finishing II.** A continuation of 216, with emphasis on the advanced processes involved in upholstering and finishing.
- 318-4. General Welding I.** A course covering basic working knowledge of electric arc welding, oxy-acetylene welding, and flame cutting. Emphasis placed on shop safety, care and use of welding equipment, and preparation of related instructional materials. Prereq, 122 and 226.
- 322 (324)-4. Machine Shop III.** Machine shop practices involving the construction of machines and tools for practical use. Advanced industrial production practices and related technical information stressed. Prereq, 222.
- 325-4 to 12. Advanced Vocational Machine Shop.** These courses especially designed for students preparing for specific jobs in industry. Prereq, 322.
- 328-4. General Welding II.** Specialized training in oxy-acetylene and electric welding. Related information including a study of welding safety, torches, manifolds, tanks, filler rods. All students required to pass tests of welding proficiency.
- 341-4. Machine and Tool Maintenance.** Sources, manufacture, supply, cost, sharpening, adjusting and repairing 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.
- 342-4. Painting and Finishing.** Practices and procedures in painting, staining, varnishing, enameling, lacquering, using transfers; practice in the use of the spray gun. The study of the chemical elements of various finishes; proper care of finishing equipment and materials stressed.
- 345-4. Industrial Electronics.** A study of basic electronic circuits and devices commonly used in various industries. Analysis, construction, testing, and maintenance of such circuits as induction heating, photo-electric, time delay, rectifier, and electro-plating. Electronic testing equipment studied and correct use of such equipment emphasized. Prereq, 245, or consent of instructor.
- 346-4. Specialized Advanced Electricity.** Advanced industrial electric and electronic circuits, as well as advanced communications circuits, constructed, analyzed, and tested. Related technical information stressed. Prereq, 345.
- 350-4 to 12. Specialized Advanced Drafting and Design.** Continuation of specialization in the fields of drafting and design for students preparing for specific jobs in industry. Prereq, 307.
- 360-4 to 12. Specialized Advanced Vocational Machine Shops.** These courses designed to continue student specialization in metal fabrication. Production process or operation sheet writing stressed. Prereq, 325.
- 370-4. General Shop Organization and Practice.** A course designed to give advanced students specific training in organization, teaching, and management of a general shop in junior and senior high schools.

- 430 (330)-2 to 6. **Special Problems in the Arts and Industries.** An opportunity for students to obtain special instruction in the solution of their problems in specific subject-matter fields.
- 480 (380)-3. **Problems of Elementary Industrial Education.** Problems involved in teaching and supervising industrial education at the elementary school level.
- 490 (390)-3. **Principles of Trade and Industrial Teaching I.** Activities performed by the industrial education teacher in the promotion of interest and motivation of learning in industrial subjects. Emphasis on planning and method of presentation of teaching materials.
- 491-3. **Principles of Trade and Industrial Teaching II.** A continuation of 490, with emphasis placed on methods of teaching trade subjects.
- 492-3. **School Shop Planning.** Principles and practices underlying modern school shop planning. Actual school shop plans required.
- 494-3. **Organization and Administration of Industrial Education.** Principles and policies governing the administration of industrial education programs in elementary, junior, and senior high schools; relation of federal and state supervision of industrial education to local administration.
- 495-3. **Occupational Analysis.** Analyzing such occupations as automotives, electrical, metal working, woodworking, and building industries; study of industrial practices and principles.
- 496-3. **Selection and Organization of Subject Matter.** Selection and arrangement of teaching content, preparation of assignment, operation, information and job sheets; preparation of tests. Prereq, 495.

Journalism

Instructor Donald R. Grubb, M. A. (Minnesota) Acting Chairman 1949
 Instructor C. William Horrell, M. S. (Illinois) 1949
 Lecturer Dodd Vernon, M. A. (New Mexico) 1952-1953

Student publications include the *Egyptian*, a weekly newspaper conducted as a laboratory for students desiring to earn journalism credit, or as an extra-curricular activity for those desiring to participate without earning credit, and the *Obelisk*, the University yearbook. Editorships and staff memberships are open on trial to all students.

Each student who holds an activity ticket is entitled to a copy of the *Egyptian* each week, without charge, at the distribution point in the cross halls of Main building. In the spring, the *Obelisk* is distributed without charge to those students who were regularly enrolled for the three terms previous, or upon payment of \$1 for each term not attended.

The Department of Journalism offers curricula leading to the degrees of

1. Bachelor of Science in Education.
2. Bachelor of Science, for students in the College of Vocations and Professions.

Journalism candidates must demonstrate a working knowledge of typewriting, based on a minimum straight copying rate of twenty-five words per minute.

A major in journalism consists of 48 quarter hours; a minor of 24 hours.

Suggested Curriculum in College of Vocations and Professions

Fall		Freshman Year		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120	3	Journ. 100	2	Journ. 210	1
Bus. Ad. 102*	3	Math. 106 or Phys. 101 ..	4	Math. 107 or Phys. 102 ..	4
Geog. 100	5	Soc. 101	5	Bot. 101 or Zool. 101	5
P. E.	1	P. E.	1	P. E.	1
	15-16		15-16		14-15

Sophomore Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Journ. 200	4	Journ. 201	4	Journ. 210	1
Journ. 210	1	Journ. 210	1	Chem., Math., or Phys. ..	4
Govt. 101 or Econ. 205 ..	5	Eng. 211 or 212	3	Eng. 205 or 209	3
Speech 101	4	H. Ed. 202	4	Hist. 201 or 202	5
P. E.	1	P. E.	1	P. E.	1
	<u>15-16</u>	Electives	2	Electives	2
			<u>15-16</u>		<u>16-17</u>

Junior Year

For. Lang.**	3	For. Lang.**	3	For. Lang.**	3
Journ. 210	1	Journ. 210	1	Journ. 210	1
Journ. 301	2	Journ. 302	2	Journ. Elective	4
Journ. 303	3	Journ. Electives	4	Electives	8
Eng. 392	3	Electives	6		
Electives	4		<u>16</u>		<u>16</u>
	<u>16</u>				

Senior Year

Journ. Electives	5	Journ. Electives	4	Journ. Electives	4
Electives†	11	Electives†	12	Electives†	12
	<u>16</u>		<u>16</u>		<u>16</u>

*This course is not required, nor is credit given, if the student has had a year of high-school typewriting. Requirement will be waived but no credit given if student demonstrates typing ability of twenty-five words per minute.

**Recommended, but not required, unless student is earning the Bachelor of Arts degree.

†It is recommended that junior and senior electives be taken in the fields of speech, business administration, and social studies.

Required for majors and minors: 100, 200, 201, 301, 302, 303.

- 100-2. **Survey of Journalism.** A background of journalistic reading; writing consists only of reports on the major sources covered. Majors and minors. Grubb. Fall, Spring.
- 200-4. **Beginning Reporting.** A basic course in news writing; newspaper terms defined, news sources examined, news assignments given. Prereq, 100, and a working knowledge of typewriting. Required of majors and minors. Grubb.
- 201-4. **Advanced Reporting.** A continuation of 200. Practical news reporting; techniques of the sports story; the society page, the column, the editorial, and the feature story introduced. Prereq, 200. Majors and minors. Winter.
- 202-5. **Copyreading and Editing.** Practical news desk work; headwriting; cut-line writing; wire editing; rewriting; newspaper page makeup and design; editorial policy problems. Prereq, 201. Majors and minors.
- 210-1. **Journalism Laboratory.** Practical reporting and news writing on University newspaper. Repetition possible for a maximum of 6 credit hrs. Minors 3 hrs., majors 6 hrs. Every quarter.
- 220-5. **History of Journalism.** Development of newspaper and periodicals from early beginnings in Europe through modern period in the United States. Grubb. Fall.
- 230-4. **Interpreting the News.** Emphasis on reading daily newspaper, which serves as basic text. Content analysis made of current events; individual projects chosen for news-content study. Student must provide classroom copy of daily paper of instructor's choice. Grubb. Spring.
- 260-5. **Beginning Photography.** A laboratory course designed to provide the student with a basic working knowledge of the camera and of the dark-room. Practice in the use of the hand camera stressed. Horrell. Fall, Winter.
- 301-5. **Feature and Editorial Writing.** Factual news features and human-interest stories stressed; the column, the department, the critical reviews. Instruction and practice on writing material for the newspaper editorial

- page stressed; student editorials submitted to campus publications and area newspapers. Prereq, 200, 201, 202. Required of majors and minors. Winter.
- 303-3. Principles of Advertising.** Current practices in the field of advertising stressed, with emphasis on newspaper advertising. Deals with advertising media, preparation of copy and layouts, consumer analysis, and testing techniques. Prereq, 200, 201, 202. Majors and minors. Winter.
- 304-4. School Publications.** Designed for the prospective journalism teacher or publications sponsor in high school. Deals with practical production problems of yearbooks and newspapers. Prereq, Junior standing and permission of instructor. Grubb. Summer.
- 307-3. Publicity Methods.** Methods and media of presenting publicity, including the news service bulletins, advertising campaigns, direct mail, lectures, and visual education. Grubb. Fall and summer.
- 320-4. Communication Agencies and Public Opinion.** Press, radio, and motion pictures and their role in the opinion forming processes. Political campaigns as reported through mass communication media are stressed. Prereq, 15 hrs. in the social studies. Grubb. Fall.
- 350-5. Magazine Article Writing.** Designed for the student who, regardless of his University program, displays talent for factual or creative writing suitable for magazines or trade publications; manuscripts are submitted for publication. Winter.
- 361-5. News Photography.** A technical course as applied to newspapers, with emphasis on use of the press-type camera. Laboratory work in developing, enlarging, contact printing and photocopying. Prereq, 260. Horrell. Spring.
- 362-5. Advanced Photography.** A practical course in illustrative and commercial photography. Lighting, posing of subjects, retouching, toning, coloring, mounting, and processing practices in the laboratory. Prereq, 260. Spring. Approximate cost of laboratory materials furnished by the student, \$15.00. Horrell.
- 370-4. Advertising Copy Writing.** Emphasis in this course placed on the creative side of advertising—the ideas behind campaigns, the sales message. Prereq, 301. Grubb. Spring.
- 380-5. The Press and World Affairs.** A study of the contemporary press as it operates on the broad stage of international affairs. Special emphasis given to news-gathering agencies, foreign and war correspondents, and the world's great newspapers. Grubb. Winter.

Music

The Department of Music is a member of the National Association of Schools of Music.

Professor Maurits Kesnar, Ph.D. (Iowa), Chairman	1946
Associate Professor David S. McIntosh, M.A. (Iowa)	1927
Associate Professor Floyd V. Wakeland, M.M. (Bush Chicago Conservatory)	1939
Assistant Professor Kate E. Moe, M.S. (Idaho)	1947
Assistant Professor John S. Wharton, M.M. (American Conservatory of Music)	1945
Instructor Gilbert R. Fischer, M.A., M.M. (North Texas State College)	1949
Instructor Robert Mueller, M.M. (Northwestern)	1948
Instructor Phillip H. Olsson, M.M. (Chicago Conservatory of Music)	1949
Instructor Robert S. Resnick, M.M. (Wichita)	1949
Instructor Helen Matthes Vogler	1920

All University students are invited to participate in instrumental and choral activities, on both an extra-curricular and a credit basis.

All music majors and minors must maintain a satisfactory membership in two ensembles, i.e., Band, Orchestra, or Chorus, during their University attendance, and must be members of the Oratorio Society. A student may receive a maximum of twelve hours for ensembles.

A senior recital is required of all music majors.

Curricula are designed leading to the following degrees:

1. Bachelor of Music, for students in the College of Vocations and Professions, who intend to make performing in music their profession. A junior recital is required.
2. Bachelor of Science in Education, for students in the College of Education, who intend to make the teaching of music their profession.
3. Bachelor of Music Education, for a special certificate to teach music only.
4. Bachelor of Arts, for students in the College of Liberal Arts and Sciences, who want a specialization in music as a part of their general cultural education.

It is advisable to start the program in the freshman year.

Suggested Curriculum in College of Education (Bachelor of Music Education Degree)

Qualifies the student for a special certificate to teach music only.

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Math., or Physics	4	Chem., Math., or Physics	4	Chem., Math., or Physics	4
Music 105	4	Music 106	4	Music 107	4
Music 150	1	Music 150	1	Music 160	1
Applied Major	1	Applied Major	1	Applied Major	1
Applied Minor	1	Applied Minor	1	Applied Minor	1
Ensemble	0	Ensemble	0	Ensemble	0
P. E.	1	P. E.	1	P. E.	1
	15-16		15-16		15-16

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Health Ed. 202	4	Bot. or Zool. 101	5	Eng. 205, 206, 209, 211, or 212	3
Econ., Geog., or Soc.	5	Econ., Geog., or Soc.	5	Govt. 101 or 300	5
Music 160	1	Music 180	1	Music 180	1
Music 205	4	Music 206	4	Music 207	4
Applied Major	1	Applied Major	1	Applied Major	1
Applied Minor	1*	Applied Minor	1*	Applied Minor	1*
Ensemble	0	Ensemble	0	Ensemble	0
P. E.	1	P. E.	1	P. E.	1
	17-18		18-19		16-17

Junior Year

Psych. 201	4	Guid. 305 or Adolescent Psychology	4	Eng. 205, 206, 209, 211, or 212	3
Music 300	3	Hist. 201 or 202	5	Educ. 315	4
Music 318	3	Music 303	3	Music 305V	3
Music 323	2	Music 324	2	Music 325	2
Music 326	2	Applied Major	1	Music 341	3
Applied Major	1	Ensemble	1	Applied Major	1
Ensemble	1		16	Ensemble	1
	16		16		17

Senior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Eng. 391	3	Student Teaching	8	Educ. 331	4
Educ. 310	4	Music 310	2	Student Teaching	4
Music 309	2	Music 337	3	Music 311	2
Music 336	3	Applied Major	1	Music 338	3
Music 305I	3	Ensemble	1	Applied Major	1
Applied Major	1			Ensemble	1
Ensemble	1		15		15
	17				

*The student can be released from further applied minor studies by consent of faculty.

**The student must be approved for speech.

Work in two of the three organizations, Band, Chorus, and Orchestra, is required.

Suggested Curriculum in College of Vocations and Professions (Bachelor of Music Degree)

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Music 105	4	Music 106	4	Music 107	4
Applied Major	4	Applied Major	4	Applied Major	4
Applied Minor	1	Applied Minor	1	Applied Minor	1
Ensemble	0	Ensemble	0	Ensemble	0
Eng. 101	3	Eng. 102	3	Eng. 103	3
Mod. Lang.	3	Mod. Lang.	3	Mod. Lang.	3
P. E.	1	P. E.	1	P. E.	1
	16-17		16-17		16-17

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Music 205	4	Music 206	4	Music 207	4
Music 341	3	Applied Major	4	Applied Major	4
Applied Major	4	Applied Minor	1	Applied Minor	1
Applied Minor	1	Ensemble	0	Ensemble	0
Ensemble	0	Mod. Lang.*	3	Mod. Lang.*	3
Mod. Lang.*	3	P. E.	1	Physics	4
P. E.	1	Electives	3	P. E.	1
	16-17		16-17		17-18

Junior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Music 323	2	Music 324	2	Music 325	2
Music 326	2	Music 319	2	Applied Major	4
Music 318	2	Applied Major	4	Applied Minor	1
Applied Major	4	Applied Minor	1	Econ. 205	5
Applied Minor	1	Hist. 201 or 202	5	H. Ed. 202	4
Govt. 231	5	Electives	2	Electives	2
	16		16		18

Senior Year

Music 309	2	Music 310	2	Music 311	2
Music 312	2	Music 313	2	Music 314	2
Music 336	3	Music 337	3	Music 338	3
Applied Major	4	Applied Major	4	Applied Major	4
Electives	3	Elective Seminar of Applied Music	1	Elective Seminar of Applied Music	1
	14	Electives	3	Electives	3
			15		15

*Students not specializing in voice should substitute Art 120 and six hours from the following courses: English 205, 206, 209, 211, 212.

Theory Courses

- 100-3. 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. McIntosh.
- 105-4, 106-4, 107-4. Theory of Music.** The fundamentals of music, in sight singing, ear training, harmony, and keyboard harmony.
- 205-4, 206-4, 207-4. Theory of Music.** A continuation of 105, 106, and 107. Sight singing in three and four parts; continued work in ear training; keyboard harmony; two, three, and four-part dictation; and improvisation at the keyboard. Also, the various methods of modulation, the treatment of dissonance, the use of altered chords, and an introduction to contemporary harmonic principles. Mueller.
- 300-3. Materials, Methods, and Problems I.** The teaching of music in the first six grades. Prerequisites for primary and elementary education majors, one year of piano and pre-theory (one quarter). Moe.
- 303-3. Materials, Methods, and Problems II.** The teaching of music in the junior and senior high schools. Moe.
- 305I-3. Instrumental Problems and Materials.** Olsson.
- 305V-3. Vocal Problems, Materials, and Conducting.** Wakeland.
- 307-4. Recreational Music and Singing Games.** Learning folk and stunt songs suitable for assembly sings and informal groups; singing games largely those collected in Southern Illinois. Each student taught to play a shepherd pipe of his own construction and pocket musical instruments, such as the harmonica and the ocarina. For teachers interested in the less formal approach to music in the schools, and for students preparing themselves as leaders in camp activities, playground supervision, Four-H Club work, and similar types of recreational leadership. McIntosh.
- 308-4. Folk Music.** Prereq, 105 or its equivalent.
- 309-2, 310-2, 311-2. Orchestration I, II, III.** The instruments of the orchestra, together with practical work in orchestra and band scoring. Prereq, 107, and one year of college work in piano. Kesnar.
- 312-2, 313-2. Composition, I, II.** Composition of original work in smaller forms for piano, voice, string quartet, and other small combinations. Prereq, 207. Kesnar.
- 314-2. Composition III.** Composition in larger forms. Prereq, 313. Kesnar.
- 315-2. Opera Repertory.** A study of operatic literature by means of student participation in scenes from operas as well as by means of phonograph records and scores. Admission to the course by consent of the instructor. Moe.
- 318-3, 319-3. Conducting.** The techniques employed in conducting instrumental groups of various sizes and combinations. Student provided with opportunities to conduct both the University orchestra and the band. Kesnar.
- 323-2, 324-2, 325-2. Counterpoint.** The contrapuntal styles of Bach and other eighteenth and nineteenth-century composers. Creative work in two, three, and four-part counterpoint. Invertible counterpoint, canon, and fugue. Mueller.
- 326-2. Form and Analysis.** The form and texture of music from motif through symphony. Kesnar.
- 336-3. Music History.** Musical thought through the early Greek and Roman periods; development of music in the fifteenth and sixteenth centuries. Kesnar.
- 337-3. Music History.** Musical thought in the seventeenth and eighteenth centuries and early nineteenth century (Bach to Wagner). Kesnar.
- 338-3. Music History.** Wagner, the rise of nationalism; later nineteenth-century and twentieth-century composers. Kesnar.
- 339-2. V(ocal), I(nstrumental), P(iano). Seminar of Applied Music.** An advanced course in applied music for senior college students only.

- 341-3. **Music Literature.** From the earliest compositions to the present day.
Moc.
- 345-2. **Chamber Music.** Vocal ensemble.
- 355-2. **Chamber Music.** String ensemble, string quartet.
- 365-2. **Chamber Music.** Woodwind or brass ensemble.

Applied Music (Class and Private Lessons)

Outside practice equal, at least, to the class or lesson time, is expected. Each course can be repeated for credit six times.

	For BM in Ed. and B. S.	For Bachelor of Music
Brasses — French Horn, Trumpet, Trombone, or Tuba		
	180-1	181-2
	380-1	381-2
Ensemble — Band, Chorus, Orchestra		
	183½	183½
	383½	383½
Piano and Organ		
	170-1	171-2
	370-1	371-2
Strings — Violin, Viola, or Cello		
	150-1	151-2
	350-1	351-2
Voice		
	190-1	191-2
	390-1	391-2
Wind and Percussion		
	166-1	167-2
	366-1	367-2
Woodwinds — Flute, Oboe, Clarinet, or Bassoon		
	160-1	161-2
	360-1	361-2

Speech

Professor Archibald McLeod, Ph. D. (Cornell)	1947
Professor C. Horton Talley, Ph. D. (Iowa), Chairman	1948
Associate Professor Isaac P. Brackett, Ph. D. (Northwestern)	1951
Assistant Professor John O. Anderson, Ph. D. (Ohio State)	1950
Assistant Professor Albert J. Croft, Ph. D. (Northwestern)	1950
Assistant Professor Cameron W. Garbutt, Ph. D. (Louisiana State)	1947
Assistant Professor Paul Hunsinger, Ph. D. (Northwestern)	1949
Assistant Professor Buren Calvin Robbins, M. A. (Iowa)	1949
Lecturer Lawrence Voss, A. M. (Cornell)	1950

The University is equipped with complete and technically professional radio studios, in which a large number and variety of radio programs, from all departments of the University as well as from the Southern Illinois Community, are produced. These air shows, utilizing the talents of students, University staff members, and citizens of the area, are designed for both information and enter-

tainment and are broadcast over about eight of the Southern Illinois area radio stations on regular schedules.

In charge of this radio activity is a full-time staff member with professional radio experience. Complete training is furnished in all aspects of radio: announcing, radio acting, writing, production and studio procedures, as well as technical phases. Every attempt is made to simulate actual professional station operational conditions. In order to participate in this radio work a student need not necessarily pursue courses in radio or in speech. Periodic auditions are held, and participants are welcomed from all departments of the University.

The Little Theatre offers to all students opportunities for practical experience in every phase of dramatic production: acting, stagecraft, costuming, lighting, publicity, and business. Under the supervision of two members of the Speech Department, who serve as director and technical director, the Little Theatre produces each year six three-act plays in Shryock Auditorium. Some of the plays produced in recent years have been *Juno and the Paycock*, *The Male Animal*, *Kiss and Tell*, *Born Yesterday*, *Jack and the Beanstalk*, and *The Emperor's New Clothes*. Students interested in dramatics may also take part in experimental productions in the laboratory theatre of the Speech Department, and in radio dramas produced by the department.

Members of the Little Theatre may win election to the local chapter of the National Collegiate Players, outstanding national dramatics fraternity. Southern's Chapter was organized in 1947.

Students making significant contributions to campus speech activities and representing the University in this field may be eligible for membership in the local chapter of Pi Kappa Delta, national forensic fraternity. Southern's Upsilon Chapter was organized in 1942.

Efforts throughout this area on behalf of better speech are also furthered by the Egypt Speech Festival, held each year, to which all high schools in Southern Illinois are invited. This festival includes events in poetry reading, serious and humorous readings, declamation, original oratory, extemporaneous speaking, group discussion, and debate.

The Department of Speech offers curricula leading to degrees in the three colleges of the University as follows:

1. Bachelor of Science in Education in the College of Education either as elementary teachers who are trained as speech correctionists, or as secondary teachers of speech. See pages 56 and 57 for certificate requirements.

The requirements for speech correctionists as set up by the state are

- A. A valid teacher's certificate.
- B. A background of courses which will insure an adequate preparation in the subject matter and techniques of the field. The following areas and hours represent the minimum of this course preparation:
 1. Twelve semester hours in speech correction courses, including phonetics, human anatomy and physiology, and principles of speech correction.
 2. Nine semester hours in psychology courses, including Psychology of Child Development, Clinical or Mental Hygiene, and Tests and Measurements.
 3. Three semester hours in the Re-education of the Acoustically Handicapped Child.
(Note: This does not qualify the speech correctionist to teach hard-of-hearing children.)
- C. Speech Correction to the extent of at least 200 clock hours of supervised case work in teacher-training center approved by the Education Committee of the American Speech Correction Association. These hours of teaching shall represent actual work with major types of speech difficulties, and shall be in addition to observation periods.
- D. Possession of personal speech habits which meet an acceptable standard in both voice and diction.

E. Possession of a professional reputation in complete accord with the ethics of the profession.

The requirements for the secondary certificate as a teacher with a major in speech. (See page 56 for the requirements for the secondary certificate.)

For a major for secondary teachers.

101	202	302*
102	205	306
103	206	plus 10 hours of elective speech
105	212	
	208	
	209	

*204 and 402 may be substituted for 302 if the student desires greater specialization in theatre.

For a minor in speech.

24 quarter hours in speech, including 101, 102, 103, and 306.

2. Bachelor of Arts for students in the College of Liberal Arts and Sciences. With a major in speech:

Speech 101, 102, 103, 202, and additional courses, to total 48 quarter hours.

With a minor in speech:

Speech 101, 102, 103, and additional courses, to total 24 quarter hours.

3. Bachelor of Science for students in the College of Vocations and Professions. The student may major in any of the following concentrations:

- Interpretation
- Public Speaking
- Radio
- Theater

Curricula in College of Vocations and Professions Major in Speech, Interpretation Concentration

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Speech 101	4	Music 100	3	Speech 103	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. Physics or		Chem. Physics or		Chem. Physics or	
Math.	4	Math.	4	Math.	4
Prac. Arts or Crafts.....	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1	P. E.	1	P. E.	1
	15-16		16-17		17-18

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Speech 104	3	Speech 211	4	Speech 217	4
Speech 105	4	Art 120	3	Health Ed. 202	4
Soc. Sci.	5	Biol. Sci.	5	Soc. Sci.	5
Eng. 205, 206, 209,		Eng. 205, 206, 209,		P. E.	1
211 or 212	3	211 or 212	3	Electives	3
P. E.	1	P. E.	1		
	16-17		16-17		17-18

Junior Year

Speech 218	2	Speech 219	2	Speech 320	4
Speech 204	3	Speech 215	4	Eng. 318*	4
Speech 314	4	Eng. 312*	3	Electives	9
Eng. 369	4	Electives	7		
Electives†	4		16		17
	17				

Senior Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Speech Electives†	4	Speech 404	4	Speech Electives†	9
Eng. 320*	4	Speech Electives†	5	Eng. 366*	4
Eng. 321*	4	Eng. 365*	4	Eng. 370*	4
Electives	4	Eng. 330*	4		
	<u>16</u>		<u>17</u>		<u>17</u>

*Twelve hours or more must be taken from these. Electives may be substituted for the others.

†Speech electives must be in public speaking, drama or radio.

‡Electives must include 40 hours of senior college credit.

Major in Speech, Public Speaking Concentration

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Speech 101	4	Art 120 or Mus. 100	3	Speech 102	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Physics or Math.	4	Chem. Physics or Math.	4	Chem. Physics or Math.	4
Prac. Arts or Crafts	3	Soc. Sci.	5	Soc. 101	5
P. E.	1	P. E.	1	P. E.	1
	<u>15-16</u>		<u>16-17</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Speech 202	3	Speech 205	3	Speech 213	4
Econ. 205	5	Speech 209	1	Soc. Sci.	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Health Ed.	4
P. E.	1	Biol. Sci.	5	P. E.	1
Electives	5	P. E.	1	Electives	3
	<u>17-18</u>	Econ. 206	4		<u>17-18</u>
			<u>17-18</u>		

Junior Year

Speech 209	1	Speech 201	2	Speech Electives	4
Speech 301	4	Speech 309	1	Soc. 369	3
Educ. 206	4	Speech Electives	4	Electives	10
Phil.	3	Govt. 370	4		<u>17</u>
Electives	4	Electives	6		
	<u>16</u>		<u>17</u>		

Senior Year

Speech Electives	8	Speech 309	1	Speech 407	4
Soc. 330	3	Speech 401	4	Speech Electives	4
Electives	6	Speech Electives	4	Electives	9
	<u>17</u>	Soc. 331	5		<u>17</u>
		Electives	3		
			<u>17</u>		

Electives must include 32 hours of senior college courses.

Major in Speech, Radio Concentration

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Speech 101	4	Speech 103	4	Speech 107	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Physics 101	4	Physics 102	4	Math.	4
Prac. Arts or Crafts	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1	P. E.	1	P. E.	1
	<u>15-16</u>		<u>17-18</u>		<u>16-17</u>

Sophomore Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Speech 216	4	Speech 104	3	Speech 105	3
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211 or 212	3	Soc. 101	5
Biol. Sci.	5	Art 120 or Mus. 100	3	Econ. 205	5
Journ. 100	2	Electives	3	Health Ed.	4
Electives	3	Journ. 200	4	P. E.	1
P. E.	1	P. E.	1		
	<u>18-19</u>		<u>17-18</u>		<u>18-19</u>

Junior Year

Speech 215	4	Speech 316	4	Speech 311	4
Bus. Ad. 330	5	Journ. 303	5	Speech 317	2
Physics 308	5	Soc. 202	5	Bus. Ad. 337	5
Electives	2	Electives	2	Soc. 330	3
	<u>16</u>		<u>16</u>	Electives	2
					<u>16</u>

Senior Year

Speech 304	4	Speech 317	2	Speech Electives	8
Speech 317	2	Speech Electives	6	Electives	8-10
Speech Electives	4	Electives	8-10		
Soc. 331	5				<u>16-18</u>
Electives	2				
	<u>17</u>		<u>16-18</u>		

Electives must include 22 hours of senior college credit.

Major in Speech, Theater Concentration

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
AS&T 101 (Men)	1	AS&T 102 (Men)	1	AS&T 103 (Men)	1
Speech 101	4	Speech 103	4	Speech Elec.	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Crafts	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1	P. E.	1	P. E.	1
	<u>15-16</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

AS&T 201 (Men)	1	AS&T 202 (Men)	1	AS&T 203 (Men)	1
Art 215	4	Art 215	4	Art 215	4
Speech 204	3	Speech 208	1	Speech 208	1
Speech 206	2	Speech 214	2	Health Ed.	4
Eng. 206, 209, or 212	3	Eng. 206, 209, or 212	3	Art 120	3
Soc. Sci.	5	Biol. Sci.	5	Soc. Sci.	5
P. E.	1	P. E.	1	P. E.	1
	<u>18-19</u>	Electives	2		<u>18-19</u>
			<u>18-19</u>		

Junior Year

Speech 313	4	Speech Electives	4	Speech 312	4
Electives	13	Speech 315	4	Speech 314	4
	<u>17</u>	Eng. 365*	4	Eng. 360*	4
		Electives	3	Electives	5
			<u>15</u>		<u>17</u>

Senior Year

Speech 402	4	Speech Electives	5	Speech Electives	13
Speech Electives	9	Eng. 363*	4	Eng. 366*	4
Eng. 361*	4	Electives	8		
	<u>17</u>		<u>17</u>		<u>17</u>

*One of these may be omitted in favor of an elective.
Electives must include 21 hours of senior college credit.

- 101-4. **Principles of Speech.** Development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Prerequisite to all other courses in speech except 106, 108, 302, 307, 428 — unless by permission of the instructor and department chairman. Each quarter.
- 102-4. **Public Speaking.** Analysis of audience motives and reactions stressed in the approach to speech preparation for typical public speaking situations. Each quarter.
- 103-4. **Reading Aloud.** Oral interpretation of good literature. A basic course for teachers, preachers, and speech majors. Each quarter.
- 104-3. **Training the Speaking Voice.** Each quarter.
- 105-4. **Phonetics I.** The International Alphabet and the sounds of the English language. Fall and Spring.
- 107-4. **Radio Speaking.** Microphone philosophies and techniques. Announcing techniques, talks programs. Microphone practice and recordings. Each quarter.
- 108-4. **Speech for Foreign Born.** Beginning course, stressing problems of foreign-born students. Fall.
- 201-2. **Parliamentary Law.** Winter.
- 202-3. **Principles of Discussion.** Principles and methods of group discussion. Current problems used as material for discussion. Fall and Spring.
- 204-4. **Acting.** A study of acting techniques. Prereq, 103. Fall and Spring.
- 205-3. **Principles of Argumentation and Debate.** Principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Prereq, 101 and 102 or 202. Winter.
- 206-2. **Stagecraft I.** Techniques of production in the non-professional theater. Each quarter.
- 208-1. **Dramatic Activities.** One hour credit per term, but not more than two per year to be earned by participation in major college plays. Each quarter.
- 209-1. **Forensic Activities.** Not more than three quarter hours of credit, and not to exceed two each year, to be secured for participating in forensic activities. Each quarter.
Note: No credit in excess of nine hours allowed for forensic and dramatic activity courses.
- 212-4. **Speech Correction I.** Designed to acquaint the prospective teacher or correctionist with the common speech defects. Diagnosis and methodology stressed. Prereq, major in education or speech. Fall.
- 213-4. **Speech Composition.** Rhetorical techniques of public address. One major speech prepared, with every possible refinement. Prereq, 102. Fall and Spring.
- 214-2. **Stagecraft II.** A continuation of 206. Prereq, 206. Each quarter.
- 215-4. **Reading of Prose.** Nondramatic prose literature from the viewpoint of the oral interpreter. Prereq, 103. Winter.
- 216-4. **Principles of Radio Production.** Theories of radio production. Selecting and editing the program. Talent. Music. Rehearsal and production. Analysis of various types of shows. Studio work. Fall.
- 217-4. **Oral Interpretation of Poetry.** Content and form of poetry and its interpretation to an audience. Prereq, 103. Spring.
- 218-2, 219-2. **Choral Speaking.** Oral interpretation for group presentation. Participation in a speech choir, which will appear publicly. Prereq, 103 and consent of the instructor. Fall and Winter.
- 301-4. **Persuasion.** Psychological principles involved in influencing individuals and groups. Prereq, Psych. 201, and 12 hours of speech. Fall.
- 302-4. **Play Production.** Selection and production of plays for the educational theater. Prereq, 206. Fall.

- 303-4. **Business and Professional Speaking.** Speaking needs of business and professional people. Technical reports and lighter types of speaking included in the types studied. Primarily for adult and extension classes.
- 304-4. **Radio and Television in Society.** Radio and television as mass-communications media. What these media mean to the individual. The history, organization, and philosophy of the American system of radio and television as compared with those of foreign systems. Radio-television's obligations to the public. Types of programs, their development, and analysis. No production in this course. Spring.
- 305-2. **Stage Make-Up.** Various types of make-ups; straight, comic, old age, national, etc. Winter.
- 306-4. **Speech Education.** Effective speech teaching in the elementary and secondary schools, through both curricular and extra-curricular speech work. Required of majors and minors in the College of Education. Prereq, 18 hours of speech. Spring.
- 308-1. **Dramatic Activities.** Same as 208, but requiring 18 hours of speech and junior standing. Each quarter.
- 309-1. **Forensic Activities.** Similar to 209. Prereq, 18 hours of speech and junior standing. Each quarter.
- 310-3. **Children's Theater.** Dramatization of children's stories, and presentation of plays for children. Prereq, 302 or 312. Fall.
- 311-4. **Radio Program Writing.** Types of radio programs. Principles and forms of effective radio writing. Adaptation and script revision. Winter.
- 312-4. **Stage Design.** Elements of design in lighting, settings, costumes, Prereq, 204, 206. Spring.
- 313-4. **History of the Theater (1).** The theater and theatrical art from the beginning to the Renaissance. Winter, 1953-54.
- 314-4. **Advanced Acting.** Focus on speaking dialogue, especially dramatic verse. Prereq, 204. Winter.
- 315-4. **History of the Theater (2).** The theater and theatrical art from the Renaissance to mid-nineteenth century. Spring, 1953.
- 316-4. **Advanced Radio Production.** Advanced techniques, in radio dramas; musical backgrounds and sound effects to achieve moods, etc. Opportunity for practical radio work. Prereq, 216. Winter.
- 317-2. **Radio Workshop.** Activity course in practical radio experience. Up to six hours' credit possible by repeating the course. Prereq, 7 hours of radio. Each quarter.
- 318-4. **Speech Correction II.** Voice and articulation disorders including cleft palate. Prereq, 212, Guid. 305, and Physiol. 203. Winter.
- 319-4. **Speech Correction III.** Stuttering, cerebral palsy, and aphasia. Prereq, Physiol. 209 and 300. Spring.
- 320-4. **Oral Interpretation of Dramatic Literature.** Interpretation of material with dramatic power. Prereq, 103. Spring.
- 322-2 to 12. **Practicum in Theatre.** Practical experience in acting, production, and other associated theatre work in campus and area production.
- 402-4. **Directing.** Selection of plays, casting, and methods of rehearsal. Characterization, control of tempo, and similar problems studied. Students to direct or aid in directing one-act and major plays. Prereq, 204, 206, 312. Fall.
- 403-4. **Aesthetics of the Drama and the Theater.** Dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater. Prereq, 402. Spring.
- 404-4. **Recital and Lecture Recital.** Material for special occasions; a public recital to climax the work in this course. Prereq, 12 hrs. public speaking and/or interpretation.
- 405-4. **Speech Correction IV.** Clinical and school procedures in speech correction. One hour of class per week, plus six hours of clinical work. Prereq, Guid. 426.

- 406-4. Re-education of Acoustically Handicapped Children.** Principles of equipping deafened children for adjustment to their situation. Prereq, advanced standing in speech or education.
- 407-4. British Public Address.** Selected British speakers from 1760 to the present; their speeches in relation to the political, social, and intellectual life of their time. A lecture, reading, and discussion course.
- 408-4. Psychology of Speech.** Nature and development of speech, its basic psychology, and its part in personality development.
- 412-3. Clinical Methods I.** Diagnostic procedures. Diagnosis of speech disorders. Three hours of clinical practice per week. Prereq, consent of instructor.
- 413-4. Nineteenth-Century American Public Address.** American speakers from Jefferson to McKinley. Speeches reflecting the dominant social and political themes during the growth of the American democracy. A lecture, reading, and discussion course.
- 414-3. Clinical Methods II.** Therapeutic techniques. Technique and materials for the treatment of all kinds of speech defects and disorders. Three hours of clinical practice per week. Prereq, consent of instructor.
- 416-4. Hearing.** The theories and facts concerned with the functions of the hearing mechanisms.
- 417-4. Twentieth-Century American Public Address.** Continuation of 413. Speakers, speeches, and the dominant themes reflected by them from the turn of the century to the present time.
- 420-3. Clinical Audiometry.** Principles and practices of elementary pure tone audiometric tests. Prereq, 416.
- 427-4. School and College Forensic Programs.** Coaching and organizational methods for extra-curricular and curricular forensic programs.
- 428-4. Speech Correction for the Classroom Teacher.** Etiology and therapy for common speech defects. In-service teachers, seniors, and graduate students in education. Spring.
- 438-4. Contemporary Developments in the Theater.** Modern theatrical production; a critical study of theory and practice in acting, directing, production, and architecture. The rise and development of the film, radio, and television as dramatic media.

Nursing Education

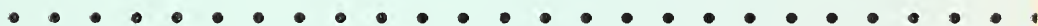
Beginning in September, 1954, Southern Illinois University will offer the basic three-year courses in nursing. Students will spend three quarters on the campus during the first year; following this period they will be assigned to approved hospitals for the required clinical instruction and experience in medical, surgical, obstetrical, pediatric, psychiatric, tuberculosis, and communicable disease nursing.

Students who successfully complete the required course of theory and practice will receive a diploma from the University and will be eligible to take the Illinois-Board-of-Nursing examination to become Registered Professional Nurses. Credits earned may be applied toward a bachelor's degree in institutions of higher learning offering degrees in Nursing Education.

Inquiries regarding the nursing course should be directed to the Dean of the College of Vocations and Professions.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

Graduate school



General Information

Admission

Registration

Requirements for Degrees

Courses by Departments



Administration of the Graduate School

The Graduate Council

- Delyte Wesley Morris, Ph. D.,** President of the University.
Willis George Swartz, Ph. D., Professor of Government, Dean of the Graduate School, and ex-officio Chairman of the Council.
Talbert Ward Abbott, Ph. D., Professor of Chemistry and Dean of the College of Liberal Arts and Sciences.
Robert Dunn Faner, Ph. D., Professor of English.
Charles Lee Foote, Ph. D., Associate Professor of Zoology.
Clarence Douglas Samford, Ph. D., Professor of Education.
Maude Amanda Stewart, Ed. D., Associate Professor of Guidance and Special Education.
Irving Wright Stout, D. Ed., Professor of Education.
Charles Horton Talley, Ph. D., Professor of Speech and Chairman of the Department of Speech.
Charles Dewey Tenney, Ph. D., Professor of English and Philosophy and Vice-President.
William James Tudor, Ph. D., Professor of Sociology.

Chairmen of Departments offering Graduate Work

Art	Burnett H. Shryock
Botany	Walter B. Welch
Business Administration	Guy W. Trump
Chemistry	James W. Neckers
Economics	Lewis A. Maverick
Education	Fount G. Warren
English	William B. Schneider
Foreign Language	Vera L. Peacock
Geography and Geology	Floyd F. Cunningham
Government	Orville Alexander
Guidance and Special Education	Marshall S. Hiskey
History	Harold E. Briggs
Home Economics	Eileen E. Quigley
Industrial Education	William C. Bicknell
Mathematics	Wilbur C. McDaniel
Microbiology	Carl C. Lindegren
Philosophy	Charles D. Tenney
Physical Education	Cecil C. Franklin
	Dorothy Davies
Physics	T. W. Abbott
Physiology	Harold M. Kaplan
Speech	C. Horton Talley
Sociology and Anthropology	Joseph K. Johnson
Zoology	Willard M. Gersbacher

Others Responsible for Approving Majors

In Educational Administration	Woodson W. Fishback
	Clarence D. Samford
In Instructional Supervision	Woodson W. Fishback
In Elementary Education	Victor R. Randolph
In the Internship Program in Education	Charles D. Neal

The Purpose of Graduate Study

"A Graduate College necessarily must be a center of research and of creative work in order to maintain the atmosphere essential to adequate graduate instruction. It is the obligation of the Graduate College, therefore, to encourage investigation and to promote all forms of scholarly activity on the part of the faculty. From the standpoint of the student the purpose of the college is to make possible a more comprehensive grasp of a field of knowledge, and to develop the power of independent thought and ability in research. One of the chief privileges of the graduate student is the intimate association with older scholars who are ready to guide him in advanced study and to imbue him with scholarly ambition.

"The library and laboratory facilities of the university are important agencies for the furthering of graduate work. The graduate student is expected to take the initiative and to assume full responsibility for carrying on his work. Class work should be regarded as furnishing the basis for wide reading and independent study, for the graduate student must keep in mind that even though a considerable amount of his work may be in courses admitting undergraduates, he is expected not merely to recite upon class assignments but to master subjects. A higher degree is conferred not alone in consideration of the number of credit hours accumulated but rather for high attainment in some major field and a thorough grounding in cognate branches."¹

¹ *University of Oklahoma Bulletin* — Issue for the Graduate College, Norman: University of Oklahoma Press, 1949.

The Graduate School

Dean Willis G. Swartz, Ph. D. (Iowa)	1930
Assistant to the Dean, David T. Kenney, Ph. D. (Illinois)	1951

History and General Information

The Graduate School of Southern Illinois University is one of six instructional divisions on the campus. Since the summer of 1944, graduate courses have been offered leading to the degree Master of Science in Education; and in 1948, the University was authorized to offer work leading to the degrees Master of Arts and Master of Science. By 1952, a total of 380 masters' degrees had been conferred. Of these, fifty-five were the Master of Arts, eleven the Master of Science, and 201 the Master of Science in Education.

The administration of the Graduate School is carried on by the Graduate Council. Its members are appointed by the President of the University in consultation with the Dean of the Graduate School, who is *ex-officio* chairman of the Council. The Faculty of the Graduate School is composed of the President of the University, the Dean of the Graduate School, and members of the University faculty who are designated by the Graduate Council, in accordance with standards established by it, and approved by the Graduate Faculty.

The degrees, Master of Arts and Master of Science, are available in the fields of art, biological sciences, botany, chemistry, English, foreign languages, geography, government, history, mathematics, microbiology, physical sciences, physics, speech, sociology and zoology. The degree, Master of Science in Education, may be obtained in the fields of the biological sciences, educational administration, educational clinical psychology, elementary education, English, foreign languages, guidance and counseling, industrial education, instructional supervision, mathematics, physical sciences, secondary education, special education, speech, social sciences, and fine arts. A minor in either philosophy or economics may be counted toward any one of the three degrees. A minor in business administration may be counted toward the degrees, Master of Science and Master of Science in Education.

Courses for which graduate credit is given are numbered from 400 to 499 when they are open to advanced undergraduates as well as to graduate students. When they may be taken by only the latter, they are numbered from 500 to 599. No course numbered below 400 may be taken for graduate credit.

General Requirements for the Master's Degree

Forty-eight quarter hours of acceptable graduate credit are required for the master's degree, except in fine arts. At least half of this number must be earned in courses numbered 500 or above. No more than sixteen quarter hours earned for work done in extension may be counted toward the degree; however, as much as twenty-four quarter hours of credit earned at the Belleville Residence Center will be accepted. A maximum of sixteen quarter hours of graduate credit earned in another fully-accredited institution may be transferred to count toward the master's degree, but in every case at least twenty-four hours of credit must be earned on the campus. No credit toward the degree may be earned in correspondence; and only credits earned within a six-year period preceding the completion of course requirements for the degree will be counted toward it.

Ordinarily a graduate student is expected to select both a major and a minor field. This is particularly true of those who major in the field of educational administration. Most of these majors will do some part-time teaching after receiving the degree and so will find it to their advantage to complete a minor in an academic field. A student may be permitted by his advisory committee and the Dean of the Graduate School to concentrate his efforts in one particular area of study. The graduate major consists, in most fields, of a minimum of thirty quarter hours of credit in the area of special concentration; some departments, however, require as many as forty quarter hours for the major, in which case no minor is required. The graduate minor consists of a minimum of fifteen quarter hours. A student may have a double major recorded upon his transcript by completing the necessary number of courses. One who has a master's degree in a field other than education from another institution, and who wishes to obtain a master's degree in education from Southern Illinois University, may count his major in that field as his minor for the second degree. In this case the student must demonstrate his competence in that field by taking a graduate course in it at this University.

Grades are recorded by the letters A, B, C, D, and E. An average of B (4.0) in all graduate courses taken is a prerequisite of the master's degree. Credit for any course for which the grade given is below C will not be counted toward the degree. If the graduate student fails to complete a course by the end of a term, he may be given a grade of "deferred". If the deficiency is removed by the end of the eighth week of the following term, the "deferred" is replaced with a letter grade; otherwise it then becomes a "W", followed by the grade earned in that portion of the course which was completed.

Each candidate for the master's degree shall either write a thesis, which may be counted for not more than nine nor fewer than five quarter hours' credit, carry out a special project, or take specific courses on the graduate level, as may be recommended by his advisory committee and approved by the Dean of the Graduate School. Each student who does not write a thesis must submit to the Graduate Office, for its permanent records, a copy of a research paper as evidence of his knowledge of formal research techniques.

The subject of the thesis is to be approved by the chairman of the advisory committee and the Dean of the Graduate School at least two terms before the date of graduation, and is to be reported to the Graduate Office by the student. The completed thesis shall be submitted for evaluation to the members of the student's advisory committee at least two weeks before the final examination. If possible it should be submitted, at some time before the examination, to all the committee members who administer the final examination. Two copies of the approved thesis (the original and first carbon) must be presented to the Graduate Office at least two weeks prior to the date of graduation, to be bound and shelved in the University Library.

Each candidate for a master's degree must pass a comprehensive examination covering all his graduate work, including the thesis. This examination may be written or oral, or both, as determined by the student's advisory committee. If a written examination is required, at least half of it shall be of a subjective nature. The committee for the oral examination shall be appointed by the Dean

of the Graduate School and shall consist of four or more members of the Graduate Faculty, with one outside the students major and minor fields of specialization. The duration of the oral examination shall be one to two hours.

The graduate student must file his application for graduation at least two months prior to the date of graduation. One copy of the application is to be presented to the Graduate Office and one to the Registrar. Application forms may be secured from either of these offices. At the same time, the student should make arrangements with the Bursar's Office for payment of the graduation fee.

The graduate student must assume responsibility for his progress by keeping an up-to-date record of the courses he has taken and by checking periodically with his advisory committee and the Graduate Office. Responsibility for errors in program or in interpretation of regulations of the Graduate School rests entirely with the student.

Candidates are expected to meet requirements in force during the year of graduation, but due consideration will be given the fact that a student may have been admitted and may have planned his work when other requirements were current. Important changes in requirements are put into effect gradually. Any change in intention, no matter how minor, should be reported to the Graduate Office, so that records may be accurately kept. It is especially important that the following data should be kept up to date on the student's record in the Graduate Office: the major and minor, the degree for which the student is a candidate or a potential candidate, the chairman of the advisory committee, and the thesis adviser.

Research

The Graduate Council assigns funds available for research to individual faculty members, to departments, and to special research agencies of the University. It also assists in acquiring research funds from foundations and other outside sources.

Biological Research Laboratory

Director Carl C. Lindegren, Ph. D. (California Institute of Technology)	1947
Associate Professor Maurice Ogur, Ph. D. (Columbia)	1953
Assistant Professor William H. Lucke, Ph. D. (Virginia)	1949
Assistant Professor Dan O. McClary, Ph. D. (Washington University)	1951
Assistant Professor A. Leonard Sheffner, Ph. D. (Illinois)	1951
Research Assistant Betty J. Burkhardt, B. S. (Illinois Institute of Technology)	1952
Research Assistant Maurice Gerstein, B. S. (Long Island University)	1952

Work in this laboratory is devoted to the genetical, cytological, biochemical, and radiobiological study of yeast. The laboratory is fully equipped for this type of investigation with the most modern apparatus available, including a Beckman spectrophotometer, micromanipulators, Warburg apparatus, and radiation equipment. It is staffed by three principal investigators holding the doctorate degree, and several assistants. The laboratory is frequently visited by other scientists interested in learning the unusual techniques that have been developed here, since the only other laboratories equipped to do this kind of work are in Paris and Copenhagen.

The laboratory is supported principally by the University, with grants coming from Anheuser-Busch, Inc., the United States Public Health Service, and the Atomic Energy Commission. The fundamental research carried on here has wide application, both theoretical and practical; yeast manufacturers are interested because of the possibility of developing new and different kinds of yeasts; the Public Health Service is interested because of the possibility that the work may have an application to cancer; and the Atomic Energy Commission is in-

terested because of the possibility of applying genetical studies in radiobiology to the problem of radiation sickness.

Publications from the laboratory have appeared in a number of the leading biological journals.

In addition to the biological research laboratory, there are well equipped laboratories for the use of those who do graduate work in the departments of botany, chemistry, microbiology, physics, and zoology.

Experimental Farm

James B. Mowry, Ph. D. (Rutgers), Supervisor of
Illinois Horticultural Experiment Station

1951

The Experimental Farm is a research agency consisting largely of the staff of the Department of Agriculture. The farm engages in investigations into such matters as variety trials for various vegetables, rotation trials, fertility trials, fertility research projects, and marketing of farm and other products. It publicizes its results in various agricultural service bulletins.

Separate from the work of the Farm, but also a part of the agricultural research program is the Illinois Horticultural Experiment Station which, in cooperation with the College of Agriculture of the University of Illinois, carries out experiments in fruit raising.

Other Organized Research

Research Assistant Richard J. Moran, B. S. (Iowa)	1951-53
Research Assistant D. O. Rettinger, B. A. (Southern Illinois)	1952-53
Research Assistant John C. Oberheu	1952-53

Southern Illinois University encourages research by its staff members. The research projects are of two kinds—some which are designed to add to the sum total of human knowledge and others which are designed to find practical applications of known facts, particularly to Southern Illinois.

A large number of faculty members engage in special individual research projects. In addition, there are a number of cooperative projects such as the Wildlife Research Project being undertaken with the State Natural History Survey, the Department of Conservation, the Fish and Wildlife Service, and the Wildlife Research Institute; the Forestry Service Project being undertaken with the Central States Forestry Experiment Station of the United States Department of Agriculture Forest Service; the Fisheries Research Project being undertaken in cooperation with the Illinois Department of Conservation and the Illinois Department of Public Health.

Graduate Assistantships

Graduate research assistantships are available in the following fields and departments: in the biological sciences, botany, microbiology, physiology, and zoology; in education, educational administration, elementary education, guidance and counseling, home economics, industrial education, physical education, and special education; in the humanities, art, English, foreign languages, philosophy, and speech; in the physical sciences, chemistry, mathematics, and physics; in the social sciences, economics, geography, government, history, and sociology; and in the Extension Service, Museum, office of the personnel deans, and University library.

Graduate assistantships are awarded upon the basis of scholarship. Recipients are permitted to carry normal graduate loads, which vary somewhat with the work load which each assistantship entails. The stipend for the academic year is \$990, plus remission of tuition.

Applications should be made, if possible, before March 15 preceding the academic year for which the assistantship is desired. Inquiries may be addressed to the Dean of the Graduate School.

Tuition and Fees

Matriculation fee (not charged to graduates of Southern Illinois University)	\$ 5.00
Graduate Aptitude Test fee	\$2.00
Tuition for residents of Illinois (per term)	\$15.00
(or \$2.00 per quarter hour of credit up to eight hours, inclusive)	
Tuition for non-residents (per term)	\$25.00
Book rental fee (per term)	\$ 2.50
Graduation fee	\$10.00

Admission

Admission to the Graduate School is granted by the Registrar and the Dean of the Graduate School, but approval for majoring in a particular department can be given only by the chairman of that department. Field majors must be approved by the chairman of each department concerned. Unconditional admission to the Graduate School is granted only to graduates of fully-accredited colleges and universities; graduates of institutions of limited accreditation, however, may be given conditional admission, depending upon the merit of the institution concerned. Students whose undergraduate records are not such as to indicate ability to do high quality work should not expect unconditional admission to the Graduate School.

Forms upon which application may be made for admission to the Graduate School may be obtained from the Office of the Graduate School. With the application, the applicant must submit an official transcript (sent directly from the college or university from which the degree was received) of all his undergraduate work and of any graduate credits which he may wish to transfer.

A student who wishes to enter the Graduate School immediately after graduation may submit, during the final term of undergraduate work, a transcript bearing an indication of the courses he is taking, together with a statement from his registrar that graduation will follow successful completion of his current enrollment. A supplementary transcript which records all completed courses and the degree earned must be submitted before full admission can be granted. A student who has completed his undergraduate work and has been recommended for graduation may be admitted to the Graduate School before the bachelor's degree is conferred. Credentials submitted to the University become its permanent property and are placed on file in the Registrar's Office.

Undergraduate students who are within one term's work (sixteen quarter hours) of meeting requirements for the bachelor's degree may take courses for graduate credit by applying for admission to the Graduate School and obtaining approval from the departmental chairman concerned for their proposed major. Undergraduates who take such courses for graduate credit must also obtain the approval of the Dean of the Graduate School at the time of registration.

A person who holds the bachelor's degree and who does not wish to become a candidate for a higher degree or for another bachelor's degree, but who wishes to take work in the University, should apply for admission as a special student. In such a capacity he may enroll in graduate or undergraduate courses for which he has had the prerequisites. No course can be credited toward a master's degree unless the student, at the time the course is taken, has applied for admission to the Graduate School as a regular graduate student.

Admission to Full Graduate Standing

Written approval for each student to major in the department of his choice must be obtained at the time of his first registration in the Graduate School from the chairman of the department or his representative. If this is not done, the student will have no assurance that courses taken in that department will lead to a major or be applied toward a master's degree at this University. The process by which a proposed major is approved is initiated by

the Dean of the Graduate School, who informs each student of the action taken by the departmental chairman, and of any conditions which have to be fulfilled before the major can be considered for final approval.

The student attains full graduate standing when he has fulfilled the prerequisites of his major department and has made satisfactory scores upon the Graduate Aptitude Test—or has completed half the work for the master's degree with an average of "B" or better in the event that his scores are not satisfactory. In no case is such a successful completion of half the required work to be considered an acceptable alternative to taking the Graduate Aptitude Test.

Advisement

To each student admitted to the Graduate School is assigned, by the Dean of the Graduate School, an advisory committee representing his major and minor fields. This committee assists the graduate student in making out his program of studies, both term-by-term and long-range. For this reason a conference should be arranged, as early as possible in the student's career, between him and his advisers, so that his overall program may be planned. Later conferences should be scheduled whenever they become necessary. As soon as the student selects his thesis topic and adviser, the adviser is designated as chairman of the advisory committee. In addition to assisting the student in planning his program, the advisory committee supervises all comprehensive oral and written examinations and evaluates the thesis.

The maximum burden of work for graduate students during a regular term is eighteen quarter hours; twelve is considered to be a normal load. Maximum for graduate assistants and assistant instructors is fourteen quarter hours; for persons who are otherwise employed full time, eight. These maxima may be exceeded only with the permission of the Dean of the Graduate School.

A number of graduate courses, particularly in education and in guidance and special education, are scheduled for evenings and Saturdays, for the benefit of those who are employed during the day. Courses on the 400 level, which carry four quarter hours' credit, are required to meet for sixteen, two-and-one-half hour sessions during the term, rather than for one session per week.

A graduate student is expected to plan his work carefully; hence program changes after registration should not be necessary. Such changes must be approved by the chairman of the student's advisory committee, and the Dean of the Graduate School, whenever they do become necessary. Program change cards may be obtained from the Graduate School Office.

Requirements for the Degrees, Master of Arts and Master of Science

A reading knowledge of a modern foreign language is required in all cases for the Master of Arts degree. The requirement also applies for the Master of Science degree in those departments which have an undergraduate language requirement. The major department will determine whether this requirement is satisfied by one year of successful course work in the chosen language, or whether a special language examination, given by the foreign language department, will be required. The foreign language requirement is to be fulfilled at least three months prior to graduation. The requirement that a thesis be submitted is administered for each individual student by the chairman of the major department, the student's advisory committee, and the Dean of the Graduate School. In most cases the requirement is met by the presentation of a formal thesis, written in the conventional manner, rather than by the substitution of specific courses or special projects.

Requirements for the Degree Master of Fine Arts

Sixty quarter hours of acceptable graduate credits are required for the Master of Fine Arts Degree, of which a minimum of twenty-four quarter hours must be on the 500 level and the remainder on the 400 level.

Further information may be obtained by writing the Graduate School or the Department of Art.

Requirements for the Degree Master of Science in Education

One who is a candidate for the degree Master of Science in Education, and a prospective teacher in the public schools of Illinois, must meet the minimum educational requirements for teaching in Illinois, as are laid down by the State Teacher Certification Board: twenty-four quarter hours of education, including eight quarter hours of practice teaching and specific courses listed in the general catalog of the University. Any exception to this rule must be approved by the Dean of the College of Education and the Dean of the Graduate School. The student should seek counsel regarding the completion of these courses before his first enrollment for graduate work.

The thesis requirement will be administered for each individual student by the chairman of the major department, the student's advisory committee, and the Dean of the Graduate School. For majors in educational administration and elementary education, Education 500 and Guidance and Special Education 420 or 421 or 422 will be required in lieu of the thesis. There is no foreign language requirement for the degree Master of Science in Education.

Curricula for Majors

In Educational Administration. Students majoring in this area will take thirty-two quarter hours from courses listed below. Those students who have not had in their undergraduate work Education 424, 460, and 456 will be required to take at least one course in the department of education in each of the following areas: Administration (424 or 535); Curriculum (460, 550, or 561); and Supervision (456 or 556). In addition, students who do not elect to write a thesis will be required to take Education 500 (formerly 499) and one of the following courses: Guidance and Special Education 420, 421, or 422. Other courses highly recommended for those who major in this area are Education 533 and 534. Only those who are now actively engaged in positions involving school administration or those who contemplate such placement should follow this curriculum.

In the Department of Education:

- 424. School Administration
- 430. History of Education
- 432. Public Opinion, Propaganda, and Education
- 456. School Supervision
- 460. Curriculum
- 470. Extra Class Activities
- 500. (499) Research Methods
- 501-510. Seminars in Education
- 523. Theory and Legal Basis of American Education
- 533. School Buildings
- 534. School Finance
- 535. Research in Problems of Administration
- 539. Community Development through the School
- 540. Developmental Reading
- 550. Core Curriculum in the Secondary School
- 554. Contrasting Philosophies of Education
- 556. Seminar in Supervision
- 557. The Elementary Principalship
- 561. Curriculum Adjustment

564. The High School Principalship

575. Individual Research

597, 598, 599. Thesis

Courses offered by the Department of Guidance and Special Education which may be applied toward a major in educational administration are as follows:

420. Educational Statistics

421. Tests and Measurements in the Secondary School, or,
422. Tests and Measurements in the Elementary School

442. Guidance Services in the Public School

542. Techniques of Counseling

562. The Schools' Function in Relation to Child Development

In Elementary Education. The graduate major in elementary education consists of forty quarter hours of approved graduate credits in the area, plus eight quarter hours of guided electives. Students who have not had Guidance and Special Education 422 (or its equivalent) in their undergraduate work will be required, in lieu of a thesis, to take this course and Education 500 (formerly 499). Majors in this area should take at least forty quarter hours from the following courses offered by the Department of Education:

432. Public Opinion, Propaganda, and Education

433. Workshop in Elementary Education

437. Problems in Reading

456. School Supervision

461. The Elementary School Curriculum

465. Seminar in the Psychology of Elementary School Subjects

470. Extra Class Activities

500. (499) Research Methods

501-510. Graduate Seminars in Education

539. Community Development through the School

540. Developmental Reading

541. Modern Science Teaching in the Elementary School

542. Language Arts in the Elementary School

543. Teaching the Social Studies in the Elementary School

555. Philosophical Foundations of Education

556. Seminar in Educational Supervision

561. Curriculum Adjustment

563. Organization of the Elementary School

575. Individual Research

597, 598, 599. Thesis

Courses in the Department of Guidance and Special Education from which up to eight quarter hours may be taken to be applied toward the major in elementary education are as follows:

414. The Exceptional Child

420. Educational Statistics

422. Tests and Measurements in the Elementary School

425. Diagnosis and Correction of School Behavior Problems

426. Symposium on Procedures in Individual Student Guidance

442. Guidance Services in the Public School

515. Seminar in Advanced Educational Psychology

526. Techniques in Individual Student Guidance

528. Advanced Guidance of the Individual Student

562. The Schools' Function in Relation to Child Development

In Guidance and Counseling. In this area, a forty-eight quarter hour major is recommended. Students who major in guidance and counseling are required to take the following courses in the Department of Guidance and Special Education:

- 421. Tests and Measurements in the Secondary School, or,
422. Tests and Measurements in the Elementary School
- 442. Guidance Services in the Public School
- 523. Measurement of Interests and Aptitudes of Students
- 526. Techniques in Individual Student Guidance, or,
426. Symposium on Procedures in Individual Student Guidance
- 541. Occupational Information and Guidance
- 542. The School Guidance Worker as a Counselor
- 543. Guidance Through Organized School Groups
Electives should be taken from among these courses:
- 414. The Exceptional Child
- 420. Educational Statistics
- 425. Diagnosis and Correction of School Behavior Problems
- 500-510. Research
- 515. Seminar in Advanced Educational Psychology
- 520. Advanced Educational Statistics
- 528. Advanced Guidance of the Individual Student
- 545. Problems in Guidance
- 562. The Schools' Function in Relation to Child Development
- 564. Directing Student Personnel Services
- 570. Vocational Guidance of Handicapped
- 576. Practicum in School Personnel Work
- 580. Thesis
- Education 437. Problems in Reading
- Education 470. Extra Class Activities

In Instructional Supervision. The major in instructional supervision consists of a minimum of thirty quarter hours of approved graduate credit in the area, plus a sixteen quarter hour minor or that number of credits in guided electives. A major in instructional supervision may also be earned in the internship program described below. Students who major in instructional supervision are required to take the following courses in the Department of Education:

- 424. School Administration
- 456. School Supervision, or, 556. Sem. in Educational Supervision
- 460. Curriculum, or 461. The Elementary School Curriculum
- 500. Research Techniques
- 575. Individual Research

Also required is one of these courses in the Department of Guidance and Special Education.

- 420. Educational Statistics, or, 421. Tests and Measurements in the Secondary School, or, 422. Tests and Measurements in the Elementary School

- 515. Seminar in Advanced Educational Psychology

The major in instructional supervision must take at least eight quarter hours in curriculum work. Electives to be applied toward such a major may be taken from the following courses in the Department of Education:

- 437. Problems in Reading
- 456. School Supervision
- 465. Seminar in the Psychology of Elementary School Subjects

- 470. Extra Class Activities
- 540. Developmental Reading
- 541. Modern Science Teaching in the Elementary School
- 550. Core Curriculum
- 554. Contrasting Philosophies of Education
- 555. Philosophical Foundations of Education
- 556. Seminar in Educational Supervision
- 561. Curriculum Adjustment

Courses in the Department of Guidance and Special Education which may be taken and applied on the major in instruction supervision are as follows:

- 414. The Exceptional Child.
- 420. Educational Statistics
- 421. Tests and Measurements in the Secondary School, or,
 - 422. Tests and Measurements in the Elementary School
- 425. Diagnosis and Treatment of School Behavior Problems
- 515. Seminar in Advanced Educational Psychology
- 523. Measurement of Interests and Aptitudes of Students
- 542. The School Guidance Worker as a Counselor

In Secondary and College Education. Those who wish to work in the area of secondary and college education should take a major of at least thirty quarter hours of credit in an academic department or field, and a minimum of sixteen quarter hours in the Department of Education or in the Department of Guidance and Special Education. The major may be obtained in art, the biological sciences, English, foreign languages, industrial education, mathematics, physical sciences, social sciences, and speech. If work in two academic departments is combined in a field major, no fewer than ten quarter hours of credit may be counted in either. If the field major comprises work in three departments, at least eight quarter hours of credit are required in each.

In Special Education. No particular group of courses is required for the major in special education, since each student must specialize in one particular area, such as deaf and hard of hearing. Among the more general courses which majors in special education will take, however, are these, in the Department of Guidance and Special Education:

- 413. Organization, Administration, and Supervision of Special Classes
- 414. The Exceptional Child
- 417. The Atypical Child and Social Agencies
- 428. Speech Correction for Classroom Teachers
- 515. Seminar in Advanced Educational Psychology
- 562. The Schools' Function in Relation to Child Development
- 577. Practicum in Special Education

Other courses will be selected by the adviser in each particular case, according to the area in which the student is specializing.

The Graduate Internship Program.

The Southern Illinois University Teacher-Supervisor-Administrator Internship Program is designed to meet the needs of graduate students who desire to obtain practical experience in a public school while working toward the degree Master of Science in Education. Graduate students may enroll in either a teaching, a supervising, or an administrative curriculum, and may major on either the secondary or the elementary level. The form upon which application for admission is made may be secured from the Director of Teacher Training, and should be completed and returned to him at the earliest possible date. Interns will be admitted in the order in which their applications are approved. Professional courses selected by the intern to total the thirty-two quarter hours

of class work which are required must be approved, prior to his enrollment, by the Director of Teacher Training.

The schedule according to which credits in the Graduate Internship Program are earned is as follows:

	Quarter hours
1. Summer term on campus	12
2. The regular school year (during this period the student will be working under the supervision of a consultant from the office of the Director of Teacher Training)	
a. A field study	4
b. Two Saturday or evening courses	8
c. Teaching, supervisory, or administrative duties assigned by the public school and the University consultant acting together, on a half-time basis. The cooperating public school will pay the intern a salary of approximately one-half that which would be received for full-time work	0
d. One-half time devoted to a "practicum" assigned by the consultant	12
3. Summer term on campus	12
	48

Prerequisites for participation in the Graduate Internship Program are as follows:

1. The application for admission should be filed with the Director of Teacher Training no later than the beginning of the spring quarter which precedes the summer session immediately prior to the actual internship.

2. In order for the applicant to be accepted, the application must receive the approval of the Dean of the Graduate School, the Director of Teacher Training, and the administrator of one of the public schools approved for the program.

3. In order for the application to be approved, the applicant must be a graduate of an accredited college or university, with thirty-two quarter hours of education including practice teaching, and must be certified to teach in the State of Illinois.

4. The prospective intern must have completed English 391 (English 300 in the case of English majors and minors) with a grade of C or better. An evaluation of a similar course taken at another university must be approved by the chairman of the Department of English.

5. The prospective intern must have taken Speech 101 and should have received at least a grade of C. An evaluation of a similar course taken at another university must be approved by the chairman of the Department of Speech.

6. Following acceptance, the applicant must meet with the Dean of the Graduate School and the Director of Teacher Training so that a curriculum which meets his needs may be decided upon.

7. Such factors as emotional maturity, adherence to democratic principles, moral character, and scholarship will be taken into consideration in the admission of applicants to the Graduate Internship Program.

Courses in the Graduate School

Graduate courses are in two categories:

1. Courses numbered 400 to 499 are open to both advanced undergraduates and graduate students. A maximum of twenty-four quarter hours of credit on this level may be counted toward the master's degree. Seniors who wish to receive graduate credit for a 400 course during their last term of undergraduate study must apply for admission to the Graduate School and must obtain, at the time of registration, the approval of the instructor and the Dean of the Graduate School; and the instructor must indicate on the grade sheet which is sub-

mitted to the Registrar at the end of the term that the student has earned graduate credit in the course.

(2) Courses numbered 500 to 599 are open only to graduate students. Undergraduates of advanced senior standing who are within sixteen quarter hours of graduation may take 500 courses for graduate credit, during the last term of undergraduate study, by making application for admission to the Graduate School.

A minimum of twenty-four quarter hours of credit earned in 500 courses is required for the master's degree.

Art

Graduate courses in art may be taken leading to the degrees Master of Fine Arts, Master of Science, and Master of Science in Education. Additional information may be secured by writing the Graduate School or the Department of Art.

- 465-2 to 12. Research in Painting, Pottery, Metal Construction, or Art Education.
 490-2 to 12. Studio in Painting, Pottery, Metal Construction, or Art Education.
 500-2 to 12. Seminar in Painting, Pottery, Metal Construction, or Art Education.
 510-2 to 12. Research in Painting, Pottery, Metal Construction, or Art Education.
 599-5 to 9. Thesis.

Botany

Graduate courses in botany may be taken as a major or minor leading to the degrees Master of Arts and Master of Science, or as part of a biological science major leading to the degrees Master of Arts, Master of Science, and Master of Science in Education.

- 403-1 to 5. Advanced Taxonomy. An advanced study of any division of the plant kingdom, both native and cultivated. Laboratory and field work. Transportation charges, \$10.00. Prereq, 101, 203. Summer.
- 425-5. Advanced Plant Physiology I. A study of the water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory. Prereq, 101, 202, 210, 320. Desirable antecedents, year of chemistry, some physics. Welch.
- 430-5. Advanced Plant Physiology II. A study of photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Laboratory. Prereq, 101, 202, 210, 320. Desirable antecedents, year of chemistry, some physics. Welch.
- 450-4. Plant Geography. A world survey of natural areas of vegetation. Evolution of floras and present distribution. Prereq, 101, 202, 203, or the approval of the instructor. Voigt.
- 470-4. Methods in Biology. (Same as Zoology 470.) A study of methods, objectives, types of courses. Laboratory and field trips to Southern Illinois high schools. Welch.
- 510-5. Bio-Ecology. (Same as Zoology 510.) A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Prereq, approval of dept. Laboratory and field trips. Field trip cost to the student \$10-\$20. Gersbacher.
- 522- . Advanced Histological Technique. A study in the preparation and presentation of research materials. Laboratory work only. Prereq, approval of dept. Credit on work completed.
- 525-5. Cytology. Microscopical study of protoplasm, including mitosis and meiosis; discussions of cytological behavior. Laboratory. Prereq, approval of dept. Kaeiser.
- 540-5. Advanced Ecology. Ecology of grasses, grasslands, forests, and arable lands; studies in secondary succession, burns, abandoned and "wild" land. Field trips, cost to students about \$10.00. Prereq, 340 or equivalent. Voigt.

- 590-2. Introduction to Research.** Methods of presentation of research materials, including written reports, graphs, photographs, bibliographies. Kaeiser.
- 591, 592, 593-3 to 9. Problems and Introduction to Research.** Assignments involving research and individual problems. Prereq, approval of the department. Students to register for not fewer than 3 hr per term not more than 3 terms.
- 597-3 to 9. Thesis.** Work involved in the research for and presentation of a thesis. Not more than 9 hr nor fewer than 5 hr will be allowed on thesis work. Student advised to take no more than three hours per term. Before applying for the full 9 hr, student should check the total hr. in 591, 592, 593, 597, which cannot exceed 15.

Business Administration

Graduate courses in business administration may be taken as a minor leading to the degrees, Master of Science and Master of Science in Education.

- 401-4. Problems of Business Education.** A survey of the fundamentals of business education with particular reference to the history and status of business education and the problems related to the business curriculum, objectives, types of learning, instructional materials, and measurement and standards of achievement. Prereq, permission of instructor. DuFrain.
- 402-4. A Review of Research in Business Education.** A study of business education based on the findings of research in the field. Attention given to the problems studied, the investigational procedures used, and the major findings and conclusions of the outstanding research workers in business education. Prereq, permission of instructor. Rahe.
- 471-4. Business Organization and Management.** A study of business organization and management, theory, and practice. Rehn.
- 472-5. Small Business.** A study of the position of small business in the national economy, including the organization, financing, location, personnel policies, merchandising practices, records, government regulations, and taxes.
- 473-4. Business Enterprise and Public Policy.** Some major problems of social control of business arising out of the operation of business in modern society; the necessity for control, types of control from business self-regulation to government ownership, the effect of control on business, and the general effect of control on the well-being of society.
- 475-4. Budgeting and System.** Budgeting and system as aids in coordinating and directing business operation. Prereq, 253 and 320. Rehn.
- 479-4. Problems in Business and Economics.** Application of economic theory to practical business problems. Open to undergraduate majors in business administration or economics, or to graduate minors in business administration or economics. Rehn.

The following graduate courses in economics may also be counted toward a minor in business administration or toward a combined business administration-economics major:

- Economics 416. Money and Banking II. 4 hr
- Economics 440. Value and Distribution. 3 hr
- Economics 450. History of Economic Thought. 3 hr
- Economics 470. Business Cycles. 3 hr
- Economics 481. Comparative Economic Systems. 3 hr
- Economics 500-501. Economics Seminars. 4 hr

Chemistry

Graduate courses in chemistry may be taken as part of a physical science major leading to the degrees, Master of Arts, Master of Science, and Master

- of Science in Education. Graduate chemistry courses may be taken alone as a minor toward the degrees, Master of Arts and Master of Science.
- 411-4. Advanced Inorganic Chemistry.** Modern inorganic chemistry involving atomic structure, chemical bonds, complexes and chelate structures; chemistry of familiar and less familiar elements. Prereq, 221, 231, 232, 342.
- 431-3. Quantitative Organic Chemistry.** The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis; illustration of general method of procedure in the field of quantitative organic chemistry. Prereq, 231, 232, and 343. Hadley. Fall.
- 441-4. Qualitative Organic Analysis.** A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. Prereq, 221 and 343. Hadley. Winter.
- 451-4. Biological Chemistry.** A study of carbohydrates; fats and related substances; proteins and amino acids, enzymes, digestion, absorption, and detoxication. Prereq, 306 or 343, or registration in 343. Scott. Spring.
- 452-4. Biological Chemistry.** A study of the blood and lymph; acidbase regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of urine and blood. Prereq, 232 and 451. Scott. Summer.
- 461-4. Physical Chemistry.** Lecture and laboratory. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prereq, 231, 232, and 343; Mathematics 252; Physics 106, 107, and 108. Van Lente. Fall.
- 462-4. Physical Chemistry.** Lecture and laboratory. A continuation of 461, including a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Prereq, 461 and Physics 306. Van Lente. Winter.
- 463-4. Physical Chemistry.** Lecture and laboratory. A continuation of 462, including chemical thermodynamics, the quantum theory, nuclear structure, photochemistry, atomic structure, and molecular structure. Prereq, 462. Van Lente. Spring.
- 471-4. Industrial Chemistry.** A survey course on modern industrial chemistry, including a study of chemical literature, and an introduction to chemical research processes. Prereq, 342 and a reading knowledge of German (or French). Hadley. Spring.
- 475-1/2, 476-1/2. Seminar.** Required of junior and senior chemistry majors. Winter, Spring.
- 491-3 to 12. Senior Research.** Chemical research on relatively simple problems under direction of staff members. Prereq, major in chemistry with "B" average and departmental approval. 10 hr of laboratory a week. Hadley, Neckers, and Van Lente.
- 591, 592, 593. Chemical Research.** Research in inorganic-analytical, organic, or electrochemistry. Prereq, undergraduate major in chemistry, plus a minor in physics or mathematics. 3 hr each.

Economics

Graduate courses in economics may be taken as part of a social science major leading to the degree Master of Science in Education, and as a minor toward the Master of Arts, Master of Science, and Master of Science in Education degrees.

- 411-4. Labor Organizations.** Development, present structures, economic aspects. Prereq, 310. Winter.
- 416-4. Money and Banking II.** Emphasis upon the Federal Reserve and other banking systems. Prereq, 315.
- 440-3. Value and Distribution.** Emphasis on monopolistic competition. Maverick. Fall, alternate years.

- 450-3. History of Economic Thought.** Great economists and the development of economic theory.
- 451-3. Economic Theories.** A study of the theories of recent leading economists.
- 470-3. Business Cycles.** Major business fluctuations in the United States — prices, employment, production, credit, inflation and deflation, and government action during the cycles. Prereq, 315 or 440.
- 481-3. Comparative Economic Systems.** Capitalism, socialism, fascism, and other forms of the economy.
- 500-3 to 5. Economics Seminar.** An investigation of the writing of John Maynard Keynes.
- 501-3 to 5. Economics Seminar.** Contemporary books and periodicals in economics.
- 599-3 to 9. Thesis.**

Education

Graduate courses in education may be taken for a major in educational administration, in instructional supervision, and in elementary education, all leading to the degree Master of Science in Education. Graduate education courses may also be taken as a minor in the area of secondary and college education, toward the Master of Science in Education degree; and as a minor leading to the degrees, Master of Arts and Master of Science.

- 401-2. Problems in Public School Reading.** Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. Summer.
- 412-4. Illinois School Law.** Designed to provide (a) interpretation and understanding of Illinois school laws and (b) competency in fulfilling, administering, and evaluating provisions of the school laws of the State of Illinois. Includes study of Federal legislation and court decisions affecting Illinois public schools. Open to senior and graduate students.
- 424-4. School Administration.** A course designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Prereq, Guid. 305, or Adolescent Psychology.
- 430-4. History of Education.** To present the historical background of present day education; to trace the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. Prereq, Guid. 305, Child Psychology or Adolescent Psychology.
- 432-4. Public Opinion, Propaganda, and Education.** A course analyzing, classifying, and giving means of combating propaganda. Designed to show how public opinion is formed by use of current materials from the different channels of communication. The differences between propaganda and indoctrination. Prereq, consent of instructor.
- 433-4. Workshop in Elementary Education.** A course designed to meet the immediate needs of in-service teachers in such areas as curriculum adjustment, remedial teaching, child development.
- 437-4. Problems in Reading.** Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prereq, consent of instructor.
- 456-4. 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. A course for present and prospective principals or supervisors who wish to familiarize themselves with accepted principles of supervision in elementary and secondary schools. Prereq, three courses in education, and teaching experience.
- 460-4. Curriculum.** Modern practices and procedures in curriculum development; principles and practice in evaluation and construction of curriculum areas, with attention to the professional, social, economic,

and other major factors in curriculum planning. Prereq, consent of instructor.

- 461-4. **The Elementary School Curriculum.** A critical study of the reorganization, construction, and administration of the elementary school curriculum. The basic issues in realizing a sound curriculum, and to the installation, adaptation, and administration of the revised curriculum.
- 465-4. **Seminar.** Psychological principles of learning applied to the mastery of materials used in elementary school subjects. Prereq, 314, Guid. 305 or Child Psychology and senior standing.
- 470-4. **Extra-Class Activities.** Student expected to specialize in one extra class activity in terms of his own interests and needs. Prereq, consent of instructor.
- 500 (499)-4. **Research Methods.** Practical training in research and writing techniques in the field of education. Bibliography materials, footnotes, use of the library.
- 501-510-4 hr each. **Graduate Seminars in Education.** For majors and minors. How to choose research topics and how to conduct research activities. The selection of a subject for research and the presentation of it before the group.
- 511, 512, 513-4 hr each. **Internship Practicum.** Courses of instruction aimed at closely relating the study of theory and practical experience, both being carried on simultaneously in conjunction with a cooperating public school and the College of Education. Open only to students who have been admitted to the internship program.
- 523-4. **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 emphasis on Illinois school law.
- 527-6. **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 devoted to visiting schools in the area, and the remaining days spent in research and in seminar. Problems of plant construction and maintenance, budgeting, evaluation, curriculum, classroom organization, office practice, and administration. Specialists used as consultants when possible. Limited to administrators.
- 533-4. **School Buildings.** A course dealing with those various phases of physical plant design and maintenance of concern to the school administrator. Students who have had education 525 not to enroll in this course for credit. Prereq, 424.
- 534-4. **School Finance.** A course dealing with the fiscal administration of public education at the national, state, and local levels. Students who have had education 525 not to enroll in this course for credit. Prereq, 424.
- 535-4. **Research in Problems of Administration.** An intensive four-weeks 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.
- 539-4. **Community Development Through the School.** A course requiring comprehensive survey of the resources of a particular community; the cataloguing of material for use by the teachers of the community, to help determine needed curriculum changes.
- 540-4. **Developmental Reading.** A course to give aid to the teachers of reading. Course so designed for teachers of reading that prerequisite courses are not necessary.
- 541-4. **Modern Science Teaching in the Elementary School.** A course designed to help teachers with the problems of teaching science in the elementary school: aims, methods, materials, and equipment. Special emphasis

- placed upon grade placement of materials and the use of community resources.
- 542-4. **Language Arts in the Elementary School.** A study of the practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts, other than reading. Attention given to evaluation of teaching materials in these areas.
- 543-4. **Teaching the Social Studies in the Elementary School.** Attention given to organization of material for teaching purposes, techniques of classroom presentation, bibliographies of materials, use of audio and visual aids to instruction, and techniques for evaluating student progress. Readings, lectures, and discussions related to required teaching experience.
- 550-4. **Core Curriculum in the Secondary School.** A course designed to help students gain a functional understanding of the core concept. Consideration given to techniques of selecting materials and to the cooperative planning of units of work. Critical study of current practices in this field. Prereq 460.
- 554-4. **Contrasting Philosophies of Education.** A course dealing, both historically and contemporaneously, with the ideologies which have developed from different concepts of education; and emphasizing the alternatives facing American educators in the immediate future.
- 555-4. **Philosophical Foundations of Education.** A course examining, in the primary sources, the basic concepts which have influenced and are influencing modern education. (Not open to students who have had 355.)
- 556-4. **Seminar in Educational Supervision.** The major objectives of the course: to guide the student in research on present practice and experiment in supervision; to acquaint him 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.
- 561-4. **Curriculum Adjustment.** Curriculum trends in the United States. Study of the curriculum of one individual school, with recommendations for a program of changes to be made.
- 563-4. **Organization of the Elementary School.** An analysis of types of elementary school organization with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to students' professional problems.
- 575-2 to 4. **Individual Research.** The selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff. By special arrangement.
- 597, 598, 599. **Thesis.** Minimum, 5 hr credit; maximum, 9 hr of total credit in the three courses.

English

Graduate courses in English may be taken as a major or a minor leading to the Master of Arts or the Master of Science degrees, and as a major toward the degree Master of Science in Education.

- 402-4. **Chaucer.**
- 403-4. **The English Language.** A history. Knowledge of German a desirable preparation for the course. For English majors.
- 404-4. **Contemporary British and American Philology.** Development of modern British and American speech.
- 405-4. **Modern American Poetry.** A study of the important poets since Whitman.
- 406-4. **American Drama.** The rise of the theater in America, the drama of the early period, and intensive reading of modern plays.

- 407-4. **Literary Criticism in America.**
- 424-4. **English Renaissance.** The expansion of learning of the age, as it is reflected in literature.
- 431-4. **The Eighteen-Nineties.** Studies of English authors of the 1890's.
- 464-4. **Modern Continental Drama.** A survey of the continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal.
- 467-4. **Studies in Prose Style.** Analysis of the methods and devices used by prose writers to obtain aesthetic and emotional effects.
- 468-4. **Aesthetics of Literature.** The basic principles of literary composition and appreciation, in the light of recent aesthetic theory.
- 469-4. **Modern Criticism.** Recent critics and critical attitudes, and practice in writing criticism.
- 485-4. **Problems in the Teaching of English.** Studies of the aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.
- 492-4. **Advanced Creative Writing.** A laboratory course in creative writing. Prereq, 392, or consent of the instructor.
- 500-2. **Materials and Methods of Research in English.** The principal tools of literary scholarship and the more important studies and journals. Practice in the preparation of selective bibliographies and scholarly reports.
- 501-4 to 12. **Individual American Writers.** Each course the intensive study of an American author selected for that term.
- 506-4. **Old English.** Old English grammar and readings. Credit for this course allowed only if the student also takes 516.
- 507-3. **Medieval Romances in English.**
- 508-4. **The Rise of Realism in American Fiction.** Extensive reading in American literature after the Civil War.
- 510-4. **Seminar: Chaucer: Troilus and Criseyde and the Minor Poems.**
- 511-4 to 8. **Seminar: Problems in Middle English Literature.** Piers Plowman, Wycliff's tracts, Chaucerian and other works of the fourteenth century. Prereq, 403, History 322.
- 514-4. **Problems in Seventeenth-Century Literature.**
- 515-4. **Dr. Johnson and His Circle.** Personalities, critical attitudes, philosophies, politics, manners and customs, the development of Romanticism.
- 516-4. **Beowulf.** Prereq, 506.
- 517-4. **The Metaphysical Poets.** Donne, Herbert, Crashaw, Vaughan, and Traherne; their place in English poetry, their similarity to twentieth-century poets.
- 520-4. **The English Romantic Movement.**
- 521-4 to 12. **Individual English Writers.** Each course the intensive study of an English author selected for that term.
- 526-4 to 8. **Studies in the Victorian Essay.** Non-fiction prose of mid-nineteenth century England.
- 540-4. **The Essay.** The development of the essay from Sir Francis Bacon to the present.
- 545-4. **The Epic.** Epic poetry and its influence.
- 554-4. **Eighteenth-Century English Novels.** The origins of the novel, and its relation to other types of literature; the development of the novel through the eighteenth century; the early novel as an art form and a social instrument.
- 555, 557-4. **Studies in the Victorian Novel.** Reading, research, and reports. The first course to extend to about 1860; the second, to 1900.
- 560-4. **Elizabethan Drama.**
- 561-4. **The Restoration and Eighteenth-Century Drama.** English drama from the Restoration to 1800.

- 562-4. **The Development of the Tragic Drama From Aeschylus to the Present time.**
- 566-4. **Shakespeare.** A review of the works of Shakespeare, extensive work in the Shakespeare scholarship.
- 577-4. **Naturalism in the Novel and the Drama.** Philosophical and literary naturalism, from the late nineteenth century to the present.
- 580-4. **Traditional Themes in Literature.** Persistent themes and legends in literature — King Arthur, Faust, Utopia, and the like.
- 599-2 to 9. **Thesis.**

Foreign Languages

Graduate courses in French, Spanish, or German may be taken as a major or a minor leading to the degrees, Master of Arts and Master of Science in Education.

Before receiving either the Master of Arts or Master of Science in Education degree with a foreign language specialization, the candidate, as part of his regular examinations for the degree, must satisfactorily pass a written examination in the literature of his language specialty and an oral examination in that language itself.

For the Master of Science in Education degree, Romance Philology 410 is required for both French and Spanish majors. For the Master of Arts degree, Romance Philology 410 and 515 are required for both French and Spanish majors. All romance philology courses may be counted toward either French or Spanish majors. Other course requirements will be determined upon the basis of the student's undergraduate preparation.

Students may major in German by special arrangement with the department.

French

- 440-2. **French Poetry of the Renaissance.** A study of the development of French poetry from 1550 to 1600.
- 500-2. **Seminar in Contemporary French Literature.** Intensive study of the "roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romain.
- 501-2. **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.
- 509-4. **French Literature from 1800 to 1850.** A study of Romanticism in French literature and of its relation to the general European Romantic movement.
- 510-4. **French Literature from 1850 to 1900.**
- 511-3. **Twentieth-Century French Drama.** A study of French drama from 1900 to the present.
- 520-4. **Graduate Composition and Diction.** Composition based on study of contemporary French authors; individual work in pronunciation and diction determined by entrance tests.

German

- 401-2. **Goethe's Faust, Part I.** The Faust legend and early Faust books and plays: the genesis of Goethe's Faust; reading of Part I. Lect, reports.
- 402-2. **Goethe's Faust, Part II.** Reading of Part II; study of symbolisms, such as Part II's blending of paganism with Christianity, ancient Greek culture with Germanic culture, Helen's Classicism with Faust's Romanticism. Lect, reports.
- 403-2. **German Ballads and Lyrics.** A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Burger to that of Rilke and Werfel. Lect, recitations.

- 411-3. **Middle High German, I.** Study of the grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gundrun*. Lect, reports.
- 412-3. **Middle High German, II.** Study of the courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, and the lyric poetry of Walther von der Vogelweide. Lect, reports.
- 500-2. **Seminar in Contemporary German Literature.** Intensive study of the works of representative German authors, with special reference to the correlation existing between literary expression and social, economic, and political conditions since 1900. Lect, outside readings, reports.
- 501-2. **Seminar on a Selected German Author.** Intensive study of one author: his life, his work, and his place in the literary and cultural development of civilization. Lect, outside readings, reports.
- 511-3 to 9. **Thesis or Research in German Literature.** For students who are writing a thesis or making an advanced graduate study of some phase of German literature. Lect, compilation of bibliographies, other research techniques, papers. 2 to 4 hr each (maximum of 9 hr).
- 591-2 to 6. **Seminar on Kant.** A selective study of the works of Immanuel Kant, with special emphasis on the influence exerted by Kantian philosophy on subsequent German literature. Course counted on a major in philosophy, subject to the consent of the Department of Philosophy. Lect, outside readings, reports. 2 hr each.

Spanish

- 415-3. **Spanish Phonetics.** Analysis of the sounds of Spanish and their manner of production; special drill in connected passages of prose and poetry.
- 500-2. **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.
- 501-2. **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.
- 505-3. **The Picaresque Novel.** Class study of the *Lazarillo*, and collateral readings of other masterpieces of this genre.
- 506-3. **The Renaissance.** A study of the literature of the Renaissance in Spain, including the drama, the novel, the lyric poetry, and the histories of the Indies.
- 520-4. **Composition y Gramatica.** Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical constructions. Special projects in grammar.
- 525-3. **The Spanish Ballads.** The romance studies as a part of the literature and folklore of Spain and the New World.
- 530-3. **Latin-American Poetry.** Study of the modern trends in the poetry of Latin America as a whole, with emphasis on its international aspect and its relation to other literary forms. Prereq, 333, or consent of instructor.

Romance Philology

- 410-4. **Romance Philology, I.** A survey of the phonology, morphology, and syntax changes in Romance languages in general; special attention to the developments in French and Spanish for majors in these fields.
- 514-4. **Romance Philology, II.** Studies in syntax of Old French and Old Spanish, with special problems in the field of the student's major interest.
- 515-4 to 8. **Readings in Romance.** Selected readings in the literature of Old French and Old Spanish, with emphasis upon the student's major field. Prereq, Romance Phil. 410, or equivalent.

Geography and Geology

Graduate courses in geography may be taken as a major or minor leading to the degrees, Master of Arts and Master of Science; and as part of a social science major leading to the degree, Master of Science in Education.

Geography

- 402-4. The Soviet Union.** A study of the U.S.S.R. based on both a systematic and a regional approach. Appraisal of the natural-resource base of Russia as well as an estimate of her industrial and agricultural strength. Harper. Prereq, 100, 101, 210, or permission of the instructor.
- 404-4. Advanced Economic Geography I — Agricultural.** A functional study of the bases, interrelationships, and geographic distribution of agricultural production. Krause. Prereq, 100, 101, 210, or permission of the instructor.
- 405-4. Advanced Economic Geography II — Industrial.** A functional study of the bases, interrelationships, and geographic distribution of industries. Beimfohr. Prereq, 100, 101, 210, or permission of instructor.
- 406-4. Trade and Transportation.** Study of the pattern of modern transport networks and trade routes. Consideration of the importance of trade and transportation as geographic factors. Harper. Prereq, 100, 101, 210, or permission of the instructor.
- 411-4. Urban Geography.** The urban population: environment, development, and distribution. Geographic factors related to the origin, structure, and functions of urban centers. Beimfohr. Prereq, 100, 101, 210, or permission of instructor.
- 413-3 to 4. Geography of the Caribbean Lands.** A regional approach to the study of the lands bordering the Caribbean. Appraisal of the natural-resource base of the various countries. Cunningham. Prereq, 100.
- 420 (320)-4. Geography of Africa.** A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Price. Prereq, 100.
- 430-4. Physiographic Provinces of North America.** (Same as Geology 430). A course designed to give the student an appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Harris. Prereq, 100 and 101, or Geol. 220 or 331.
- 440-2 to 4. Readings in Geography.** Supervised readings in selected subjects. Hours and credit to be arranged. Prereq, 100, 101, 210, and advanced standing.
- 450-3 to 15. Regional Field Courses.** Courses designed to give students first-hand knowledge of various areas of the world. Prior to departure from campus intensive supervised study and/or readings made of region to be visited. Written report of trip due within six weeks after completion of field study. Prereq, 100, 101, 210.
- 460-2. Current Geographical Journals.** Course designed to acquaint students with the leading journals in the field of geography. Each student enrolled in course to report content of certain recent or current issues. Cunningham. Prereq, minimum of 14 hours of geography.
- 500-4. Field Methods.** Field experience in the techniques of observation, mapping, interview, and analysis as applied in geography. One day a week spent in the field near Carbondale.
- 501-4. Library Research and Thesis Writing.** Introduction to and appraisal of library sources and bibliographical aids. Thesis organization, form, and investigational procedures. Individual projects and reports.

- 511-4. Philosophy of Geography.** A study of the nature of geography. Current trends in the field, present-day geographers, and schools of thought. Geography's place among all disciplines.
- 520-2 to 20. Seminar.** Systematic and regional studies.
- 530-2 to 10. Readings in Geography.** Supervised readings in selected subjects. Hours and credits to be arranged.
- 599-2 to 6. Thesis.**

Geology

- 401-4. Advanced General Geology.** A course dealing with certain broader problems of geology; earthquakes, volcanism, submarine canyons, coral islands, mountain building. Laboratory. Harris. Prereq, 220 and 302.
- 405-3. Geologic Map and Air Photos Interpretation.** Interpretation and use of air photos in geologic mapping; interpretation and construction of geologic maps, such as areal, structure, isopach, paleogeologic. Laboratory. Harris. Prereq, 212 and 302.
- 410-4. Stratigraphy and Sedimentation.** The characteristic features of sedimentary rocks and their processes of origin; the classification of stratigraphic units, methods of correlation, and paleogeologic reconstructions. Laboratory. Prereq, 220 and 221. Harris.
- 430-4. Physiographic Provinces of North America.** (Same as Geography 430.) A course designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Harris. Prereq, 220 or 331; or Geog. 101.
- 435-4. Coal and Oil.** A brief survey of our two most important fuels. A study of methods of exploration and extraction; nature, manner of occurrence; and geologic and geographic distribution. Harris. Prereq, 220 or Geog. 100.
- 440-1 to 4. Independent Study.** Prereq, 220, 221, 222, and advanced standing.

Government

Graduate courses in government may be taken as a major or minor leading to the degree Master of Arts; or as part of a social science major toward the degree Master of Science in Education.

- 420-3. Pressure Groups and Politics.** An analysis of interest groups and their techniques of political propaganda. Prereq, 101 or 231.
- 421-1 to 5. Readings in Government.** Consent of instructor required.
- 435-3. Government and Business.** An historical study, with contemporary emphasis upon relations between government and economic institutions. Prereq, 395, or consent of instructor.
- 436-3. Government and Labor.** A study of labor relations and legislation, with emphasis upon constitutional aspects. Prereq, 395, or consent of instructor.
- 440-3. Public Personnel Management.** A survey of the methods and functions of modern public personnel administration. Prereq, 360.
- 466-3. State Government and Administration.** A study of the leading problems of government and administration of American states. Prereq, 232.
- 467-3. Municipal Government and Administration.** A study of the development and functioning of city government in the United States. Prereq, 232.
- 472-4. International Government.** A study of the organization and development of international governmental and administrative systems, with emphasis on the United Nations. Prereq, 370.
- 475-4. International Law.** A study of the rules and practices governing the nations in their relations in peace and war. Prereq, 370.
- 480-4. The Pacific and the Far East.** A study of the political and strategic problems in this area. Prereq, 370 or Hist. 370.

- 487-4. **American Political Ideas.** An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Prereq, 305 or 385.
- 488-3. **Recent Political Theory I.** A study of the outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Prereq, 305 or 390.
- 489-3. **Recent Political Theory II.** A study of the outstanding "scientific" political theorists from Karl Marx to the present. Prereq, 385 or 391.
- 490-3. **Recent Political Theory III.** A study of the outstanding idealistic and nationalistic political theorists from Hegel to the present. Prereq, 385 or 391.
- 497-4. **Administrative Law.** A study of law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office. Prereq, 360 or 395.
- 500 (499)-4. **Research Methods.** Practical training in research and writing techniques in the field of government. Bibliography materials, footnotes, use of the library.
- 501-515. **Seminars.** Preparation and presentation, for criticism, of assigned research papers. Hr of credit as announced.
501. **Seminar in Contemporary Legislation.** Prereq, 340, or consent of instructor.
503. **Seminar in Pressure Groups.** Prereq, 420, or consent of instructor.
505. **Seminar in Political Parties.** Prereq, 380, 420, or consent of instructor.
508. **Seminar in International Relations.** Prereq, 370, 472, or 475; or consent of instructor.
509. **Seminar in International Organization.** Prereq, 472, or consent of instructor.
510. **Seminar in State Government.** Prereq, 466, or consent of instructor.
511. **Seminar in Local Government.** Prereq, 467, or consent of instructor.
512. **Seminar in Public Administration.** Prereq, 360, or consent of instructor.
513. **Seminar in Constitutional Law.** Prereq, 395, or consent of instructor.
515. **Seminar in Comparative Constitutions.** A study of the nature of political constitutions, their foundation, amendment, interpretation, development, and overthrow; both contemporary and historical constitutions used as illustrations. A term paper required, involving conferences with the instructor and presentation to the class. Prereq, 390, 391, or 392, or consent of instructor.
- 521-1 to 6. **Readings in Government.** Supervised readings in selected subjects. Prereq, consent of instructor.
- 595-2 to 4. **Individual Research.** Involves the selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff. Prereq, 500, or consent of instructor.
- 599-2 to 9. **Thesis.** Prereq, 500, or consent of instructor.

Guidance and Special Education

Graduate majors in the Department of Guidance and Special Education are available in the areas of guidance and counseling, and special education. Desirable background courses for such majors are Adolescent Psychology and 421 or 422. A major in this department leads to the degree Master of Science in Education.

- 406-4. **Re-Education of Acoustically Handicapped Children.** See Speech 406.
- 410-4. **Education of the Mentally Retarded.** A study of the objectives, curriculum, methods and materials of instruction for slow learners. Emphasis

upon the principles of learning as they can be applied to this group. Observations. Prereq, 305, Adolescent Psychology, or Child Psychology.

- 411-4. **Education of the Partially Sighted and Blind.** A study of the objectives, curriculum, methods and techniques of instruction of classes for the partially sighted. Special emphasis on sight conservation in the regular classroom, special equipment, and observation of sightsaving classes. Prereq, 305, Child Psychology, or Adolescent Psychology.
- 413-4. **Organization, Administration, and Supervision of Special Classes.** Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, special equipment, transportation, cooperating agencies, and legal aspects of the program. Prereq, 305, Child Psychology, or Adolescent Psychology.
- 414-4. **The Exceptional Child.** A study of the physical, mental, emotional, and social traits of all types of exceptional children. Effects of handicaps in learning situations. Methods of differentiation and techniques for rehabilitation. Individual case studies used; observations and field trips. Prereq, 305, Child Psychology, or Adolescent Psychology.
- 415-4. **Education of the Deaf and Hard of Hearing.** Methods of teaching reading and developing language sense in the deaf and hard of hearing. Tactile, visual, and kinesthetic experiences; hearing aids and other special equipment presented in terms of their educational application. Observations. Prereq, 305, Child Psychology, or Adolescent Psychology; Speech 105 and 212, or its equivalent.
- 416-4. **Education of the Orthopedic.** A study of the objectives, curriculum, methods and techniques of instruction of classes for orthopedic children. Emphasis given to program organization, special types of equipment, and observation of classes for the orthopedic. Prereq, same as for 410.
- 417-4. **The Atypical Child and Social Agencies.** A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis given to services rendered and to methods of contact, cost. Visitations made to agencies and institutions; specialists invited to appear before the class. Prereq, 305 or Child Psychology or Adolescent Psychology and Soc. 101.
- 418-4 or 8. **Workshop in Special Education.** Workshop designed to promote better understanding of the psychological and educational problems of atypical children. Specialists used as consultants. Open to seniors and graduate students majoring in education, guidance, or special education. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 419-4. **Principles and Techniques of Teaching Lip Reading.** A study of the objectives and techniques for visual speech reading of the hard of hearing. Emphasis given to foundation exercises and actual practice under direct supervision. Speech reading problems studied. Prereq, 305 or Child Psychology or Adolescent Psychology, Speech 105 and 212, or equivalent.
- 420-4. **Educational Statistics.** A course emphasizing the statistical methods needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of describing group performance, measures of relationship, normal probability, and introduction to measures of reliability and tests of significance. Prereq, 305 or Child Psychology or Adolescent Psychology, Math 120 or equivalent.
- 421-4. **Tests and Measurements in the Secondary School.** A study of various standardized tests with emphasis on the administering, scoring, and interpreting of such tests as are utilized in the high schools. The planning of testing programs for public schools; the preparation of an objective test by the student in the field in which he plans to teach. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 422-4. **Tests and Measurements in the Elementary School.** The uses of objective measurements for diagnosis, appraisal, guidance of learning, and improvement of teaching. Special emphasis on the selection, administration,

interpretation and construction of classroom tests. Prereq, 305 or Child Psychology or Adolescent Psychology.

- 425-4. **Diagnosis and Correction of School Behavior Problems.** A study of etiological factors, differential diagnosis, and methods used in the correction of behavior problems. Consideration of intra-community and extra-community facilities available in treatment programs. Includes in-service field work. Prereq, consent of instructor.
- 426-4. **Symposium on Procedures in Individual Guidance.** Weekly seminars to acquaint students with techniques in individual guidance; emphasizes diagnostic techniques as used in the case study approach. Each student selects one child to serve as his "subject". Prereq, 305 or Child Psychology or Adolescent Psychology, 421 or 422, at least one course in remedial reading, Soc. 101, Health Education 202.
- 428-4. **Speech Correction for the Classroom Teacher.** See Speech 428.
- 440-6. (2 q.h. each term). **Personnel Problems in University Residence Halls.** A basic laboratory and seminar approach to student problems in relationship to University housing, the educational contributions of such housing to the total University program, the purpose and influence of group discussion, counseling, supervised study, social activities and recreation; the ways of understanding and giving assistance to the new student, and the methods of evaluating the total program. Prereq, general course in soc. and in psych.
- 442-4. **Guidance Services in the Public Schools.** A basic introductory course on student personnel services programs. A first course for counselors, advisors, deans, teachers, school administrators, and others interested in guidance. Prereq, 305 or Child Psychology or Adolescent Psychology.
- 475-4. **Implementation of Guidance Principles in the Public Schools.** The study and application of individual and group guidance techniques needed by teachers and administrators in the public schools. Participant to select and adapt those appropriate for his use with group or individual problems of his choosing. Individual conferences with the instructor, weekly progress reports, and a complete case report required of each student. Prereq, consent of instructor. Not open to students who have had 426, 526, or 542.
- 501-4. **Research.** For majors and minors in the areas of guidance or special education. Choosing and conducting research activities. The student to select a topic for research and present it, upon completion, to the staff. Prereq, 420, 421, or 422, consent of staff.
- 515-4. **Seminar in Advanced Educational Psychology.** Special emphasis on the learning processes as they relate to cultural heritage, perception and mental development, emotional maturation, personality development, motivation and special problems encountered by the classroom teacher. Prereq, 305 and 442, or special permission of instructor.
- 520-4. **Advanced Educational Statistics.** Statistics as a tool for the general education and research worker. Characteristics and applications of the normal probability curve, reliability of statistics, tests of significance, regressions, analysis of variants and special correlation methods. 3 hr lect. and 2 hr lab. Prereq, 420 and 421, or 422.
- 523-4. **Measurement of Interests and Aptitudes of Students.** Practical experience in determining pupils' interests and aptitudes as used by guidance personnel in the school. Emphasis on validity, reliability, appropriateness of norms, and interpretation of each test considered. Prereq, 421 or 422, consent of instructor.
- 526-4. **Techniques in Individual Student Guidance.** A course in which student employs psychometric procedures, makes observations, and holds interviews with the student, the parent, the teachers, and others. The student to work with one individual throughout the term.
- 528-4. **Advanced Guidance of the Individual Student.** A continuation of 426 or 526. Techniques and the methods of treatment which would apply to

a particular case. Individual direction and guidance given students by members of the staff. Problems for consideration; educational difficulties, physical disorders, and the ways in which these are related to behavior of school children. Prereq, 426 or 526.

- 541-4. Occupational Information and Guidance.** Designed to acquaint the school counselor, administrator, or teacher with source materials in occupational information, and their organization and use in the vocational counseling process. Prereq, 442.
- 542-4. The Guidance Worker as a Counselor.** A general introduction to counseling with intensive study of the techniques of observation, rating scales, autobiography and personal documents, daily schedules, the interview, utilization of test results, cumulative and anecdotal records, sociometric devices, and the case method. Special emphasis on the use of these techniques in the counseling of students. Prereq, 442 or consent of instructor.
- 543-4. Guidance Through Organized Groups.** A study of methods and materials for the organization and utilization of orientation programs, home rooms, clubs, and activities for guidance purposes. An introduction to group relations. Prereq, 442.
- 545-4. Problems in Guidance.** A seminar — laboratory course to discuss current problems in guidance as met by guidance workers in the field. Open to majors of advanced standing only.
- 562-4. The Schools' Function in Relation to Child Development.** The way in which the curriculum and other school activities are related to, and promote the normal healthy development of children. Prereq, consent of instructor.
- 564-2. Directing Student Personnel Services.** A seminar for advanced students dealing with the initiation of a guidance program, program planning, public relations, in-service training, integration of guidance services and curriculum, advisory responsibilities to the administration, and methods of appraising personnel services to students. Prereq, permission of instructor.
- 570-2. Seminar: Vocational Guidance of the Handicapped.** Examination of vocational problems of handicapped. Study of vocations open to handicapped; requisites for success. Advanced majors only.
- 576-4. Practicum in School Personnel Work.** Laboratory research course for advanced majors. Students to assist with testing programs, keeping records, counseling students. Research projects to accompany practical experience. Minimum of 12 hours per week "on the job".
- 577-4. Practicum in Special Education.** Practical experience in working with atypical children. A minimum of 8 to 12 hours per week in the classroom with atypical children who exemplify this area of specialization. Special research project.
- 580-5 to 9. Thesis.**

History

Graduate courses in history may be taken as a major or minor leading to the degree Master of Arts; or as part of a social science major leading to the degree Master of Science in Education.

- 401-3. 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. Prereq, 201. Ammon.
- 402-3. History of the South Since 1860.** The Civil War, political and economic reconstruction, and problems of the "New South". Prereq, 202 or 401. Ammon.
- 405-3. Civil War and Reconstruction.** Emphasis upon the clash of national and sectional interests; economic, political and military aspects of the con-

- flict; course and consequences of reconstruction. Prereq, 201, 202. Ammon.
- 410-3. **Special Readings in History.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand.
- 411, 412, 413-3 hr each. **Intellectual History of the United States.** Study of various types of economic, social, and political thought that have influenced the development of the nation. Prereq, 201, 202. Briggs.
- 415-3. **The Age of the Renaissance.** The course beginning with the Italian phase of the Renaissance and following its spread to other sections of Europe. Prereq, freshman survey. Caldwell.
- 416-3. **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; the economic implications of Protestantism. Prereq: freshman survey. Caldwell.
- 417-5. **The Commonwealth of Nations.** A survey of English expansion beyond the seas; emphasis of mercantilism, laissez faire, and state capitalism upon pattern of control. Prereq, 324. Cherry.
- 418-5. **English Constitutional History.** Study of origin, growth, and continuous modification of the English political and legal institutions from earliest times to the present day. Prereq, 324. Cherry.
- 419-5. **Seventeenth-Century England.** A comprehensive treatment of the significant social, political, economic, and cultural trends in England during the seventeenth century, with special emphasis upon the forces producing increased parliamentary power. Prereq, 324.
- 420 (320)-3. **The French Revolution.** Passing of feudalism in France; development of background of revolutionary movement; revolutionary cycle; fall of the Napoleonic Empire. Prereq, adequate background. Caldwell.
- 425 (325)-3. **American Colonial History.** Founding of American colonies; development of their institutions, through the Revolution. Prereq, 201. Caldwell.
- 435, 436, 437-3 hr each. **Recent United States History, 1865-1952.** A sequence of courses covering the major problems and trends from the Civil War to the present. Courses may be taken separately. Prereq, 201, 202. Pitkin.
- 440-(340)-5. **History of American Diplomacy.** A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Prereq, 201, 202. Pitkin.
- 442, 443, 444-3 hr each. **History of the West.** Courses for intensive study of the influence of the frontier on the main trends in United States history. One or all courses to be taken. Prereq, 201, 202. Briggs.
- 450-5. **The World Since 1914.** Brief review of causes and results of World War I. Emphasis upon the League of Nations, war debts, disarmament, causes of World War II, conflict, and United Nations. Prereq, adequate background. Pitkin.
- 451-3. **Historiography.** Development of history as a written subject, including works and philosophy of the various outstanding historians in ancient, medieval, and modern periods. Required of all majors in history.
- 452-3. **Historical Research and Thesis Writing.** The rules of historical research studied and applied to a definite topic. Briggs.
- 453-3. **New Viewpoints in American History.** New interpretations and recent developments in the field of American history. Prereq, 201, 202. Briggs.
- 454-3. **Biography in American History.** Outstanding leaders and their contributions to the history of the United States. Attention to historical writers who specialize in biography. Prereq, a course in United States history. Briggs.
- 460-3. **The United States in World War II.** Study of participation of American people and government in second World War. All phases of subject considered. Prereq, adequate background. Pitkin.

- 490-3. The Teaching of History and the Social Sciences in the Secondary Schools.** A comprehensive methods course for prospective teachers; includes history, government, civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; preparation of the teacher; professional publications. Attention to the unified social science course. Pitkin.
- 500-3. History Seminars.** Research methods applied to the various history fields. Prereq, adequate background. Offered on demand.
- 510-3. Readings in History.** Registration by special permission only. Offered on demand.
- 511-3 to 9. History Thesis.** By special arrangement with the department. (Not to total more than 9 hr).
- 515-5. Current United States History and Problems.** A combined content and research course in European civilization since 1914, with stress upon the rise of fascism and the democratic crisis of the present time. Pitkin.
- 517-5. Constitutional History of the United States and Problems.** A combined content and research course involving origin and development of the American constitution, from English background, through the convention, to the present. Briggs.
- 518-5. Studies in Later Stuart England.** A combination content and research course dealing with some of the leading social, institutional, and cultural problems created by the impact of the rising liberal forces on English life and traditions. Cherry.
- 519-5. The Age of Jefferson.** Rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon social, economic, and political programs of Republicans and Federalists; the clash of mercantile and agrarian interests. Prereq, graduate standing and proper background. Ammon.

Home Economics

Graduate courses in home economics may be taken as a major or minor toward the degrees Master of Science and Master of Science in Education.

- 500-4. Research Methods.** Survey of methods employed in research in home economics education with special study of one according to interest and needs of student. Development of prospectus. Elem. Stat. 120 or consent of instructor.
- 505-4. Home Economics in Secondary Schools.** Consideration of the curriculum for homemaking education in the secondary school. A critical survey of resources. The place of homemaking education in the school and community.
- 506-4. Evaluative Procedures in Home Economics.** Principles and procedures underlying appraisal and evaluation. Development and critical consideration of instruments for appraising pupil growth and the program of instruction. Emphasis placed on values.
- 510-4. Supervision of Home Economics.** Considers the nature, function, and techniques of supervision at all levels. Emphasis given to supervision of student teachers. Experience in the field will be provided for qualified teachers.
- 515-4. Seminar in Home Economics Education.** Current trends, problems, needs in the field. Attention given to problems and needs of students.
- 517-4. Methods and Materials for Adult Programs in Home Economics.** Philosophy of adult education; unit planning, methods, techniques and resources useful in adult homemaking programs.
- 540-4. Trends in Consumer Problems.** Social, legal, and economic problems that pertain to the consumer. Consumer education in the public school program; selection of individual problems for investigation. Prereq, 341 or equiv.

- 550-4. **Advanced Home Management.** Readings, observations, projects, and discussions on selected problems with emphasis on time, money, energy, and family relations. Prereq, 331, 332, or equiv.
- 562-4. **The School's Function in Relation to Child Development.** The way in which the curriculum and other school activities are related to and promote the normal healthy development of children. Prereq, consent of instructor.
- 570-4. **Clothing Seminar.** Discussion and application of new clothing techniques. Construction of two problems to meet student needs. Prereq, 360 or equiv.
- 580-4. **Recent Development in Foods and Nutrition.** Critical study of recent scientific literature in foods and nutrition. Prereq, 320 or equiv.
- 599-5 to 9. **Thesis**

Industrial Education

Graduate students may elect industrial education as a major or minor for the degree Master of Science in Education.

- 430-2 to 6 (330). **Special Problems in the Arts and Industries.** An opportunity for students to obtain special instruction in the solution of problems of special interest in specific subject-matter fields.
- 480-3. **Problems of Elementary Industrial Education.** Problems involved in teaching and supervising industrial education at the elementary school level.
- 490-3. (390). **Principles of Trade and Industrial Teaching I.** Activities of industrial education teacher in promotion of interest and motivation of learning in industrial subjects. Emphasis on planning and methods of presentation.
- 491-3. **Principles of Trade and Industrial Teaching II.** A continuation of 490, with emphasis on methods of teaching trade subjects.
- 492-3. **School Shop Planning.** Principles and practices underlying modern school shop planning. Actual school shop plans required.
- 494-3. **Organization and Administration of Industrial Education.** Principles and policies governing the administration of industrial education programs in elementary, junior, senior high schools; relation of federal and state supervision of industrial education to local administration.
- 495-3. **Occupational Analysis.** Analysis of automotive, electrical, metal working, woodworking, and building industries; study of industrial practices and principles.
- 496-3. **Selection and Organization of Subject Matter.** Selection and arrangement of teaching content, preparation of assignment, operation, information and job sheets; preparation of tests. Prereq, 495.
- 500-4. **Special Investigations in Industrial Education.** For students who wish to make a thorough study or investigation of a specific problem in industrial education.
- 504-4. **History of Industrial Education.** Leaders, organizations, and movements in development and progress of industrial education.
- 506-3. **Problems of Co-ordinator.** Problems and procedures involved in setting up and operating cooperative part-time and evening school programs.
- 508-3. **Teaching Aids in Industrial Education.** Selection, development, and use of industrial illustrations and instructional aids and devices.
- 580-2 to 6. **Seminar in Industrial Education.**
- 590-3 to 6. **Research in Industrial Education.**

Mathematics

Graduate work in mathematics may be taken as a major or minor leading to the degrees, Master of Arts, Master of Science, or Master of Science in Education.

Students taking a major in mathematics for the Master of Arts or Master of Science degrees must have satisfied all undergraduate requirements for a Bachelor of Arts degree. They are normally required to take the following courses, either in undergraduate or in graduate work: 406, 421, 452, 453, 454, 520, 521, 599, and one of the following geometry courses: 430, 431, or 535.

Students taking a major in mathematics for the Master of Science in Education degree must have satisfied all the undergraduate requirements for a Bachelor of Science in Education degree. They are normally required to take the following courses, either in the undergraduate major or in graduate work: 421, 505, 506, 507, 515, 520, 599, and one of the following geometry courses: 430, 431, or 460. In special cases requirements in mathematics may be modified by the students' advisory committees.

- 406 (306)-3. Differential Equations II.** Additional types of ordinary differential equations, and an introduction to partial differential equations. Prereq, 305.
- 415-3. Non-Euclidean Geometry.** An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry.
- 421-3. Theory of Equations.** The traditional course, including determinants, systems of equations, symmetric functions, and study of ruler and compass constructions. Prereq, 320.
- 430-4. Synthetic Projective Geometry of the Plane.** Introduction to the fundamental concepts of projective geometry, including study of conics and polar systems of conics. Prereq, 113.
- 431-4. Analytic Projective Geometry of the Plane.** Introduction to homogeneous coordinates; cross-ratio, harmonic sets, duality, projectives, involutions, and conics, using algebraic methods. Prereq, 20 hr college math., including 113.
- 452-3. Advanced Calculus I.** The first part of a standard course in advanced calculus. Prereq, 303.
- 453-3. Advanced Calculus II.** A continuation of 452. Prereq, 452.
- 454-3. Advanced Calculus III.** A continuation of 453. Prereq, 453.
- 460-4. Modern Geometry.** Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prereq, 20 hr college math.
- 480-4. Introduction to the Theory of Probability.** The basic theorems of probability theory and their applications; algebra of probabilities, discrete and continuous distributions, limit of theorems. Prereq, 303.
- 481-4. Elementary Mathematical Statistics.** An introduction to the mathematical methods used in obtaining procedures for various problems of statistical inference; sampling distributions, principles of statistical estimation, and testing hypotheses. Prereq, 480.
- 505, 506, 507-2 hr each. Topics in Mathematics.** Courses planned to show the relationship among the various parts of mathematics already studied by the student; to provide an introduction to selected topics in mathematics, and to present a clarified picture of the field of mathematics.
- 520-4. 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 systems of algebra. Uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups.
- 521-4. Modern Algebra II.** A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields.
- 525-3. Theory of Numbers.** Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, and congruence of numbers.

- 530-5. **Point Sets and Topology.** General properties of sets. Topology of plane sets. Closed sets and open sets in metric spaces, homeomorphism and continuous mappings, separation theorems, connectivity properties.
- 535-4. **Algebraic Plane Curves.** A study of algebraic plane curves of order higher than two, including an introduction to the history and methods of algebraic geometry. Lect, assigned readings, and exercises. Prereq, 303.
550. **Seminar in the Teaching of Mathematics.** Supervised study and preparation of reports on assigned topics in the field. Reports presented for class discussion. Hr credit as announced.
- 570-4. **Special Topics for Physical Science Students.** Vector analysis, complex variable, and other special topics needed by students in the physical prereq, 303.
- 595-2 to 4. **Special Projects.** Individual projects, including a written report.
- 599-5 to 9. **Thesis in Mathematics.**

Microbiology

Graduate courses in microbiology may be taken as a major or minor leading to the degrees Master of Science and Master of Arts, or as part of a major in biological science for the degrees, Master of Arts, Master of Science, and Master of Science in Education.

- 410-2, 411-2, 412-2. **Seminar.** Each term.
- 422-5. **Microbiology of Foods.** Study of microorganisms and relation to food preparation and preservation. 2 hr. lect; 6 hr. lab. Fall.
- 423-5. **Industrial Fermentations.** Study of microorganisms as applied to industrial processes. 2 hr. lect; 6 hr. lab. McClary. Prereq, 310, 311. Winter.
- 425-5. **Biochemistry and Physiology of Microorganisms.** 2 hr. lect; 6 hr. lab. Sheffner. Prereq, 301, 302, Chem. 451, or equivalent. Spring.
- 501-2. **Genetics of Microorganisms.** 1 hr. lect; 2 hr. lab. Lindegren. Fall.
- 503-2. **Cytology of Microorganisms.** 1 hr. lect; 2 hr. lab. Lindegren. Winter.
- 511, 512, 513. **Research.** Hours and credit to be arranged.
- 597-3 to 9. **Thesis in Microbiology.** Hours and credit to be arranged.

Philosophy

Graduate courses in philosophy may be taken as a minor toward the degrees Master of Arts and Master of Science in Education.

Theoretical Knowledge

- 406-4. **Philosophy of Biology.** A survey of leading concepts of modern biological science: species, evolution, life, organism, and part, ontogeny and phylogeny. The abstract ideas of biology to be related whenever possible to specific experiments recorded in scientific literature. Prereq, 300 or 321, and 3 lab or field courses in the biol. sciences.

Instrumental Knowledge

- 420-4, 421-4. **Systematic Logic.** A careful study of forms of inference and their elements, combinations, and perversions, together with a study of the foundations and methods of science. Prereq, permission of the instructor.
- 422-4, 423-4. **Advanced Logic.** A careful study of symbolic and non-symbolic systems of logic, such as those of Aristotle, Spinoza, Boole, Whitehead and Johnson. A background in mathematics and the physical sciences desirable, but not necessary. Prereq, 321, and consent of the instructor.
- 521-4. **Seminar in Logic.** An intensive discussion of the logical theory of one of the following: Plato, Aristotle, Spinoza, Kant, Mill, Bradley, Russell. Prereq, 321, 422, 423.

- 525-4. Methodology.** A discussion of the meaning of scientific method, with specific applications. Students registering should present to the instructor evidence of some competence in philosophy, particularly logic, and in one or more of the sciences. Prereq, 305 and 321.

Practical Knowledge

- 443-4. Philosophy of History.** Examination of certain classical and contemporary reflections on the nature of history and historical knowledge. Prereq, 380.

Artistic Knowledge

- 460-4. Advanced Philosophy of Art.** Analysis of specific theories of the arts, covering such problems as the definition of art, its relations to science, culture, and morals; the various types of art. Familiarity with at least one of the fine arts assumed. Prereq, 360 and at least 6 courses in music, painting, sculpture, literature, and drama.

General Discipline

- 480-3 to 12. Special Problems.** Courses for qualified seniors and graduates who need to pursue certain topics further than regularly titled courses will permit. Work on papers on special topics to be encouraged. Prereq, consent of instructor. Hr of credit to be arranged.
- 580-3 to 12. General Graduate Seminar.** Courses designed for students having special interests in the history of philosophy and the original systematic development of philosophic ideas. Subjects, meetings, and procedures to be arranged at the first meeting of each course. Prereq, consent of instructor. Hr to be arranged.

Physical Education

Graduate courses in physical education may be taken as a major or minor toward the degree Master of Science in Education.

Courses required of all majors are:

400. Evaluation in Physical Education.
401. Problems in Physical Education.
500. Techniques of Research.
501. Curriculum in Physical Education.
502. Foundations of Motor Skills.
503. Seminar.
- 400-4. Evaluation in Physical Education.** Historical background of measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the testing program; and interpretation and application of results. Fulfills the tests and measurements course requirement for the degree Master of Science in Education.
- 401-4. Problems in Physical Education.** Problems involved in organizing and conducting an effective physical education program.
- 402-3. Organization and Administration of Intramural and Extramural Activities.** Planning intramural programs of sports; planning and coordinating extramural activities commonly associated with physical education.
- 403-4. The Adaptation of Physical and Recreational Activities to the Handicapped Individual.** Recognition of postural deviations; devising and planning programs for the physical atypical.
- 404-4. The Teaching of Sports.** Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.
- 405-4. Current Theories and Practice in the Teaching of Dance.** History and evolution of dance; place of dance in education and recreation.

- 406-4. **Principles of Physical Education.** The place of physical education in the school program, and the principles underlying the program. (Required of all students not presenting the undergraduate courses, 354 or 340.)
- 407-4. **Techniques in Camping.** Preparation of material for the use in camps; techniques of camp procedure, camp craft, woodsmanship, and crafts.
- 420-3. **Physiological Effects of Motor Activity.** A study of the general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system.
- 500-4. **Techniques of Research.** Critical analysis of research literature; study of research methods and planning research studies. (This course to fulfill the Research Techniques course requirement for the degree, M. S. in Education.)
- 501-4. **Curriculum in Physical Education.** The aims, objectives, and goals of physical education and recreation; principles and procedures for curriculum construction; and criteria for selecting activities and judging outcomes.
- 502-4. **Foundations of Motor Skills.** Application of physiological, kinesiological, and mechanical principles to intelligent control of large-muscle motor activities. Recommended prereq, a course in kinesiology.
- 503-4. **Seminar.** Lectures, discussion, and critiques in physical education, recreation, and related fields.
- 505-4. **Organization for Community Recreation.** The development and administration of a recreation program. A study of community recreation including developing facilities and coordinating community agencies.
- 506-4. **School Camping and Outdoor Education.** A consideration of current practices in school camps; the training of leaders for school camps and the place of outdoor education in the school program.
- 508-3. **Administration of Interschool Athletics.** Existing problems in interschool athletics, with particular attention to secondary school athletic programs.
- 597-98-99—6 to 9 hrs. Thesis.

Physics

Graduate courses in physics may be taken as a major or minor leading to the degrees Master of Arts, and Master of Science, and as part of a physical science major toward the degrees, Master of Arts, Master of Science, and Master of Science in Education.

- 405-5. **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. Prereq, integral calculus and three advanced physics courses.
- 410-5. **Advanced Optics.** Diffraction, dispersion, refraction, reflection, spectra. Special measurements taken and highly technical apparatus studied. Prereq, calculus and three advanced physics courses, including 310. Recitation 3 hr, lab 4 hr weekly.
- 414-5. **Recent Developments.** A course stressing those recent developments in physics which are of special importance in experimental, theoretical, or applied fields. Emphasis given to atomic energy and sub-atomic particles, electronoptics, high velocity projectiles, and ultra-high frequency radiation. Prereq, integral calculus and three advanced physics courses.
- 420-2 to 5. **Special Projects.** Same general character as 520, below, but adapted to advanced undergraduate students. Prereq, integral calculus and adequate physics background.
- 421-2 to 5. **Special Projects II.** A continuation of 420. Prereq, 420.
- 430-2. **Physical Literature.** Study of source materials in the field of physics. Also library search and bibliography on special subjects. Two conference hr weekly. Prereq, integral calculus and three advanced physics courses; one year of French or German.

- 501-5. Methods of Theoretical Physics.** Vector analysis and particular problems in theoretical physics, including Poisson's and Laplace's equations, boundary value problems, and Fourier analysis. Prereq, 301, and differential equations.
- 502-5. Theoretical Mechanics.** Selected topics, including the Lagrange and Hamiltonian formulations applied to the oscillator and central field problems. Prereq, 501.
- 507-5. Advanced Electrical Theory.** Advanced study of the theory of electrostatics, dielectrics, conductors, non-ohmic circuit elements, chemical, thermal, and photoelectric effects, and conduction in gases. The vector notation introduced at the beginning and used throughout. Prereq, differential equations.
- 508-5. Advanced Electrical Theory.** Advanced study of electro-magnetic effects of steady and changing currents; simple L, R, and C circuits; radiation through Maxwell's equations for a plane electro-magnetic wave. Vector notation used throughout. Prereq, Math. 306 and Physics 507.
- 520-2 to 5. Special Projects.** Each student assigned a definite investigative topic requiring considerable resourcefulness and initiative. Required use of appropriate scientific methods and techniques. Individual project to be determined by student's need and ability, and by the facilities of the department. Project to be 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 project in the field of physics.
 4. Theoretical problems of a research or borderline-research nature.
- Prereq, graduate status and adequate physics background.
- 521-2 to 5. Advanced Research.** A continuation of 520. Prereq, 520.
- 590-1 to 9. Research in Physics (Thesis).** 1-5 hr each term. The total in this group not to exceed 9 hr.

Physiology

Graduate courses in physiology may be taken as part of a major in biological science toward the degrees, Master of Arts, Master of Science, and Master of Science in Education, and as a minor for the degrees, Master of Arts and Master of Science.

The graduate prerequisites include the equivalent of an undergraduate major in biological sciences, plus inorganic, analytic, and organic chemistry, and a minimum of one full year each of physics and mathematics.

- 401-2 to 6. Seminar.** Open to graduates and undergraduates with adequate training in physiology, physics, and chemistry.
- 410, 411, 412-5 hr each. Advanced Anatomy.** A course in human dissection designed for majors in physiology and other biological sciences. Open to graduates and undergraduates. Two hr of lect and 6 hr of lab per week. The 3 courses to be taken as a unit. Open by permission of the instructor.
- 450-4 to 16. Special Problems in Advanced Physiology.** Selected problems in various aspects of physiology. Review of the latest literature.
- 590-5 to 20. Methods and Problems in Research.** Selected research problems for graduate students in various aspects of physiology. Open by permission of the instructor. 4 to 6 hr each. Students electing this course specifically for their Master's thesis not to count more than 9 quarter hr credit.

Psychology

- 400. Independent Study.** Independent readings and projects in psychology. Open only to seniors and graduate students. Prereq, consent of the in-

- structor and chairman of the department. Credit according to achievement.
- 410-4. **Experience in Group Dynamics.** A group interaction laboratory for understanding personal attitudes and viewpoints toward self and others. Open to any University senior.
- 412-4. **Mental Hygiene.** An integration of psychological knowledge and principles concerning factors and conditions in the personal life that tend to facilitate or to deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prereq, 305.
- 415-4. **Introduction to Psychopathology.** The nature, etiology, and treatment of psychologically ill persons. Observations of a state mental hospital and of mental patients. Prereq, consent of instructor.
- 416-4. **Psychological Therapy of the Child.** A study of the nature and professional psychological treatment of personality-adjustment problems in children. Prereq, consent of the instructor.
- 420-5. **Scientific Methodology in Psychology.** A basic consideration of the nature of scientific methodology as an approach to investigation and classification of problems involved in understanding the psychological nature of man. Prereq, consent of the instructor. Lect. and Lab.
- 421-5. **Experimental Techniques in Psychology.** Course a continuation of 420. Utilization of major techniques in psychological experimentation. Prereq, 420. Lect. and lab.
- 425-4. **Scientific and Professional Psychology.** A view of the contemporary scene in fields of scientific and professional psychology, including opportunities for training and service. Prereq, consent of the instructor.
- 427-4. **Introduction to Psychological Tests.** Emphasis on group tests. Prereq, consent of instructor.
- 430-5. **Individual Intelligence Testing.** Introductory training in the Wechsler-Bellevue, Stanford-Binet, and other individual tests. Prereq, consent of the instructor. Lect and lab.
431. **Practicum in Diagnostic Testing.** Credit variable, according to achievement. Prereq, 430. Lab. and conference.
- 440-5. **Personality Theory and Dynamics.** Advanced course for senior students. Systematic view of theoretical contributions of major psychologists to basic understanding of dynamics of human personality. Prereq, psychology major, or consent of instructor.

Sociology and Anthropology

Candidates for the degree of Master of Arts may take a major or minor in sociology and anthropology. Graduate courses in sociology and anthropology may also be taken as a part of a social science field major leading to the degree of Master of Science in Education.

Candidates for the Master of Arts degree with a major in sociology must have completed satisfactorily the equivalent of an undergraduate minor (24 quarter hours) in sociology and anthropology. A student whose transcript shows less than this amount of work may be admitted conditionally, but will be required to make up the deficiency by taking designated undergraduate courses.

Sociology

- 401-3. **Sociology of Infancy and Childhood.** The influence of primary groups; origins of self- and role-concepts; relationship between early and later development; cross-cultural and inter-class comparisons. Prereq, 310, 355, or 381. Spring.
- 402-3. **Problems of Old Age.** Increase in numbers of the aged; living accommodations; family relationships, social participation, and personal adjust-

- ment; role and status in the community. Retirement and public assistance programs. Prereq, 15 hr of soc. Winter.
- 403-3. **Survey Course in Marriage Counseling.** Survey and analysis of the field of marriage counseling; assessment of current practices and techniques in terms of contemporary sociological theory. Prereq, 303, and permission of instructor.
- 410-3 to 9. **Social Research Methods.** Survey of research methods. Practice in collection, analysis, and reporting of data. Methods of organizing and presenting various types of research data. Course continues through 3 quarters. Tudor.
- 450-4. **History of Social Thought.** A critical survey of the social thinking of ancient, medieval, and modern times. Prereq, 101. Johnson. Spring, 1953.
- 455-4. **Contemporary Sociology.** Developments in sociology since 1850. Prereq, 101. Johnson.
- 460-3. **Current Literature in Sociology.** Students read, report on, and evaluate content of leading sociological journals. Discussion of professional applications of sociology. Fall and summer.
- 469-3. **Theory of Group Leadership.** Classification of leaders, theories of leadership; tests and measurement of leadership; analysis of representative leaders. Prereq, 101, 331, 369. Tudor.
- 491-1. **Materials for the Teaching of Sociology in Secondary Schools.** Use of textbooks and collateral reading materials; teaching aims; discovery and utilization of local data and situations. Prereq, Hist. 490.
- 500-3. **Cultural Change.** Processes of cultural change in the modern world; culture lag and culture conflict; individual and social problems arising from conflicting systems of cultural norms. Prereq, 101 or 210. Johnson.
510. **Thesis.** Prereq, 410, and 24 hr of soc.
- 512-3 to 9. **Ecology of Human Communities.** Spatial factors in the formation and structure of human groups. Ecological methods and recent findings. Analysis of community types and structures; principles of community organization. Demography, its methods and data. Relation of demographic factors to community development and structure. Course continues through 3 quarters. Tudor.
- 515-4. **Seminar on the Family.** Intensive study of selected aspects of family structure, organization, processes. Prereq, 310. Lantz.
- 520-3 to 6. **Social Organization and Disorganization.** Organization of human groups in primitive and contemporary societies; theory of group structure. Disorganization in contemporary society; interrelationship of social, economic, and political problems; theories of prevention and treatment. Course continues through 2 quarters. Prereq, 450 and 455. Tudor.
556. **Readings in Sociology.** Supervised readings in selected subjects. Graduate staff. Hr and credit to be arranged.
- 560-3. **Social Processes.** Analysis of social processes and social structures which arise from them. Johnson.
- 565-4. **Seminar in Social Psychology.** Survey of recent developments and trends in socio-psychological theory and applications. Prereq, 355 or 381. Johnson.

Anthropology

- 420-4. **The Building of Cultures.** Factors involved in the growth of specific cultural patterns. Prereq, 212 and 6 hr advanced anthro., or 3 hr advanced anthro. and 3 hr advanced soc., geog., hist., or econ. Kelley.
- 421-4. **Methodology in Cultural Anthropology.** Survey of development of anthropology and its various methodological schools. Prereq, 212, and 6 hr advanced anthro., or 3 hr advanced anthro. and 3 hr advanced soc., geog., hist., or econ. Kelley.

422. **Reading and/or Research in Anthropology.** Prereq, 212, and 6 hr advanced anthro., or 3 hr advanced anthro. and 3 hr advanced soc., geog., hist., or econ. Kelley. Hr and credit to be arranged.

Speech

Graduate courses in speech may be taken as a major and minor in general speech and the theater toward the degree, Master of Arts, and in speech correction and audiology toward the degree, Master of Science. Graduate speech courses may also be taken as a major or minor toward the degree, Master of Science in Education.

- 402-4. **Directing.** Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act and major plays. Prereq, 204, 206, and 312.
- 403-4. **Aesthetics of the Drama and the Theater.** A study of the principles and practice of dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater. Prereq, 402.
- 404-4. **Recital and Lecture Recital.** The preparation and delivery of the material for special occasions; a public recital to climax the work in this course. Prereq, 12 hr public speaking and/or interpretation.
- 405-4. **Speech Correction IV.** Clinical training in speech correction. One hr of class per week, plus 6 hr of clinical work. Prereq, Guid. 426.
- 406-4. **Re-Education of Acoustically Handicapped Children.** Principles and techniques of equipping deafened children for a better adjustment to their situation. Prereq, advanced standing in speech or education.
- 407-4. **British Public Address.** An historical survey of selected British speakers from 1760 to the present, and an analysis of their speeches in relation to the political, social and intellectual life of their times. A lect, reading, and discussion course.
- 408-4. **Psychology of Speech.** Nature and development of speech, its basic psychology, and the part speech plays in personality development.
- 412-3. **Clinical Methods I.** Diagnostic procedures. Diagnosis of speech disorders. 3 hr of clinical practice per week. Prereq, consent of instructor.
- 413-4. **Nineteenth-Century American Public Address.** Critical and historical studies of American speakers from Jefferson to McKinley. A survey of speeches selected to reflect the dominant social and political themes which emerge during the growth of the American democracy. A lect, reading, and discussion course.
- 414-3. **Clinical Methods II.** Therapeutic techniques. A study of technique and materials in the treatment of all kinds of speech defects and disorders. 3 hr of clinical practice per week. Prereq, consent of instructor.
- 416-4. **Hearing.** A course designed to acquaint the student with the theories and facts concerned with the functions of the hearing mechanisms.
- 417-4. **Twentieth-Century American Public Address.** A continuation of 413. A survey of speakers, speeches, and the dominant themes reflected by them from the turn of the century to the present time.
- 420-3. **Clinical Audiometry.** Principles and practices of elementary pure tone audiometric tests. Prereq, 416.
- 427-4. **School and College Forensic Programs.** Coaching and organizational methods for extra-curricular and curricular forensic programs.
- 428-4. **Speech Correction for the Classroom Teacher.** Etiology and therapy for common speech defects. In-service teachers, seniors, and graduate students in education. Spring.

- 438-4. **Contemporary Developments in the Theater.** Theory and practice of modern theatrical production; a critical study of theory and practice in acting, directing, production, and architecture. The rise and development of the film, radio, and television as dramatic media.
- 503-4. **Rhetorical Theories.** An analysis of selected theories of public address from classical to modern times with respect to the function and objectives of public address in society, the place of rhetoric in education, and the development of modern theories of public speaking. Prereq, 12 hr of public address.
- 509-4. **The High School Theater and its Production Problems.** Consideration of stages, machinery, equipment, light controls and instruments, production techniques, and analysis of basic needs of high school theater.
- 515-1 to 4. **Readings in Speech Pathology.** Supervised and directed readings in specific areas of speech pathology.
- 518-4. **Psychology of the Theater Audience.** A course attempting to determine (1) the relations between the drama, mise-en-scene, and theater audience; and (2) the psychological nature of the spectators's experience in the theater.
- 520-3. **Seminar in Hearing.** Seminars dealing with special hearing problems of interest to the advanced student. Special projects and field work.
- 522-3. **Seminar in Speech Correction.** Seminars dealing with special problems of interest to the advanced student.
- 523-3. **Seminar: Problems in Interpretation.** A course to center attention on certain problems in the art of oral interpretation, such as impersonation, creation of atmosphere, restraint, and use of suggestion. Prereq, 18 hr in interpretation, and permission of instructor.
- 524-3. **Seminar: Problems in Rhetoric and Public Address.** Individual problems in the theories and methods in various fields of public speaking; a survey of the areas and methods of graduate research in public speaking. Prereq, 12 hr of public address.
- 530-1 to 4. **Research Problems in Speech.** Individual work upon selected problems for research.
- 535-2 to 9. **Thesis.**

Zoology

Graduate courses in zoology may be taken as a major or a minor toward the degrees, Master of Arts and Master of Science, and as part of a major in biological science toward the degrees, Master of Science and Master of Science in Education. Graduate courses in zoology are open only to those students who have at least thirty quarter hours of undergraduate credit in zoology and the consent of the instructor.

- 405-4. **Advanced Invertebrate Zoology.** Study of the anatomy of representative invertebrate types, with an introduction to the taxonomy of the various phyla. Prereq, 105 or its equivalent.
- 406-5. **Protozoology.** A general consideration of the taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and preparing microscopical slides. Prereq, one year of zool. Fall.
- 441-5. **Advanced Vertebrate Embryology.** Principles of development and organization of vertebrate animals during embryogenesis, with emphasis on mammalian forms. Prereq, 300 or equivalent. Foote.
- 460-5. **Upland Game Birds.** A consideration of the taxonomic groups of birds, with special emphasis on those groups containing upland game and predatory species. Prereq, 200, 300, and 335, or approval of instructor. Summer, 1953.
- 461-5. **Mammalogy.** A consideration of the taxonomic groups of mammals, with special emphasis on the game species. Prereq, 200, 300, and 335, or approval of instructor. Klimstra. Winter.

- 462-5. **Waterfowl.** A consideration of the waterfowl of North America, with special emphasis on those species of the Mississippi Flyway. Prereq, 200, 300, and 335 or approval of instructor. Klimstra. Winter.
- 465-4. **Ichthyology.** The taxonomic groups and natural history of fishes. Lewis. Fall, 1952.
- 470-4. **Methods in Biology.** (Same as Bot. 470). A study of methods, objectives, types of courses. Lab and field trips to Southern Ill. high schools. Welch.
- 500-5. **Parasitology.** Collection, identification, morphology, life-history studies, and control measures for the main groups of the parasites of vertebrate animals. Summer, 1953.
- 510-5. **Bio-Ecology.** A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Cost of field trips \$10-\$25 per student. Gersbacher.
- 511-5. **Limnology.** A study of the biology of Crab Orchard Lake, Horse Shoe Lake, and various streams of Southern Illinois. Cost of field trips \$10-\$25 per student. Gersbacher. Spring, 1953.
- 512-5. **Animal Geography.** Winter, 1952-53. Gersbacher.
- 540-5. **Factors in Animal Reproduction.** Lect, readings, and lab on genetic and physiological factors in determination, differentiation, and modification of sex in animals. Foote.
- 560-5. **Advanced Game Management.** Advanced study of management principles relating to maintenance and improvement of resources of game; individual problems. Prereq, approval of instructor. Klimstra. Spring, 1953.
- 565-5. **Advanced Fish Management.** A study and application for fishery management methods. Organizing of surveys and studies. Lewis. Summer, 1953.
- 581-4. (591). **Readings in Current Zoological Literature.**
- 590-595. **Problems and Research in Zoology (Thesis).** 2 to 5 hr each term. Not more than 9 hr to be applied toward master's degree requirements.

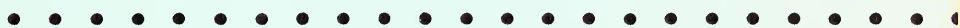
A Graduate Student's Timetable

The following dates are for the guidance of the student, who is advised to plan to finish each task well in advance of the deadline, and reminded that failure to meet an established deadline may result in postponement of graduation.

1. The Graduate Aptitude Test is to be taken the first term in which the student is enrolled in a course given on the campus.
2. Any general or departmental foreign language requirement is to be met at least three months prior to graduation.
3. The thesis subject is to be approved by the chairman of the advisory committee at least two terms (twenty weeks) before the date of graduation and is to be reported by the student to the Graduate School office.
4. The student is to supply a copy of his thesis to each member of the advisory committee at least two weeks before the final examination.
5. The preliminary checkup and application for graduation are to be made at least two months prior to the graduation date, with the Graduate School Office and the Registrar.
6. The final examination must be taken at least two weeks before the date of graduation.
7. The completed thesis must be approved by the Dean of the Graduate School at least ten days prior to graduation. Since the Dean may require certain changes, it should be presented for his inspection at an earlier date.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

***D*ivision of Extension**



***A*ult Education and
Vocational-Technical
Institute**

Purpose
General Information
Programs of Study
Courses

DIVISION OF EXTENSION

Director Raymond H. Dey, Ed. D. (Washington University)	1946
Executive Assistant James F. Cannon, M. S. in Ed. (Southern Illinois)	1950
Assistant Supervisor Doris Schwinn, M. A. (Southern Illinois)	1952-53

The Division of University Extension is an administrative agency of the University whose purpose is to make college courses offered by the University available to those who are not in residence. It calls upon the various instructional divisions of the University for the personnel used to carry out its program.

Southern Illinois University is a member of the National University Extension Association. Its program meets the rigid standards set up by this organization.

The activities of the Division are organized in the following manner in order better to facilitate their promotion.

Extension Credit Classes

Scheduling college credit classes has been an important activity of the Division of University Extension since its first began functioning about twenty-five years ago. The program was originally designed for public school teachers and administrators. It has been expanded, however, to serve many other groups, as well as the general public. Present policy provides for the scheduling of a class whenever fifteen or more qualified people indicate their intention of enrolling in it, and provided that a staff member for that particular subject is available at that particular time.

A maximum of one-third of the total number of credits required for the bachelor's degree may be earned through extension classes, and up to sixteen quarter hours for the master's degree.

Many courses that are given in residence are regularly offered through extension, and, when satisfactorily completed, are given the same credit as residence work. 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.

The tuition fee for credit classes is \$8.75 for a four quarter hour course, which also includes the rental of any textbooks which the instructor may decide to have the class use. No student may be admitted after the second meeting of the class, and a \$2 late registration fee is charged for those registering after the first meeting.

Belleville Residence Center

The courses scheduled at Belleville provide residence credit, not extension credit. The tuition is \$3 per quarter hour, with a matriculation fee of \$5 for graduate students registering for the first time at Southern Illinois University. (There is no matriculation fee for undergraduate students.) There is also a \$.75 textbook rental fee. A maximum of twenty-four quarter hours of graduate credit earned at such a residence center may be counted toward the master's degree.

Conferences, Institutes, Workshops, and Short Courses

The Division of University Extension assists any campus department in planning and carrying out any activity of the conference, institute, workshop, or short course type, whether it be scheduled on or off campus.

Assistance is given in a number of ways. The selection of a conference planning committee, assistance with selection of staff for the program itself, promotional activity, arrangement for meals and lodging, meeting places, printing of the program, and registration procedures are some of the services which are provided.

Fees for the above-mentioned programs vary according to the actual cost to the University.

Information about Extension Services

Information about any of the above programs should be addressed to the Director, Division of University Extension, Southern Illinois University, Carbondale, Illinois.

Vocational-Technical Institute and Adult Education

Director Ernest J. Simon, M. S. (Illinois), Ll. D. (Hon.), (Bradley)	1950
Supervisor Jon P. Adams, Ed. B. (Oshkosh State Teachers College)	1951
Supervisor Harry B. Bauernfeind, M. A. (Northwestern)	1951
Supervisor Alex Reed, M. S. (Illinois)	1946
Instructor Bonnie A. Lockwood, M. S. in Ed. (Southern Illinois)	1945
Instructor William Randle, M. S. in Ed. (Southern Illinois)	1945
Instructor C. Edwin Pearson, M. S. in Ed. (Illinois)	1952
Lecturer Frank Muhich	1952
Lecturer Roy E. Bond, B. S. (Indiana State Teachers College)	1952
Lecturer Raymond Schultz	1952
Lecturer Mae Jack	1952-1953
Lecturer Frank E. Vaughn, B. S. (Southern Illinois)	1952
Lecturer Evalee McGee	1950-1953

Purpose of the Institute

The Vocational-Technical Institute was established to bring practical occupational training to the men and women of Southern Illinois. The primary purpose is to prepare the individual for employment and to secure advancement in his chosen occupation.

For high school graduates, the Vocational-Technical Institute of Southern Illinois University offers a two-year terminal program leading to degrees of Associate in Arts, of Associate in Business, and of Associate in Technology. This program is not to be confused with the first two years of any of the four-year degree programs offered by the Colleges of the University. The extent to which credits earned in the various Vocational-Technical Institute programs may be transferred to any of the four year degree programs or vice versa will be evaluated by the Registrar working with the appropriate college. This evaluation of transferrable credits will be done on the basis of the student's previous course of study in relation to his desired new program.

The Vocational-Technical Institute also provides other terminal programs ranging from six months to two years leading to the awarding of a certificate.

Many essential positions in business and industry do not require four years of college preparation, but, for the most part, they do require more than a high school education. For example, draftsmen, foremen, junior accountants, secretaries, personnel aids, and salesmen all require more than the normal high school preparation.

Adult Education

Adult non-credit classes will be scheduled whenever any group indicates a sufficient interest to justify them.

The needs of any particular group are met in many cases by scheduling a class that has been regularly scheduled at other centers. If a group feels the need for a class in a certain area, or has a problem which it feels might be met through the means of a class, a representative of the University will be glad to meet with a committee or body representative of the group to be served and help them plan what should be included in a class to meet its particular needs.

The teachers of these adult classes are not always regular University faculty members. Experts whose reputation and position indicate that they are highly qualified in their field are often used, and prove to be highly satisfactory.

Fees for adult classes are based upon the services rendered. In general, they are less than \$5 for an eight weeks' course.

Certificates are given upon the completion of a single course or, in some cases, for a group of related courses.

Scope of the Programs

The programs in Adult Education and in the Vocational-Technical Institute are designed to provide terminal education for four groups of people:

1. High school graduates who need vocational and technical training in preparation for entrance into their chosen occupation, through full-time day school classes, six months to two years in length.
2. Employed workers who desire a more comprehensive knowledge of a specific area of their occupation or need retraining for new occupations through an evening school program of short intensive units.
3. Employed young people enrolled in a cooperative part-time program with "on the job" experiences and school work closely coordinated as part of the educational program.
4. Unemployed workers who need training for a new occupation.

Location

Located in the heart of Southern Illinois, at the site of the former Illinois Ordnance Plant, the Vocational-Technical Institute is eleven miles east of Carbondale and five miles west of Marion on Route 13. Buildings in the Illinois Ordnance Plant Administration area have been remodelled and additional buildings have been added to accommodate students for instruction, food services, recreation, and housing purposes.

Requirements for Entrance

Admission requirements are the same as those listed for general admission to the University (Page 39). For entrance into non-credit, or adult education courses, however, these requirements do not apply.

How to Enroll

Tentatively, select your choice of vocations and write to the Director of Enrollments for the Vocational-Technical Institute, or call in person, requesting an application blank, and indicating type of housing desired. The applicant will then be notified as to registration dates. Registration will be made upon arrival at the Vocational-Technical Institute. An official transcript of high school credits should be sent to the Institute prior to registration.

Fees

Fees will be the same as those charged by Southern Illinois University. Schedule of fees for a term of three months:

Tuition	\$15.00
Student Activity fee	8.50
Book Rental Fee	2.50
Federal Tax45
Total	\$26.45

Courses that require a considerable use of materials will carry a small additional charge to help defray the cost.

Additional special fees include the following:

Out-of-state fees	\$10.00
Late registration fee-\$2.00 first day, \$1.00 increase each day to a maximum of \$5.00	

Housing Accommodations

Attractive rooms and apartments are available for single men and women, and for married couples.

Single Students. Dormitory facilities are maintained by the Institute for both men and women. The rental is \$3.50 per week.

Married Students. One-, two-, and three-bedroom unfurnished apartments are available for married students at the following rates:

One bedroom	\$32.50
Two bedrooms	37.50
Three bedrooms	42.50

All utilities are included in the above rates and basic furnishings are provided for bedroom and kitchen, if desired, for an additional \$4.00 per month.

Food Service

Meals will be served at the cafeteria, operated on a non-profit basis by the Institute. A \$5.50 meal ticket may be purchased for \$4.40. A "snack bar" is open for those desiring something less than a full meal. Cooking facilities are provided in apartments rented by married students.

Recreation

The Institute is located less than a mile from Crab Orchard Lake, the largest lake in Illinois. Persons from all over the United States enjoy the excellent swimming, fishing, boating, and picnicking the area affords. A completely equipped recreation room is planned on the campus for ping pong, pool, and table games. Outdoor recreation fields will be provided for soft ball, volley ball, tennis, etc. Recreational reading may be enjoyed in the Institute's library.

Health Service

Medical facilities at the University, a local doctor in an emergency, a nearby hospital, and first aid treatment on the Vocational-Technical Institute campus are provided.

Grading System

The following grades will be used in rating student work in courses:

- A — Excellent
- B — Good
- C — Satisfactory (average)
- D — Poor, but passing
- E — Failure
- W — Course not completed (this will be followed by a student's grade at the time of withdrawal and a number to indicate week of term in which he withdrew). For example, W⁸B.

Counseling and Guidance

Institute staff members are available for counseling on any problem which may arise, especially in the personal, vocational, and educational areas. Representatives from the Office of Student Affairs at the University are available to provide counseling services as well as vocational and educational testing.

Bookstore

The Institute bookstore is operated as a branch of the University Bookstore. Students will draw all textbooks and purchase the usual classroom supplies from the bookstore on the Vocational-Technical Institute campus.

Student Government

Students share in the government of the Institute under the supervision of the administration. The student council sponsors the Institute's activities and makes recommendations on school matters to the Director. Students thus obtain excellent experience in citizenship that will be invaluable in later life.

Placement

A placement and referral service is offered to those completing a given course of study. The Institute is constantly in contact with business and industry in this and other areas and a sincere effort is made to assist the student in finding employment. This includes writing letters of recommendation, arranging interviews and a follow-up on the student's progress.

Certificates and Degrees

The Vocational-Technical Institute offers one-and-two-year programs. One-year programs, such as Practical Nursing, Calculating Machines, and Stenographic lead to awarding of a certificate.

The two-year programs lead to degrees of Associate in Arts, of Associate in Business, or of Associate in Technology.

Programs of Study for Full-Time Day School Students

The following programs of study are offered in Business, Trade, and Industry with varying requirements of time for each curriculum.

Business Division	Terms
Court Reporting	6
Secretarial Studies	
Legal Secretarial	6
Executive Secretarial	6
Cooperative Secretarial	6
Cooperative Medical Secretarial.....	6
Stenographic	3
Non-Stenographic	
Clerical	3
Calculating Machines	2
Bookkeeping-Accounting	6
Cooperative Retailing	6
 Trade and Industrial Division	
Auto Mechanics	6
Machine Shop	6
Radio and Television.....	6
Gas and Arc Welding.....	3
Architectural Drafting	6
Machine Drafting	6
Cosmetology (Beauty Culture).....	4

Business

Southern Illinois offices offer excellent opportunities for Vocational-Technical Institute graduates trained in office work. Often business firms are interested in employing young men and women with business training and placing them in different types of office work in order that they may receive a variety of experiences. Then, when vacancies occur, or business warrants expansion, these trained and experienced young men and women are promoted to positions of greater responsibility in the organization.

The business courses at the Vocational-Technical Institute train young men and women for the immediate job in the modern office. Basic vocational proficiency is acquired in the operation of business machines, shorthand, typewriting, bookkeeping, and modern secretarial practices. In the Court Reporting Curriculum the basic skills are augmented with instruction in court procedures and legal forms of all types.

This work includes the development of office skills and techniques, such as filing, duplicating processes, calculating machine operation, advanced typewriting techniques, work with figures, preparation of statistical reports, and the

use of office appliances. Special study is given to approved office and business practices and procedures, business behavior, and general information all office workers should have.

There are many possibilities of promotion for the young men or women with business training or court reporting skills. Working conditions are usually excellent and the beginning salary is comparable to that of skilled technicians in other fields.

The cooperative program in business at the Vocational-Technical Institute provides students with periods of study and laboratory work at the Institute matched by equivalent work experience periods spent in offices in the area. The cooperative programs consist of three parts, closely coupled and coordinated: the instruction at the Institute; the pre-planned work schedules at the cooperating office; and the coordination conferences with the coordinator.

Legal Secretarial Curriculum

This curriculum provides a proper balance in the secretarial skills and in the special and general knowledge a trained legal secretary needs to succeed. It is designed to contribute to the graduate's success as a citizen as well as in the special field of a legal secretary.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term</i> (12 weeks)		<i>Fourth Term</i> (12 weeks)	
Typewriting I 101S	5	Shorthand Dictation II 205S	5
English Fundamentals 100G	3	Transcription II 208S	2
Mathematics Fundamentals 106G	5	Typewriting IV 204S	3
Fundamentals of Business 125B	3	Business Speaking 116B	3
Secretarial Accounting 104B	3	Business Law II 226B	3
<i>Second Term</i> (12 weeks)		Illinois State Government 123G	2
Shorthand Theory 104S	5	<i>Fifth Term</i> (12 weeks)	
Typewriting II 102S	5	Medical Dictation 225S	5
Business Correspondence 101G	3	Typewriting V 207S	1
Introductory Sociology 136G	5	Transcription III 211S	2
<i>Third Term</i> (12 weeks)		Office Supervision 227B	3
Shorthand Dictation I 203S	5	American Government I 124G	5
Typewriting III 103S	5	<i>Sixth Term</i> (12 weeks)	
Effective Personality		Legal Dictation Shortcuts 220S	—
Development 125S	3	Typewriting VI 210S	1
Business Law I 127B	3	Transcription IV 221S	2
Filing 107S	2	American Courts 122G	—
Transcription I 206S	2	Legal Office Procedure 222S	—

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

ELECTIVES:

Personal Economics
Office Supervision

Office Administration
Accounting, Elements I

Medical Secretarial Curriculum

The Medical and Hospital Secretarial Curriculum is of special interest to young women with good mental and personal traits and a sincere desire to be of service to humanity.

During the fourth, fifth, and sixth terms the student spends part time in an office of a doctor, dentist, or hospital. The student may be assigned for half-days, with the other half-day in a class to discuss problems and techniques in connection with the part-time work. In some cases, students may be assigned cooperative part-time work in the area of their home town.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Fourth Term (12 Weeks)</i>	
Shorthand Theory 104S	5	Work Study Problems and Techniques 213S	5
Typewriting I 101S	5	Cooperative Medical Secretarial Experience 214S	4
English Fundamentals 100G	3	Introductory Sociology 136G	5
Secretarial Accounting 104B	3	<i>Fifth Term (12 Weeks)</i>	
<i>Second Term (12 Weeks)</i>		<i>Work Study Problems and Techniques 215S</i>	
Shorthand Dictation I 204S	5	Cooperative Medical Secretarial Experience 216S	4
Transcription I 206S	2	Introductory Psychology 131G	4
Typewriting II 102S	5	<i>Sixth Term (12 Weeks)</i>	
Introduction to Physiology 141G	5	<i>Work Study Problems and Techniques 217S</i>	
<i>Third Term (12 Weeks)</i>		Cooperative Medical Secretarial Experience 218S	5
Medical Dictation 225S	5		
Transcription II 208S	2		
Typewriting III 103S	5		
Business Correspondence 101B	3		

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Personal Economics
Accounting, Elements I
Economics, Principles

Calculating Machines I
Business Speaking
Business Law

Cooperative Secretarial Curriculum

The work study program in this curriculum includes a two-year curriculum which combines classroom instruction at the Institute in the morning or afternoon and employment for actual on-the-job experience in offices within 20 miles of the Institute during the other half-day during the student's last two terms. Alternate two weeks may be spent in an office near the student's home town and in the classroom.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Fourth Term (12 Weeks)</i>	
Typewriting I 101S	5	Shorthand Dictation II 205S	5
English Fundamentals 100G	3	Transcription II 208S	2
Mathematics Fundamentals 106G	5	Typewriting IV 204S	3
Filing 107S	2	Personal Economics 126G	3
Secretarial Accounting 104B	3	Office Supervision 227B	3
<i>Second Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Shorthand Theory 104S	5	<i>Work Study Problems and Techniques 213S</i>	
Typewriting II 102S	5	Cooperative Secretarial Experience 214S	5
Business Correspondence 101G	3		
Business Law I 127B	3		
<i>Third Term (12 Weeks)</i>		<i>Sixth Term (12 Weeks)</i>	
Shorthand Dictation I 203S	5	<i>Work Study Problems and Techniques 215S</i>	
Transcription I 206S	2	Cooperative Secretarial Experience 224S	5
Typewriting III 103S	5		
Business Speaking 116G	3		
Effective Personality Development 125S	3		

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Accounting, Elements I	Accounting, Elements II
Business Law I	Business Law II
Fundamentals of Business	Calculating Machines I
Calculating Machines III	Clerical Procedures

In some cases, the required courses may be substituted to meet particular needs of the work to be done in the office where the student is assigned. In all cases, the students for this curriculum will be carefully selected and carefully placed in the office where the work experience will bring the best results.

Executive Secretarial Curriculum

The Executive Secretarial Curriculum combines skill training with general business background information to prepare the graduate for initial positions of a selective nature and with opportunity for rapid advancement.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Fourth Term</i>	
Typewriting I 101S	5	Shorthand Dictation I 203S	5
English Fundamentals 100G	3	Transcription I 206S	2
Mathematics Fundamentals 106G	5	Business Speaking 116G	3
Fundamentals of Business 125B	3	Business Law II 226B	3
Secretarial Accounting 104B	3	Typewriting IV 204S	3
<i>Second Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Typewriting II 102S	5	Shorthand Dictation II 205S	5
Business Correspondence 101G	3	Transcription II 208S	2
Accounting, Elements I 101B	7	Typewriting V 207S	1
<i>Third Term (12 Weeks)</i>		Personal Economics 126G	3
Shorthand Theory 104S	5	Office Supervision 227B	3
Typewriting III 103S	5	Filing 107S	2
Effective Personality		<i>Sixth Term (12 Weeks)</i>	
Development 125S	3	Shorthand Dictation III 209S	5
Business Law I 127B	3	Transcription III 211S	2
		Typewriting VI 210S	1
		Secretarial Office Procedure 223S	6
		Office Administration 228B	3

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Accounting, Elements II	Clerical Procedure
Accounting, Social Security and Income Tax	Calculating Machines I
	Calculating Machines II

Court Reporting Curriculum

Shorthand Reporting is a specialized field with many possibilities for advancement in position and in income. The Shorthand Reporting curriculum provides thorough practical training for young men and young women who wish to prepare for the profession of Court Reporting. It not only trains the graduate in the art of writing shorthand at high rates of speed for sustained periods of time, but also in vocabulary, technical terms, phrases, and court procedure. Much practice is devoted to "taking" of court materials, including two- and four-voice dictation. This curriculum is intensive and practical, and prepares the graduate for the exacting requirements of the profession.

Prerequisites for this curriculum are the equivalent of two years of previous training in Shorthand (Gregg or machine), Typewriting, one year of Business Law, Business English, and Business Speaking. In addition, a writing ability in Shorthand of 140 words a minute, transcription rate of 30 words per minute, and a typing speed of 70 net words per minute are prerequisites. An entrance test will determine the achievement of the student entering this curriculum. A deficiency may be made up at the Vocational-Technical Institute before proceeding with the Court Reporting Curriculum.

Six Term Curriculum (72 weeks)

Courses	Hours	Courses	Hours
<i>First Term</i> (12 Weeks)		<i>Fourth Term</i> (12 Weeks)	
Congressional Dictation I 101H	3	Congressional Dictation IV 201H	3
Literary Dictation I 104H	3	Literary Dictation IV 204H	3
Two-Voice Testimony I 107H	3	Two-Voice Testimony IV 207H	3
Indoctrination I 110H	5	Jury Charge III 212H	3
Transcription VI 111H	4	Transcription IX 216H	4
<i>Second Term</i> (12 Weeks)		<i>Fifth Term</i> (12 Weeks)	
Congressional Dictation II 102H	3	Congressional Dictation V 202H	3
Literary Dictation II 105H	3	Literary Dictation V 205H	3
Two-Voice Testimony II 108H	3	Two-Voice Testimony V 208H	2
Jury Charge I 112H	3	Jury Charge IV 213H	3
Transcription VII 114H	4	Four-Voice Testimony I 215H	2
<i>Third Term</i> (12 Weeks)		Transcription X 217H	
Congressional Dictation III 103H	3	<i>Sixth Term</i> (12 Weeks)	
Literary Dictation III 106H	3	Congressional Dictation VI 203H	3
Two-Voice Testimony III 109H	3	Literary Dictation VI 206H	3
Jury Charge II 113H	3	Two-Voice Testimony VI 209H	2
Transcription VIII 115H	4	Four-Voice Testimony II 219H	2
		Jury Charge V 214H	3
		Transcription XI 218H	4

Stenographic Curriculum

The Stenographic Curriculum contains only minimum essentials required in an initial stenographic position in business. This is an intensive curriculum in order to give practical training in a short time.

Three Term Curriculum (36 Weeks)

Courses	Hours	Courses	Hours
<i>First Term</i> (12 Weeks)		<i>Second Term</i> (12 Weeks)	
Shorthand Theory 104S	8	Shorthand Dictation I 203S	8
Typewriting I 101S	8	Typewriting II 102S	5
English Fundamentals 100G	3	Transcription I 206S	2
Effective Personality Development 125S	3	Business Speaking 116G	3
Filing 107S	2		
		Courses	Hours
		<i>Third Term</i> (12 Weeks)	
		Shorthand Dictation II 205S	5
		Typewriting III 211S	5
		Transcription II 208S	2
		Secretarial Office Procedures 223S	6

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Shorthand Dictation III
 Shorthand Dictation IV
 Typewriting IV
 Typewriting V
 Secretarial Accounting

Transcription III
 Transcription IV
 Calculating Machines I
 Personal Economics

Calculating Machines Curriculum

This curriculum is planned to give training to those students who wish to become calculating machine operators. Emphasis is placed on proficiency in the operation of the major types of machines ordinarily found in business. Auxiliary courses are included.

**Two Term Curriculum
(24 Weeks)**

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Second Term (12 Weeks)</i>	
Typewriting I 101S	5	Typewriting II 102S	5
Calculating Machines I 101K	3	Calculating Machines II 102K	5
English Fundamentals 100G	3	Filing 107S	2
Effective Personality Development 125S	3		

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Personal Economics
 Fundamentals of Business
 Accounting, Elements I
 Accounting, Elements II

Business Speaking
 Business Correspondence
 Clerical Procedures

Clerical Procedure Curriculum

This curriculum is offered for those students who are planning to enter business on the non-stenographic level. This curriculum leads to such jobs in business as clerk-typist, payroll clerk, inventory clerk, stock record clerk, and other office clerk occupations.

**Three Term Curriculum
(36 Weeks)**

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Second Term (12 Weeks)</i>	
Typewriting I 101S	5	Typewriting II 102S	5
Clerical Procedures 111L	8	Accounting, Elements I 101B	7
English Fundamentals 100G	3	Effective Personality Development 125S	3
Fundamentals of Business 125B	3	Filing 107S	2
Courses	Hours	Courses	Hours
<i>Third Term (12 Weeks)</i>			
Typewriting III 103S	5		
Business Speaking 116G	3		
Calculating Machines I 101K	3		
Clerical Office Procedure Laboratory 211L	6		
Electives	3		

Electives may be taken in lieu of any of the above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Business Law I
Credits and Collections

Personal Economics
Office Supervision

Bookkeeping-Accounting Curriculum

This curriculum offers thorough and practical training for a position of office clerk, bookkeeper, payroll clerk, junior accountant, or assistant to an accountant or auditor.

**Six Term Curriculum
(72 Weeks)**

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Fourth Term (12 Weeks)</i>	
Accounting, Elements I 101B	7	Accounting, Principles II 201B	7
Mathematics Fundamentals 106G	5	Business Law II 226B	3
English Fundamentals 100G	3	Economics, Principles 127G	3
Fundamentals of Business 126B	3	Calculating Machines I 101K	3
		Office Supervision 227B	3
<i>Second Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Accounting, Elements II 102B	7	Accounting, Cost 202B	7
Business Correspondence 101G	3	Office Administration 228B	3
Typewriting I 101S	5	Credits and Collections 275B	4
		Personal Economics 126G	3
<i>Third Term (12 Weeks)</i>		<i>Sixth Term (12 Weeks)</i>	
Accounting, Principles I 103B	7	Federal Taxes 233B	5
Business Law I 127B	3	Specialty Accounting 232B	5
Business Speaking 116G	3	System Building 231B	2
Typewriting II 102S	5	Auditing 230B	7

Electives may be taken in lieu of any above required courses upon evidence of proficiency in an Institute Placement Test.

Electives:

Clerical Procedures
Introductory Sociology

Calculating Machines II
Introductory Psychology

Cooperative Retail Training Curricula

Specialized retail training programs in (1) APPAREL AND VARIETY MERCHANDISING, (2) GROCERY AND FOOD MERCHANDISING,* (3) HARDWARE, FURNITURE, APPLIANCE, AND FARM IMPLEMENT MERCHANDISING.*

High school graduates planning to enter the field of retailing, and adults who are now employed who are seeking more rapid advancement, will be able to combine on the job experience with intensive, specialized study in classes under the direction of instructors experienced in retailing and expert in personnel training.

PURPOSE

First year program: To develop salespeople in the fields of variety store, men's wear, women's wear, children's wear, and shoe merchandising; grocery and food merchandising and hardware, furniture, appliance and farm implement merchandising.

Second year program: To build in addition to sales ability, abilities in advertising, window display, buying, department management, and to build a solid foundation for future store management or store ownership.

ASSOCIATE DEGREE IN BUSINESS

Upon the satisfactory completion of the two-year program in cooperative retailing, students will be awarded an Associate Degree in Business.

*(Food merchandising and hard-lines merchandising training will be offered at a later date. For information in these fields contact the Vocational Technical Institute.)

PLACEMENT

The Vocational Technical Institute will be in constant touch with the leading retail stores in Southern Illinois, Indiana, Kentucky, and Missouri. Graduates of this program will be in great demand because there is a continuing need for trained personnel in retailing. The Institute will aid its graduates in securing full-time employment.

Apparel and Variety Merchandising Curriculum

First Year

Courses	Hours	Courses	Hours
<i>First and Second Months</i> (On Campus)		<i>Fifth and Sixth Months</i> (On Campus)	
Textile Information I 181R (Natural Fibers)	3	Textile Information II (Synthetic Fibers) 182R	3
Intro. to Apparel Retailing 126R	3	Store Policies Affecting Salespeople 128R	2
Personality Development 125S	1	Apparel Salesmanship 175R	3
Customer Sales Relations 125R	3	Color, Line, and Design in Apparel Fashion 176R	1
English Fundamentals 100G	3	Show Card Lettering 180R	2
Retail Mathematics 179R	3	Business Speaking 116G	2
<i>Third and Fourth Months</i> (Off Campus)		<i>Ninth and Tenth Months</i> (On Campus)	
(Also Seventh & Eighth, Eleventh & Twelfth Months)		Product Information (Leathers, Metals, Etc.) 183R	
Full-time coordinated work experience, in the student's home community.		American Democracy, Problems of 121G	
Coordinated study projects and weekly evening conferences in local centers.		Economics of Distribution 177R	
		Non-selling Responsibilities 178R	
		Specialized Selling (e.g., How to Sell Hats, Suits, coats, shoes, yard goods.) 127R	

Second Year

Courses	Hours	Courses	Hours
<i>First and Second Months</i> (On Campus)		<i>Fifth and Sixth Months</i> (On Campus)	
Public Relations-Community Problems 279R	3	Fundamentals of Buying 276R	3
Advertising Apparel Merchandise 275R	3	Government Relations 277R	2
Retail Records I (Inventory and Merchandise Control) 281R	2	Window Display 284R	3
Laws Affecting Retailing 278R	3	Retail Records II (Payroll methods & payroll control) 282R	2
Retail Credits and Collections 280R	3	Department Management 225R	3
<i>Third and Fourth Months</i> (Off Campus)		<i>Ninth and Tenth Months</i> (On Campus)	
(Also Seventh & Eighth, Eleventh & Twelfth Months)		Establishing an Apparel Business 226R	
Full-time coordinated work experience, with emphasis on management duties. Coordinated study projects and weekly, evening conferences in local centers.		Business Correspondence 101G	
		Personnel Management 227R	
		Interior Display-Store Layout 204R	
		Retail Records III (Taxes, Insurance, Financial Reports, etc.) 283R	

Programs for training in the other types of stores listed are in preparation.

Architectural Drafting and Design

The Architectural Drafting and Design curriculum is planned for students desiring training in drafting room skills related to the architectural profession and the building industries.

This curriculum leads to employment as junior draftsmen and junior engineers in architect's offices, and as draftsmen, sales engineers, estimators, detailers, construction supervisors in construction and building material organizations.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term</i> (12 weeks)		<i>Fourth Term</i>	
Freehand Drawing I 146G	3	Architectural Design 220D	4
Architectural Projections I 110D	7	History of Architecture 280D	3
Mathematics 108G	5	Materials and Methods of	
English Fundamentals 100G	3	Construction II 250D	4
<i>Second Term</i> (12 weeks)		Physics II 112G	4
Freehand Drawing II 147G	3	Descriptive Geometry 256D	3
Architectural Projections II 111D	7	<i>Fifth Term</i> (12 Weeks)	
Mathematics 110G	4	Architectural Design I 221D	4
Introduction to Architecture 150D	3	Materials and Methods of	
<i>Third Term</i> (12 weeks)		Construction III 251D	4
Architectural Design 120D	4	Elements of Mechanics 257D	5
Materials and Methods of		Problems of American	
Construction I 151D	4	Democracy 121G	5
Physics I 111G	4	<i>Sixth Term</i> (12 Weeks)	
Freehand Drawing III 148G	3	Architectural Design 222D	4
Business Correspondence 101G	3	Materials and Methods of	
		Construction IV 252D	4
		Theory of Architecture 281D	5
		Structural Elements 257D	5

Machine Drafting and Design

The Machine Drafting and Design curriculum is designed to prepare students for employment as draftsmen in manufacturing industries and engineering consultant firms.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term</i> (12 Weeks)		<i>Fourth Term</i> (12 Weeks)	
Machine Drafting I 101D	7	Machine Drafting IV 201D	7
Mathematics 108G	5	Report Writing-English	
English Fundamentals 100G	3	Composition 103G	3
<i>Second Term</i> (12 Weeks)		Related Machine Shop II 177M	3
Machine Drafting II 102D	7	<i>Fifth Term</i> (12 Weeks)	
Mathematics 151G	5	Machine Drafting V 202D	7
Related Machine Shop I 176M	3	Problems of American	
<i>Third Term</i> (12 Weeks)		Democracy 121G	5
Machine Drafting III 103D	7	Elementary Metallurgy 275M	3
Physics I 111G	5	Physics II 112G	4
Descriptive Geometry 256D	5	<i>Sixth Term</i> (12 Weeks)	
		Machine Drafting VI 203D	7
		Management and Labor Relations	
		Problems 133G	4
		Strength of Materials 179M	5

Machine Shop Course

The Machine Shop Course offered by the Vocational-Technical Institute includes all phases of machine shop work as performed either by the use of hand tools or by power-driven machine tools. Each student has the opportunity to use all the standard machine tools and become familiar with their operation. In addition, the student will become familiar with precision measuring tools and will be required to work within specified tolerances.

Actual machine shop practice will be carried on for a period of 15 hours per week for a period of two years on machines of the type found in modern industrial establishments. Following is a list of the basic machine tools and the approximate hours which will be devoted to each. Progress charts and records will be maintained to insure each individual student an opportunity in each of the areas.

Basic Machine Tools

	Hours
Bench and Drill Press	60
Measurement	60
Lathe	180
Shaper and Planer	90
Milling Machine	180
Surface Grinder	90
Cylindrical Grinder	60
Tool and Cutter Grinding	90
Contour Saw Operation	60
Heat Treat	60
Welding	60
Production Machines:	
Bore-Matic	
Turret Lathe	
Production Miller	
Production Grinding	90
Total Hours	1080

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Fourth Term (12 Weeks)</i>	
Machine Shop I 101M	7	Machine Shop IV 201M	7
Machine Shop Related (Shop Theory and Quality (Control) 125M	5	Machine Shop Related (Grinding Processes) 225M	5
Technical Drawing (Mech. and Shop) 175D	3	Mechanical Drawing 176D	3
Basic Shop Mathematics 109G	5	Business Correspondence 101G	3
<i>Second Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Machine Shop II 102M	7	Machine Shop V 202M	7
Machine Shop Related (Material and Processes) 126M	5	Machine Shop Related (Perishable Tools and Design of Small Tools) 226M	5
Oxy-acetylene and Electric Arc Welding 175W	3	Elementary Metallurgy 275M	3
English Fundamentals 100G	3	Problems of American Democracy 121G	5
<i>Third Term</i>		<i>Sixth Term (12 Weeks)</i>	
Machine Shop III 103M	7	Machine Shop VI 203M	7
Machine Shop Related (Gage Theory and Design) 127M	5	Machine Shop Related (Jig and Fixture Theory and Design) 227M	5
Pattern Making and Foundry 175P	3	Management and Labor Relation Problems 132G	4
Basic Physics I 111 G	4	Precision Shop Mathematics 276M	5

Radio and Television Curriculum

The radio and television curriculum includes the construction, operation, testing, maintenance and trouble shooting of such equipment as radio receivers, amplifiers, transmitters, industrial control circuits and apparatus utilizing electronic principles. The two year course covers the following units: Principles of Electricity and Electronics, Communications, Public Address and Sound System, Radio Service and Repair, F. M. Receivers and TV Receivers.

Included is the necessary theory and actual shop experience in equipment construction and the use of modern measuring devices, as applied to testing and trouble shooting of electronic apparatus.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Quarter</i>		<i>Fourth Term (12 Weeks)</i>	
Radio Shop I 101T	7	Radio and Television Shop IV 201T	7
Principles of Radio and Electronics 125T	5	Radio Service and Repair 225T	5
Basic Math 106G	3	Sketching and Plan Reading — Technical Drafting 176D	3
Basic Physics I 111G	4	Business Speaking 116G	3
<i>Second Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Radio and Television Shop II 102T	7	Radio and T.V. Shop V 202T	7
Communications 126T	5	F. M. Receivers and Public Address Systems 226T	5
General Math 107G	5	Business Correspondence 101G	3
Basic Physics II 112G	4	Public Relations 279R	4
<i>Third Term (12 Weeks)</i>		<i>Sixth Term (12 Weeks)</i>	
Radio and Television Shop III 108T	7	Radio and T.V. Shop VI 203T	7
Radio Service and Repair 127T	5	T.V. Receivers 227T	5
Algebra (Fundamentals) 108G	5	Management and Labor Relations Problems 132G	4
English Fundamentals 100G	3	Record Keeping 229B	4

Auto Mechanics Curriculum

The Vocational-Technical Institute program in auto mechanics provides the opportunity to become acquainted with all phases of automotive work and also the opportunity to specialize within the vast field of automotive service. Some of the opportunities to specialize include: motor tune up, motor rebuilding, automotive electricity, carburetion, front end alignment, brakes, and automotive refinishing.

The day of the "alley garage" has practically disappeared and in its place is the modern, well-ventilated and lighted, and well-equipped garage. The Vocational-Technical Institute auto mechanics program is carried on with modern automotive equipment of the type found in the up-to-date garage.

Six Term Curriculum (72 Weeks)

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Second Term (12 Weeks)</i>	
Auto Shop I 101A	7	Auto Shop II 102A	7
Auto Mechanics Technical (Theory of Internal Combustion Engines) 125A	5	Chassis and Brake Systems 126A	5
Oxy-Acetylene and Electric Arc Welding 175W	3	Basic Shop Mathematics 109G	5
Basic Physics I 111G	4	Technical Drafting 175D	3

Courses	Hours	Courses	Hours
<i>Third Term (12 Weeks)</i>		<i>Fifth Term (12 Weeks)</i>	
Auto Shop III 103A	7	Auto Shop V 202A	7
Theory of Ignition and Carburetion 127A	5	Auto Body Rebuilding and Refinishing 226A	5
Basic Machine Shop Practice 175M	3	Labor and Employer Relations 133G	4
Fundamentals of English 100G	3	Record Keeping 227B	4
<i>Fourth Term (12 Weeks)</i>		<i>Sixth Term (12 Weeks)</i>	
Auto Shop IV 201A	7	Auto Shop VI 203A	7
Transmission & Clutch 225A	5	Engine Rebuilding 227A	5
Business Correspondence 101G	3	Business Speaking 116G	3
Problems of American Democracy 121G	5	Garage Practice and Service Management 275A	3

Welding

Metal production, fabrication and repair as it is known today would be utterly impossible without the welding process. Welding makes possible the fabrication of many structures and parts which could not be developed before welding was developed.

The welding program offered by the Institute is geared to the demand for welders during the period of defense expansion in industry. The course covers the welding of mild steel in all positions, manual cutting, hard facing, machine cutting and the various blends such as the nick break and tension.

Each student has his own equipment and has the opportunity to secure actual shop training.

The related work includes blueprint reading for welders, welding metallurgy and welding symbols.

Gas Welding and Arc Welding

Courses	Hours	Courses	Hours
<i>First Term (12 Weeks)</i>		<i>Third Term</i>	
Oxy-acetylene Welding (Shop) 101W	7	Arc and Gas Welding (Shop) 103W	7
Theory of Oxy-acetylene Welding 125W	5	Welding Inspection and Testing 128 W	5
Fundamentals of Welding 126W	5	Metal Fabrication 129W	3
Metallurgy 130W	5	Management and Labor Relation Problems 132G	4
<i>Second Term (12 Weeks)</i>			
Arc Welding (Shop) 102W	7		
Theory of Arc Welding 127W	5		
Pattern Drafting 120D	5		
English Fundamentals 100G	3		

Cosmetology

Cosmetology is one of the registered trades under the supervision of the Department of Registration and Education of the State of Illinois. The standards for the trade are established by State Law.

The course in Cosmetology offered by the Vocational Technical Institute meets State of Illinois standards as to the total time, teaching staff, equipment, facilities, library and course content.

The course is offered for a period of four quarters to meet the requirement of 1,000 hours of training. Following is the curriculum for beauty culture and the number of hours required for each area:

Shampooing	Theory: Practical class theory; practical	50 hrs
Marcelling	Practical class theory; practical	75 hrs

Facial Massage	Theory: practical class theory; anatomy	100 hrs.
Electrical Devices	Theory: practical class theory	40 hrs.
Scalp Treatment	Theory: practical class theory; practical; lectures	65 hrs.
Hair Tinting; coloring; Bleaching	Theory: practical class theory; Practical	125 hrs.
Permanent Waving; Hair Pressing	Theory: practical class theory; practical; lectures	145 hrs.
Hairdressing	Thinning; trimming; shaping; all methods of curling except permanent waving and marcelling	250 hrs.
Sanitation and use of antiseptics; Personal Hygiene	Theory; Practical	75 hrs.
First Aid; Duties of Dispensary Clerk		
Written tests		35 hrs.
Study of Illinois Beauty Culture Law; Department of Rulings; Health Board Rules; Labor Laws; Workmen's Compensation Act, etc.		10 hrs.
Salesmanship		10 hrs.
Hand and Arm Molding		20 hrs.

Cosmetology Curriculum

Courses	Hours	Courses	Hours
<i>First Term</i> (12 Weeks)		<i>Third Term</i> (12 Weeks)	
Cosmetology	20	Cosmetology	20
English Fundamentals	3	Business Operation	3
<i>Second Term</i> (12 Weeks)		<i>Fourth Term</i>	
Cosmetology	20	Cosmetology	25
Speech	3		

Description of Courses

275R-3. Advertising Apparel Merchandise. Fundamentals of advertising soft-lines merchandise in newspapers, radio, television, catalogs, and direct mail.

202B-7. Accounting, Cost. The relation of cost accounting to management for control; general principles involved in constructing a cost system; distribution of cost-materials, labor, and burden; cost records; operating reports; joint and by-product cost and budgetary control. Prerequisite: Accounting, Principles II.

101B-7. Accounting, Elements I. This course deals with the elementary principles of accounting and considers the more common technical devices for recording business transactions according to those principles.

102B-7. Accounting, Elements II. A continuation of Accounting Elements I, applying the principles developed in the preceding course to partnerships and corporations. Manufacturing accounts and statements, reserves and funds, the voucher system, and the analysis and interpretation of simple financial statements are studied. Prerequisite: Accounting, Elements I.

103B-7. Accounting, Principles I. A study of assets; investments; depreciation appraisal, and depletion of fixed assets; current, contingent, and fixed liabilities; capital stock; surplus and reserves. Prerequisite: Accounting, Elements II.

201B-7. Accounting, Principles II. Advanced problems in the valuation of balance sheet accounts and the determination of income. Problems in partnerships, consolidated statements. Prerequisite: Accounting, Principles I.

121G-5. American Democracy, Problems Of. Emphasis given to problems pertaining to civil liberties, pressure groups and propaganda, the electoral system, and general governmental organization and procedures.

175R-3. Apparel Salesmanship. The study of selling apparel and variety merchandise to the consumer; selecting the proper merchandise, demonstrating its uses, meeting objections, closing the sale, and suggestion selling.

103W-7. Arc and Gas Welding Shop. Actual shop experience in the Institute shop using arc and gas welding equipment under the direction and supervision of the instructor.

102W-7. Arc Welding Shop. Introductory and experimental arc welding in the Institute shop, under instructor's supervision.

127W-5. Arc Welding, Theory of. A study of the electric arc welding process which includes A.C. and D.C. arc welding. The types and use of the various makes and models of A.C. and D.C. welding machines, types and use of welding electrodes, methods of controlling the welding current, advantages and disadvantages of A.C. and D.C. machines, methods of welding various metals and the techniques of welding in all positions. Weldability of ferrous and non-ferrous metals using the arc process. The use of jigs and fixtures in arc welding. Control of expansion and contraction and internal stresses.

230B-7. Auditing. The preparation of the audit program, working papers, and reports are considered. In addition, selected problems dealing with various asset, liability and capital accounts are worked and discussed. Prerequisite: Cost Accounting.

226A-5. Auto Body Rebuilding and Refinishing. A study of rebuilding methods which includes planning repairs of damaged metal parts, straightening body panels, repair methods, body welding, repair of wrecked automobiles, damaged frames and the planning of shop lay-outs. Included is a study of the preparation for spray painting, types of finishes, refinishing procedures, causes for spray-painting troubles and color matching. This course includes the use and care of oxy-acetylene welding equipment, the removal of dents and restoration of original contours, shrinking and expanding the sheet metal, the leveling of ripped and folded panels, torch and lead paddling, basic finishing procedures, preparation for painting and painting procedures.

101A-7, 102A-7, 103A-7, 201A-7, 202A-7, 203A-7. Auto Shop I-VI. Actual experience in the Institute shops where theory will be applied to work projects under the supervision and direction of the shop instructor.

175M-3. Basic Machine Shop Practice. A basic course in machine shop for the allied trades stressing the use of hand tools, drilling and basic lathe work.

111G-4, 112G-4. Basic Physics I-II. Covers the fundamentals of heat, light and electricity for the student enrolled in a craft in which a knowledge of the basic principles of physics is necessary.

109G-5. Basic Shop Mathematics. Shop mathematics is a basic course in mathematics and includes a review of the fundamentals. This course is practical in scope and applies to the solution of problems common to the trade. The mathematics involved in the trade is presented to blend theory and practice so that the student can understand and use the mathematics covered. The need for mathematics becomes apparent as the student progresses in the shop on practical work. Easy to understand texts, charts, and actual shop problems are used which make it possible for the average student to meet the requirements of industry. Materials covered include tapers, screw threads, gear ratios, speeds and feeds, indexing, cutting spirals, and the use of precision measuring instruments.

101G-3. Business Correspondence. After a brief review of fundamentals, a complete study is made of letter forms and letter mechanics. A study is made of various types of business letters and report writing with adequate practice in writing application, sales, adjustment, inquiry, and credit letters. Prerequisite: Fundamentals of English, or equivalent.

127B-3. Business Law I. Introduction of torts, contracts, sales, liens, negotiable instruments, law of insurance, agency, master and servant, real property and landlord and tenant.

226B-3. Business Law II. A continuation of Business Law I, with special emphasis on applying principles of the law to particular business problems. Prerequisite: Business Law I, or equivalent.

116G-3. Business Speaking. Consideration of the specific needs of business and professional people, technical reports, parliamentary procedure, and lighter types of speaking.

101K-3. Calculating Machines I. Training in the operation of the Burroughs Calculator, Marchant Calculator, comptometer, Monroe and Friden Calculators, Adding Listing Machines, and Bookkeeping Machines used in small business establishments.

102K-5. Calculating Machines II. A continuation of training in skill building in the operation of Key-stroke and Rotary-type calculators. Specialization is the objective. Prerequisite: Calculating Machines I.

126A-5. Chassis and Brake Systems. A study of springs, shock absorbers, axles, independent front end suspensions, steering gears and linkages, factors of wheel alignment, corrections for alignment, wheel alignment specifications, brake requirements, types of brakes, energization, mechanical application, hydraulic application and power brakes.

211L-6. Clerical Office Procedures, Laboratory. Lectures and laboratory practice in handling office work in a detailed manner. The student is required to assume the responsibility of the reception of callers, opening incoming mail, preparing outgoing mail, telephone technique, and filing. Techniques of successful placement for employment are integrated with the Placement Counselor of the Institute. Prerequisite: Completion of all work up to term in which this course is offered.

111L-8. Clerical Procedures. In this course the non-stenographic skills in record keeping are practiced. Preparation of stock records, perpetual inventories, invoices, bills of lading, checks, receipts, and statements are included. The process of auditing invoices and proving petty cash are an integral part of this course.

176R-1. Color, Line, and Design in Apparel Fashions. Presentation of the aesthetic qualities of soft-lines merchandise and an appreciation and recognition of art in retailing. Training in applying this knowledge to customer needs.

126T-5. Communications. A study as to types, installation, construction, and general maintenance of antennae; the operation, construction and general maintenance of receivers and transmitters.

101H-3, 102H-3, 103H-3, 201H-3, 202H-3, 203H-3. Congressional Dictation I-VI. Material from the Congressional Record is dictated at graduated speeds to give the student practice in vocabulary and context peculiar to this type of practice.

218S-4. Cooperative Medical Secretary-Technician Experience. In this phase of the course the student spends either half days, or two weeks at a time, in an office of a doctor, dentist, or hospital to gain actual experience in the field of his major. The half day plan is used in offices within a radius of 20 miles of the Institute; in others, part-time placement is planned in the student's home town, or environs, wherever possible.

201R-8. Cooperative Retail Experience. Students in the cooperative retailing program will spend the months of March-April, July-August, and November-December in full-time work experience. The Institute does not guarantee employment, but every attempt is made to assist students in securing cooperative work. There will be assigned study projects to be completed during these periods as well as weekly evening meetings to discuss training experiences. Saturday work during the "on-campus" periods is optional.

214S-5. Cooperative Secretarial Experience. In this phase of the Secretarial course the student spends either half days, or two weeks at a time, in an office to gain actual experience in the field of his major. This may be in stenographic, non-stenographic, accounting, or office machines. The half day plan is used within a radius of 20 miles of the Institute; in others, part-time placement is planned in the student's home town, or environs, wherever possible.

213S-5. Cooperative Secretarial Work-Study Problems and Techniques. The student spends half days in a seminar with the coordinator of the Secretarial-Stenographic work study plan to improve techniques as used in the cooperative part-time position; to study problems and activities as they are met in the work-study plan. Remedial work is planned where it is found necessary for students

on an individual basis, depending on the type of work and problems which are met in the part-time placement under the cooperative plan.

Cosmetology. (For a detailed description of courses and entrance requirements write or contact the Director of the Vocational-Technical Institute)

275B-3. Credits and Collections. Organization and operation of the credit department including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized.

125R-3. Customer Sales Relations. This course deals with the study of types, needs, and habits of customers. Behavior patterns of customers will be discussed and methods of adjusting to these habits will be suggested.

225R-3. Department Management. A complete apparel department will be set up and studied from the decision to establish it, through buying, stocking, advertising, selecting personnel, to reviewing the records to determine whether continued operation is practical.

177R-2. Economics of Distribution. A review of our economic system, markets, production value, price, etc. A study of this problem will give the student a better understanding of the place and function of distribution in our national and world economy.

127G-3. Economic Principles. The economic system, markets, production, value, price, distribution, the cycle, comparative system.

125S-3. Effective Personality Development. This course is designed to help students improve their personalities. Consideration will be given to units such as social usage, personal appearance, and good grooming; living and working with others; emotional and social maturity; and the effect of good nutrition and health on personality.

275M-3. Elementary Metallurgy. The properties of metals, the theory of alloys, heat treatment of steel, surface treatment of steel, tool steels, classification of steels and the testing of hardness are included in this basic metallurgy course.

227A-5. Engine Rebuilding. The development and operating characteristics of the many types of automotive engines. Operating principles of internal combustion engines. A study of cylinder heads and oil pans, cylinder clocks and crankcase, crankshafts and flywheels, pistons and connecting rods, valves and valve operating mechanisms, engine lubrication, cooling, mounting and the dis-assembly, re-machining and rebuilding of the complete automotive engine.

100G-3. English Fundamentals. A course requiring 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 upon unity coherence in the whole composition; and an acquaintance with the library; an amount of directed reading, studies of the structure of the sentence; and conferences on the work. Student to be excused upon satisfactory score on Institute Placement Test.

226R-3. Establishing an Apparel Business. Deciding what type of business to begin, selecting a location, building or renting, equipment, fixtures, layout, legal problems, management controls, government restrictions, etc.

233B-5. Federal Taxes. Considerable emphasis is placed on the effect of various business transactions, such as dealing in securities, on taxable income. The procedure to be followed by a taxpayer who has been assessed additional income tax. Prerequisite: Principles of Accounting II.

107S-2. Filing. The basic principles of modern filing systems are covered; alphabetic, subject, numeric, and geographic. The student works with practice filing equipment, learning the rules of indexing, cross referencing, coding, charge-outs, color devices, and setting up a modern system.

215H-2, 216H-2. Four-Voice Testimony I-II. Four voices with alternating dictation are used in this course. This procedure is comparable with court procedure where the opposing attorneys, judge, and witness enter into the testimony.

226T-5. F. M. Receivers and Public Address Systems. A study of F.M. receivers which includes the types and maintenance of detectors and turners and the use of sweep generators for special alignment. The installation and maintenance of public address and sound systems.

125B-3. Fundamentals of Business. A survey of business services, organizational charts, occupational possibilities and requirements. The various departments of business are discussed with emphasis on their relationship to one another. Emphasis is placed on the American concept of business operation, with particular emphasis to our system of free private enterprise.

276R-3. Fundamentals of Buying. Duties of the buyer, planning, forecasting, marketing, buying techniques, sources, selecting merchandise, deciding on price lines and brands.

126W-5. Fundamentals of Welding Metallurgy. Physical and mechanical properties of metals and alloys. Testing and inspection of welds. Thermal and chemical conditions of welds. Heat treatment and mechanical working of welds.

127M-5. Gage Theory and Design. The theory and application of precision measurement as applied to gages of all types including plug, ring, snap, flush pin, taper plug, radios, thread, dial gages, gage blocks and accessories.

275A-3. Garage Practice and Service Management. Conducted and operated like the best service and repair shops. Study of the flat rate system of estimating and recording time of jobs. Study of modern methods of control — such as Buick's "Control Power" system of routing jobs. This course is designed to give students both theoretical and practical experience in service management and in running a garage as a place of business. Garage sales methods, business management records for service shops and professional ethics are included briefly in this course.

277R-2. Government Relations. The study of government controls, necessary reports, methods of compliance, and retailings' responsibilities in formulating government policies as they affect the industry.

225M-5. Grinding Processes. This course in grinding is directly related to the machine shop field. All phases of grinding are covered including tool grinding; cutter grinding; surface, internal and cylindrical grinding, and form tool grinding. The manufacture of abrasives and the selection of wheels as to type, size, kind of abrasive, structure, bond, grain size and grade is included. A study is made of the material to be ground, the accuracy and finish required for a specific job, the cutting wheel speed, feeds of the machine and the use of coolants. The standard system of specification of grinding wheels and their marking system is part of this course. The handling, storage, and inspection of wheels as well as safety factors are also stressed.

127A-5. Ignition and Carburetion, Theory of. The theory of basic electricity; magnetism, induction and electric current, principles of direct current generation, principles of simple alternating current generation, electrical measurement and electrical circuits. Theory of construction and operation, repair, adjustment, maintenance, and inspection of modern carburetors.

110H-5. Indoctrination I. This course gives the student the initial information of forms of transcripts, methods of taking court testimony, methods of vocabulary building, and general procedure of preparing material for the Court.

204R-3. Interior Display-Store Layout. Study of theory and laboratory practice in interior display and store layout for the apparel and variety stores.

125A-5. Internal Combustion Engines, Theory of. The theory of the operation of internal combustion engines; the history and development of engines-factors that influence development; improvements; nomenclature factors affective power output; two stroke cycle; four stroke cycle; diesel; and, major differences in construction are included in this course. Also included is a study of engine lubrication and cooling.

126R-3. Introduction to Apparel Retailing. This is the introductory course to all retail merchandising and management courses in the apparel and variety series. A general study of business organizations with emphasis on soft-lines businesses, functions and duties in the major divisions of the apparel and variety business.

227M-5. Jig and Fixture Theory and Design. Principles of increasing production efficiency by means of jigs and fixtures. A complete analysis of the methods used to fabricate jigs and fixtures, including welding methods used in fabrication. This course is closely correlated with machine shop practice.

112H-3, 113H-3, 212H-3, 213H-3, 214H-3, Jury Charge I-V. Material is dictated from actual jury charges from official records. Since this form is different

from ordinary dictation, it is necessary for the prospective court reporter to have this practice.

278R-3. Laws Affecting Retailing. Essentials of a contract, promissory notes, conditional sales contracts, bills of exchange, negligence of proprietor and the salesperson, and other business law fundamentals as applied to retailing.

220S. Legal Dictation Shortcuts. Special dictation, involving special legal terms, vocabulary building, shortcuts in writing legal terms in Gregg shorthand, or in machine shorthand. Many special forms are taught involving phrasing, advanced brief forms, and technical terms needed in legal secretarial work.

222S. Legal Office Procedure. This course includes training in preparation of legal documents, special transcription procedure, techniques appropriate to the legal office, taking of depositions, and general office practice applicable to a legal office.

104H-3, 105H-3, 106H-3, 204H-3, 205H-3, 206H-3. Literary Dictation I-VI. Material taken from the best literature, at graduated speeds, is used to build vocabulary and to help in building overall speed in taking dictation.

101M-7, 102M-7, 103M-7, 201M-7, 202M-7, 203M-7. Machine Shop I-VI. Progressively up-graded projects and instruction in the operation of typical machine-shop tools and machines. Safety, care and operation practices are stressed. Industrial practices; related technical information.

132G-4. Management and Labor Relations Problems. Wages, hours, insecurity, industrial conflict, the sub-standard worker; attempts at solution of these problems; labor organizations and the activities of the government.

126M-5. Materials and Processes. A course in the study of the basic materials and processes used in modern plants in the machine industry. A study is made of the materials used and their classification and identification.

106G-5. Mathematics Fundamentals. This course provides some degree of skill in computing practical financial problems. Material covered includes the use of common and decimal fractions, arithmetic of pay rolls, percentage, trade and cash discount, computing interest charges, insurance arithmetic, and the use and preparation of graphs.

175D-3. Mechanical Drawing. Fundamental principles and practices involved in the use of drafting instruments in making orthographic projections, including auxiliary and sectional views, development of surface and intersections of solids, pictorial representation, lettering dimensioning, titles, and notes, geometrical instruction, technical drafting and design information.

225S-5. Medical Dictation. Advanced dictation involving medical terminology, phrasing, and vocabulary. Special terms and definitions are used in preview of materials found in the dictation for transcription.

129W-3. Metal Fabrication. Practical lay-out work in pipe and structural steel. Methods of welding used in fabrication.

178R-3. Non-Selling Responsibilities. A study of customer services, store system, uses and conservation of supplies, merchandise and store protection, with emphasis on stocking.

228B-3. Office Administration. The flow of office work and the basic purposes served. Areas of office services from the managerial viewpoint. A brief overview of the problems of organizing, constructing, installing, and maintaining office systems. Prerequisite: Accounting Elements II.

227B-3. Office Supervision. Relation of the human element to production; the art of securing understanding and cooperation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions.

175W-3. Oxy-Acetylene and Electric Arc Welding. This is a combined course in gas and arc welding to provide the machinist or other tradesman with enough welding experience to make repairs and fabricate simple assemblies. Emphasis is placed on the building up of worn parts and the repair of broken parts. The use of low temperature rods is included to make the repair of machine shop tools, such as, milling cutters, possible.

101W-7. Oxy-Acetylene Welding Shop. Actual controlled shop experiences in the skills described in the course description below.

125W-5. Oxy-Acetylene Welding, Theory of. The use of regulators, tanks, torches and manifolds; the manufacture and storage of gases, precautions and safe practices for welding and the practical application of the oxy-acetylene flame to the welding. Weldability of ferrous and non-ferrous metals and process. Expansion, contraction and stresses in welding. The use of jigs and fixtures.

120D-5. Pattern Drafting. A course for welding students in pattern development and layout work for pipe fitting and welding.

175P-3. Pattern Making and Foundry. Experience given in making wood patterns of machine parts for castings; holding, involving the cutting and tempering of the holding and preparatory to running the molds; melting, handling, and pouring molten metals; related technical information.

226M-5. Perishable Tools. A study of the use and design of small tools. Laboratory work in designing tools for various applications. This course is coordinated with shop practice so that the student actually constructs the small tools necessary to do a specific job.

126G-3. Personal Economics. Consideration and investigation of basic principles of purchasing for personal consumption, the management of personal finances. Considerable emphasis is placed on the principles of buymanship as applied to purchasing office supplies, and elements of buying as an integral part of an office position.

126S-3. Personality Development. Proper dress for the job, good grooming, the art of making friends, the culture of courage, the development of a program for successful living.

227R-3. Personnel Management. Retail personnel management, employee relations, policies and techniques. Methods of recruitment, selection, placement and training.

276M-5. Precision Shop Mathematics. Provides specific instruction in computing results accurately within the limits of the measuring instruments and gauges commonly available in the modern shop.

183R-3. Product Information. Group study and student projects concerning manufacturing processes, care and use facts of the non-textile merchandise carried in the typical apparel and variety stores. (e.g. metals, plastics, leathers, etc.)

279R-3. Public Relations-Community Problems. A study of how a retail business can execute its responsibilities in the community and develop good will for the store and the trading area in general.

225T-5. Radio Service and Repair. This course covers all phases of radio service and repair and includes: power supplies, radio amplifiers, detector circuits, intermediate amplifiers, mixers and converters, R.F. amplifiers, and tuners and car radio repair and installation.

125T-5. Radio and Electronics, Principles of. Applied Ohms Law; D.C. measuring instruments; elementary resistance circuits, series, parallel circuits, power and loads, D.C. currents and coils (inductance); C.C. voltage and condensers (capacity); A.C. measuring instruments; A.C. currents and inductance; capacity and resistance A.C.; vacuum tubes; and vacuum tube circuits.

101T-7, 102T-7, 103T-7, 201T-7, 202T-7, 203T-7. Radio and Television Shop I-VI. Laboratory experience in applying the theory of radio and television science.

177D-3. Radio-TV Sketching and Plan Reading. Preparing and understanding schematics and diagrams of circuits, etc., in order to be able to build or rebuild radio-tv receivers and other equipment.

280R-3. Retail Credits and Collections. Modern consumer credit management, consumer credit sales practices, collection procedures, legal aspects, human relations in the credit department, credit letters, trends.

229B-4. Record Keeping. The complete cycle of records necessary in running a business in buying, selling, inventories, payroll, and stock control.

179R-3. Retail Mathematics. Review of fundamental processes of mathematics with emphasis on short cuts and quick proof. Applied to mark-ups, mark-down, stock records, profit, discounts, expense, budgeting.

281R-2. Retail Records I. (Inventory and Merchandise Control) This series deals with problems of recording and interpreting the transactions in the apparel and variety stores. Work is centered on the records needed to properly control the merchandise in the store.

282R-2. Retail Records II. (Payroll Methods and Payroll Control) Similar to the above course but with emphasis on payroll and related problems.

283R-2, Records, Retail, III. (Taxes, Insurance, Financial Reports) Also similar to the above courses but with emphasis as noted.

Secretarial Accounting. In this course the basic principles of accounting are presented from the viewpoint of the secretary. The accounts of private individuals, professional men, institutions, and small business firms of various types are studied.

223S-6. Secretarial Office Procedures. Lectures and laboratory practice in handling office work in a detailed manner. The student is required to assume the responsibility of the reception of callers, handling correspondence, planning itineraries, care of appointments, preparation of legal documents, personnel records, and telephone technique. Techniques of successful placement for employment are integrated with the Placement Counselor of the Institute. Prerequisite: Completion of all work up to term in which this course is offered.

125M-5. Shop Theory and Quality Control. This course covers the basic hand and machine tools—their use and limitations. The work covered in shop theory is closely correlated with the work being done by the students in the shop at the same time and is geared to the needs of the student. The use of measuring the instruments from the scale to precision gage blocks is included so that the student early in his career becomes familiar with modern measuring techniques and standards of precision.

203S-5. Shorthand Dictation I. This course provides for learning and automatic vocabulary of brief forms, special forms, and word families. Writing practice on familiar material and introduction of new material in dictation are provided. Prerequisite: Shorthand Theory.

205S-5. Shorthand Dictation II. Speed building in dictation, with emphasis on mailable transcripts. Sustained writing practice, building speed up to 100 words per minute. Prerequisite: Shorthand Dictation I or equivalent.

209S-5. Shorthand Dictation III. Additional speed building in advanced dictation. Emphasis on dictation for transcription under timed conditions. Builds shorthand speed up to 120 words per minute. Prerequisite: Shorthand Dictation I or equivalent.

104S-5. Shorthand Theory. A thorough study of the principles of Gregg Shorthand through blackboard demonstrations, drill on work lists, and practice in reading material. Intensive drill of brief forms, phrases, and word families. Correct reading and writing techniques are emphasized. Students are gradually introduced to dictation.

180R-2. Show Card Lettering. Development of skill in preparation of ordinary feature cards and price cards for window and counter use. Pen and brush.

232B-5. Specialty Accounting. Accounting principles as applied to branch office accounting; chain store; department store; foreign exchange; consignments; estate accounting. Also accounting procedures as related to decedents' and insolvents' estates, and trusts. Prerequisite: Principles of Accounting.

127R-3. Specialized Selling. To improve and develop more effective methods of selling specific items of merchandise. e.g. How to sell men's hats, coats, suits, accessories. How to sell fashion merchandise. How to sell children's wear. How to sell shoes. Each student will study and practice as his needs and interests demands.

128R-2. Store Policies Affecting Salespeople. Understanding store service, price, quality, advertising, merchandising, return and adjustment policies and interpreting them correctly to the customer.

231B-2. System Building. Gives an insight into the problems of system installation. Special emphasis is placed on the problems of the small business, construction of statements, construction of the chart of accounts, design of ledgers and books of original entry, drawing of forms, layout of accounting procedure. Prerequisite: Principles of Accounting II.

176D-3. Technical Drawing. This course is designed for the students majoring in a trade such as machine shop, and includes the basic elements of drafting. Emphasis is placed upon blue-print reading and shop sketching. Other topics included are orthographic projections, sectioning, auxiliary projection, tolerances, isometric sketching and geometric constructions. The object of this course is to give the student a foundation in the visualization of views and the ability to express himself by means of free hand sketches.

181R-3. Textile Information I. (Natural Fibers). A detailed study of woolen, cotton, linen, and other natural fibers. How they are woven, their qualities, care and uses.

182R-3. Textile Information II. (Synthetic Fibers) Same as Textile Information I except a study is made of such fibers as rayon, nylon, orlon, etc.

206S-2, 208S-2, 211S-2. Transcription I-III. Instruction in the principles of transcription, placement of letters, punctuation, spelling, vocabulary building, and application of grammar. Transcription of business letters and reports according to business standards.

225A-5. Transmission and Clutch Rebuilding. A study of power trains, gears, methods of shifting gears, constant mist gears, planetary gears, clutches and coupling devices, conventional transmissions, overdrive, automatic transmissions such as Drivemasters, Supermaster, Dynaflow, Powerglide, Cyromatic, Ultramatic and Hydromatic.

107H-3, 108H-3, 109H-3, 207H-3, 208H-3, 209H-3. Two-Voice Testimony. Two people dictate, alternating their questions and answers, to give the student practice in taking dictation under these conditions which are found in court procedure.

101S-5. Typewriting I. Introduction of the keyboard, and covers the basic theory of touch typewriting with some emphasis on speed and accuracy development. Typing of simple type business letters is introduced.

227T-5. T.V. Receivers. The installation of T.V. antennae, general checking and precautions and safety in checking, component testing and part replacement, discriminator adjustments, alignment, tests and maintenance of video section, test procedure and maintenance of synchronous circuits, test procedures and maintenance of high voltage power supply. Also included is trouble interpretation from C.R. tubes and sound indications.

102S-5. Typewriting II. This course provides for the development of basic skill. Special consideration to mechanics of writing in preparation of student in transcription. Business letters and their various styles are introduced. Prerequisite: Typewriting I or equivalent.

103S-5. Typewriting III. Included in this course are advanced letter writing problems of the usual business forms, manuscript and report typing. Prerequisite: Typewriting II or equivalent.

204S-3. Typewriting IV. This course consists of intermediate speed drills combined with rapid straight typing for the building of competent business typing skill. The major part of the course emphasizes accuracy and speed building, with review of office production typing. Prerequisite: Typewriting III or equivalent.

207S-1. Typewriting V. A continuation of speed and accuracy building through the use of intensive drills and exercises. One day per week is given to office production typing under timed condition. Prerequisite: Typewriting IV or equivalent.

210S-1. Typewriting VI. High-speed typing drill is employed in this course using speed sentences, phrases, continuity paragraphs. One day per week is given to timed production office typewriting problems. Prerequisite: Typewriting V or equivalent.

128W-5. Welding Inspection and Testing. Welding requirements: inspection work in pipe and structural shapes; the work of the welding inspector in industry.

284R-3. Window Display. Theory and practice in the class-room laboratory. Selecting merchandise to be displayed, building backgrounds, using proper lighting, developing knowledge and skill in use of color, design, etc. A display shop is available with woodworking machines and tools, painting equipment, and display materials.

215S-5. Work Study Problems and Techniques. The student spends half days in a seminar with the coordinator of the work-study plan to improve techniques as used in the cooperative part-time position; to study problems and activities as they are met in the work-study plan. Remedial work is planned where it is found necessary for students on an individual basis, depending on the type of work and problems which are met in the part-time placement under the cooperative plan.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

Statistics and
Indexes



Degrees Conferred, 1951, 1952

Enrollment

Officers and Faculty

General Index

Conferred 1951
College of Liberal Arts and Sciences

Bachelor of Arts

Ward C. Armstrong	William George Martin
Glen Asselmeier	Robert L. McCabe
John A. Beggs	Runette McCarthy
James B. Bleyer	John R. McGowan
Carl W. Blood	John Joseph McLafferty, Jr.
William Lewis Blucke	James Edward McSherry
John Alex Boczkiewicz, Jr.	William Francis Meehan
Girard Eugene Bouchet	Donald Petty Miller
Denver M. Brewer	Harold Nicholas Miller
Eugene G. Brown	Leon Sherwood Minckler II
Louise A. Ouroussova Bryant	Robert Carter Norman
Daryle H. Busch	Frank Clemons Pierce
Willard Carr	Robert Gordon Polance
Karl Eugene Collins	Harry F. Reinert, Jr.
Darwin Darrell Davis	LaDonne June Rhymer
James William Davis	Mary Newton Richardson
Harry N. Dell	Rebecca Jane Robertson
Louis Harold Diamond	Orlie L. Shannon
Charles Edward Dickerman	Robert J. Simmons, Jr.
Donald E. Dillow	Joe L. Simms
James Dudley	Thomas Orville Sloan, Jr.
Carl F. Ferrell, Jr.	Robert H. Smith
Billie John Fulton	James Wesley Starbuck
John Robert Hempler	Harry W. Steele
Orville Drane Jackson	Clifford W. Sullivan
Harold Dean Jones	Joyce Helene Taborn
Ambrose F. Kiestler	Donald L. Tate
Jacob William King	Richard Reed Thomson
Russell W. King	Alice May Towse
Whitney Duncan King	Walter William Vineyard
Kenneth Tommy Kress	Richard Stanley Vogler
Margaret Ann Lane	Helen Doris Wade
John Marshall Lindsey	Charles Richard Walker
Alfred Patrick Loughran	James D. Walker
George Madison	Julius Joshua Webb
Robert Roy Mandrell	Maurice Alton Whitacre
Ruth Barkley Mann	Orville L. Wollard, Jr.
D. M. Manners	Troy Joseph Zimmer

Bachelor of Science

Charles Bruce Koons

College of Education

Bachelor of Music Education

Richard Kenneth Barron	William J. Hall
Roy Barth, Jr.	Roger N. Hughes

Bachelor of Science in Education

Verbal Adkisson	Kenneth Donald Alley
Betty Ahlf	Dorothy Jean Allison
Elizabeth Catherine Allen	Frances Ann Andrew

Bachelor of Science in Education—*Continued*

Evelyn Luther Arndt
 Frederick A. Arndt
 William Wayne Artis
 Beverly June Baine
 Virginia Lee Cummins Baker
 Doris June Baldrige
 Leonard E. Baldwin
 John Barbre, Jr.
 Robert Lee Barnhart
 Lloyd Dean Bauersachs
 Imogene C. Beckemeyer
 Harold Grange Bell
 Vera Elizabeth Bennett
 Stanley H. Benson
 Leland E. Bergfeld
 Veragene Biehl
 Frank John Bietto
 James L. Black, Jr.
 Myra Barbara Blades
 Harold E. Bookhout
 Mary Sedalia Boston
 Frederick W. Brenzel
 Esther Inman Bresnan
 Gertrude Buckhalter
 Robert Kennon Cagle
 Elizabeth Beisner Carmack
 Baptista Castrale
 Joe Castrale
 Priscilla M. Cates
 Hurley Don Catlin
 Pauline Ruth Chamness
 Clerely Chaney
 William A. Chapman
 Betty J. Choisser
 Betty Jean Cima
 John Quincy Clark, Jr.
 Donna Jean Clemmensen
 Dorothy June Clutts
 Donald Roberts Coleman
 Patricia Jean Colligan
 Hal Bourne Cornett
 Billie Taake Cover
 David L. Cover
 Clarence Leo Cox
 Thomas LaMont Cox
 Francis H. Craig
 Donald R. Cross
 Martha R. Curtner
 Eva Mae Manninger Daisy
 Bob Dale Dallas
 Ronald Darnell
 Charline Hall Davie
 Marie C. Davis
 William Bryan Davis
 John B. Day
 Willet Richard Dean
 Edward Ray Dempsey
 George Robert Denison
 Forrace Lamoine Derickson
 Luella Seyer Dickhaut
 Mary Ellen Donahue Dillard
 James A. Dillon
 William A. Doerr
 Frank Dohanich
 Harold Lee Dorris
 Lee Roy Duncan
 Joan Rose Eaton
 Mary Ann Elders
 Charles Walton Elliott
 Lora Jean Etherton
 Lela Belle Ewbank
 Joseph Benjamin Farmer, Jr.
 Robert A. Ferrari
 Charles Fred Flannell
 Philip Florio, Jr.
 Wilfred Reuben Foechner
 Richard B. Foster
 Virginia May Fox
 Muriel B. Fults
 Virginia Katherine Gilkeson
 Lillian M. Gebhardt Ginger
 Clarence H. Goldsmith
 Waldo Robert Gollieher
 Ira Lawrence Grandon
 Charles E. Green
 Martha Grissom
 George Grosco
 Lula Mae Groves
 Nayadean Gum
 Ruth Gunter
 Evelyn C. Guthrie
 Roberta E. Halbroom
 Alma Dodds Hall
 Ruth E. Halterman
 Laura Jean Hammond
 Minnie C. Hammond
 Bryon Virgil Hargis
 Edward T. Harn
 Viola Harris
 Clifford Clark Hatcher
 Sarah Kathleen Cockrum Hatcher
 Virginia Ruth Hawkins
 Victor Lawrence Hennrich
 Ellen Oneita Henson
 Ruth C. Herrin
 William Gerald Hickman
 Melvin Hill
 Lewis J. Hilliard
 Bill Hollada
 Patty Lou Hooppaw
 Phillip Ray Hott
 Robert Eugene Howey
 Pearl Bernadine Hudson
 Doris Louise Huff
 Dorothy Lee Huggins
 Frank Hughey
 Theo Hughey
 Lettie Stover Hunter
 Harriett JoAnn Ing
 Robert K. Irvin
 Clarence D. Jackson
 Emerson J. Jackson

Bachelor of Science in Education—*Continued*

Harry Michael Jackson	Olga Lucile Nagle
Thomas Louis Jackson	Noah Sylvester Neace
W. Eschol Jackson	Jesse Sherman Neal
Robert Earl Jenkins	Minnie Lois Neal
Bernadine R. Jennings	Virginia Ollie Nelson
Ruth Ann Joellenbeck	Bobby Gene Nevill
Cecil Lee Johnson	Wilma Humm Nordberg
Emil Leopold Kass	Alma Elizabeth Nordmeyer
Weldon Kendrick	Jacqueline O'Brist
Vina T. Kennedy	John Robert Odaniell
Robert Joe Kleist	Mary O'Donnell
Norma Hanser Klingenberg	Terry Fon Ogles, Jr.
Ilene Mae Kloeppe	Charles R. Oyler
Betty Jane Nast Knauel	Harold L. Page
Richard Stephen Knauel	Raymond Allen Palmer
Bertha Louise Kristoff	Lena Marie Pantaleo
Violet Hartman Kuefer	Norma J. Parker
Oran Jackson Lamer	Collin J. Penninger
Edna Hicks Lawder	Betty Jean Peterson
Robert Marion Leavell	James L. Polk
Raymond D. Lewis, Jr.	George Lowery Pollock
Arva Lindly	Pauline Dolores Porter
V. Lorene Clutts Lingle	Perry Morley Proctor
Carroll J. Little	Wanda Lee Pyatt
Lyndall Locke	Albert Joseph Pyszka
Doris Evelyn Lodge	Maralee Radford
Alice Catherine Lucas	Jennie Amelia Raffaele
Louise Lux	Robert D. Raver
Patte Jean Maneese	John Kelley Rea
Marilyn Zoe Margenthaler	Margie May Reagan
Betty Nell Martin	Norman Wilson Reames
Glen R. Martin	Phyllis Karlene Redd
James R. Martin	Dorothy Bierman Reed
Jennie Lee Martin	Merlina Refieuna
Dahl Leon Mason	Joann Marie Reichert
Margery Mason	Tirzah Ellen Reid
Doris Elaine Mathews	Andrew Robert Rendleman
Kathryn Mathis	Betty Lucile Rengstorff
Ruth McClure	Samantha Sue Rich
Sybil Hale McCormick	B. Glenn Richardson
Janet Ozment McCoy	Marilyn Riess
John Wesley McDowell	John Robinson
Loren Elton McGilvra	Lula Mae Robinson
Anette McIntire	Norma Furlow Roscow
Alex McKnight	Bowman Rudolph
Bruce E. McLean	Darlene Taylor Sackett
John B. McNeill	William Z. Sackett
Frank Menghini	Marion H. Savage
Albert Bryan Mifflin	Lester E. Scarborough
Melvin W. Milgate	Ruth Emily Schiber
Albert Louis Miller	Jewell Smith Schlegel
Edward Lewis Miller	Bernice A. Schmidt
Bonnie Nelle Coggan Milliner	Wilma Julia Schoene
Wanda Mitchell	Georgianna Feezel Schultz
Forrest Max Monroe	Doris Jeane Schwin
Merill O. Moore	Joan Peters Seibert
Floyd Anthony Mooreland	John F. Seibert
Eugene Raymond Muffler	Russel Sexton, Jr.
Betty A. Mundell	Gertrude Shingleton
Marjorie Ellen Munsell	Patricia Ann Simpson
Larry D. Myers	Robert G. Simpson

Bachelor of Science in Education—*Continued*

Alma Deane Smith	William Lee Tripp
Anna Joy Smith	Julia Jean Tucker
Artie L. Smith	Marilyn Joan Isom Twitty
Evelyn Marie Smith	Bernard L. Tyler
Helen Alberta Smith	Sada Bramlett Vaughn
Daniel Lloyd Snow	Carl Eugene Verble
Mary Jeanne Spooner	Betty Jean Violett
George Edward Spudich	Betty Lou Von Tungeln
Carl M. Stafford	George Robert Von Tungeln
Betty D. Steckenrider	John Henry Warren
Lee A. Stewart	Martha Dee Warren
Harvey Joseph Stocker, Jr.	Eloise Fellenstein Webb
Samuel David Stotlar	Eula Mae Heape Webb
John Donald Sutter	Mary Ruth Webb
Lawrence Edwin Taliana	Geneva M. Weece
Maurine Pursell Taylor	George A. Wells
Edna Mae Teel	Joseph C. Whitehead
Charles Roscoe Thompson	Robert Cyril Williams
James P. Thompson	Robert W. Williams
Carolyn Louise Thomson	Susan E. Williams
Eugene James Thorpe	William Eugene Williams
Dellarose Reys Thormorton	Virginia Ann Williford
Gertrude S. Tippy	Nancy Jean Willis
James Rodney Trigg	Reba L. Woodward

Eugene Donald Wyllie

College of Vocations and Professions

Bachelor of Science

Silas Maxey Allen	Edward C. Knop, Jr.
Stanley C. Allen	Harold A. Kuehn
Luther Antoline, Jr.	Darrell Gene Latta
James Otis Barnes	Anda B. Littleford
Jack Bennett, Jr.	Arthur Glenn Longworth
Thomas Gene Berger	George Edwin Lunde, Jr.
Robert F. Blackman	Leon Albert Mayer
Donald Wayne Boswell	John J. McCarty
Richard Dale Bueckman	Robert L. Middendorf
Bill Bullock	Lester Hubert Mittendorf
Kenneth Hale Burkett	Carlton G. Moore
Gilbert Lowell Butler	Jack Dean Moore
L. C. Cavaness	Paul M. Morgan
Walter A. Chance, Jr.	William Andrew Morris
James Bryan Childress	David Eugene Myers
Walter Hill Clark	Betty Lee Nebughr
Gordon Cox	Robert Lee Nicol
Carroll L. Davis, Jr.	Frederick A. Pemberton
Donald Christian Edwards	Lavina Lucille Phelps
Joy Merle Fry	Paul E. Phillips
James William Gregory	Bill Travis Plater
Jack Harper	Maurice Lee Ray
Willis A. Hartline, Jr.	Thomas E. Regenhardt
Johnny William Hill	James Harmon Renfro
Barbara Nell Hudgins	Harold David Richmond
Mariann Irvin	Forrest LaRue Richinette
John Randall Johnson	Carl L. Robinson
Charles Waldo Jones	Romola H. Rossi
Nancy Sue Jones	Norman A. Sander
Mary Jane Kibler	Hans Schneider

Bachelor of Science—Continued

Marshall Leroy Smith	Wilbur Darrel Talbert
Robert E. Smith	James Elmer Tate
Sidney E. Smith	James Milton Walker
Charles M. Stafford	Marlin Gene Wandling
Durward S. Stanislawsky	Virgil J. G. Warnecke
Robert Gene Stevens	Ralph Edwin Weber
Robert F. Swoboda	Robert L. Welch

Ava H. Wolf

Graduate School

Master of Arts

Conley Welch Burgess	Hubert Joseph Loftus
William J. Burns	Ocie Sprague Lybarger
Billy Neil Carr	Nick Arthur Masters
Dorothy June Cox	Charlotte S. McLeod
Robert Loy East	Betty Lou Hill Mitchell
David Edward Elder	John David Parsons
Delbert M. Eubank	Ernest Euel Eugene Poole
Delmar Dwaine Feazel	Betty Heisner Simms
Lawrence Gallick	Charles Gilbert Smith
Virginia Lou Hailey	Paul H. Tippy
Billy O. Hoyle	Nicole Versinger
Rexel D. Karnes	Walter B. Welch, Jr.

Olive Eleanor Young

Master of Science

Henry M. Borella	James E. Pemberton
Richard James DeLong	Gene Ward Walker
Frank L. Kennedy, Jr.	Erskine L. Webb

Master of Science in Education

Elmer F. Adams	Iona Beatrice Crim
Frank C. Adams	Charles E. Crouch
James Burrell Aiken	Joseph Cunningham
Wallace Baker	Raymond Preston DeJarnett
Mabel Frances Baldwin	Leon Howard Dickerson
Wallace Baldwin	Jackson Muir Drake
Henry Barnard, Jr.	Gordon E. Eade
James L. Black, Jr.	Loren M. Eddleman
Roy Frederick Blockley	George A. Ferguson
Gayle E. Boggs	Fresia A. Fierro Mendoza
Clarence L. Bradley	Flora Harrelson Foltz
Fred H. Bramlet	Nola Free
Cornelius Evans Brewer	Harvey F. Gardner
Marshall Fred Brooks	Margaret Seymour Gardner
Horace G. Brown	Arthur Paul Garner
Larnz William Bruns	James H. George
Alva A. Byars	Shifra Ginzburg
James Francis Cannon	Antoine Stephen Godar
Floyd R. Cargill	Iona Ruth Grant
Lisa Nak Whan Chang	Harry Allen Grater, Jr.
Edna Chester	Kenneth J. Gross
Stephen William Clark	Alard M. Hamilton
Charles Carr Cleland	Marie B. Harris
Thomas J. Cooper	Guy J. Hunter

Degree of Master of Science in Education—*Continued*

Wilma Williams Hunter	Harry Edward Prather
Verlie Everett Ingli	William R. Qualls
Roy Wayne Isaacs	John R. Reed
Mattie Berdell Jackson	Charles Richardson
Lawrence Lee Jones	Guy Blackwell Righter
Loren Boniface Jung	Karl L. Robinson
Nonnie B. Karraker	James Norman Rogers
Herman Leroy Kirkpatrick	Carl F. Rolando
Jack Large	Kenneth G. Rushing
Edward James Larson	Theodore L. Sanders
Charles R. Leonard	Hugh Milo Satterlee
Robert Leonard Littlehale	August E. Scherer
Ruth M. Litton	Warren Frederick Seibert
John Edward Lubach	Effie Sharp
Donald G. Lucy	Leon Ross Sitter
Robert L. Malone	Floyd Curtis Smith
Daniel Warren McClerren	Kenneth George Smith
Norman Eugene McClintock	Kenneth Lowell Smith
Val McFadin	Lorraine Smith
Jesse Sylvester McMurtry	Roy S. Steinbrook
Malcolm Leroy Milliner	Raymond Ira Thom
Norman E. Moore	Herbert Russell Thompson
Paul Robert Moore	Dora Alice Travelstead
Eugene V. Morris	Vivian Vickers
L. C. Myers	J. Eugene M. Wells
James K. O'Brien	Felix Ammon Williams
Carlyle George Ott	Mary Elizabeth Wilson
Loretta Keough Ott	James Earl Winkleman
J. Gordon Parkhurst	Alonzo J. Woods
Lloyd L. Patheal, Jr.	Gerald Thomas Yaxley
Willis Elton Pickerill	Gladys S. Young
Carl Martin Planinc	Willard L. Zimbleman

Summary of Degrees, 1951

College of Liberal Arts and Sciences

Bachelor of Arts

	Men	Women	Total
June 10	52	8	60
August 3	14	2	16
	<u>66</u>	<u>10</u>	<u>76</u>

Bachelor of Science

	Men	Women	Total
June 10	0	0	0
August 3	1	0	1
	<u>1</u>	<u>0</u>	<u>1</u>

College of Education

Bachelor of Music Education

	Men	Women	Total
June 10	2	0	2
August 3	2	0	2
	<u>4</u>	<u>0</u>	<u>4</u>

Bachelor of Science in Education

	Men	Women	Total
June 10	109	91	200
August 3	40	59	99
	<u>149</u>	<u>150</u>	<u>299</u>

College of Vocations and Professions

Bachelor of Science

	Men	Women	Total
June 10	52	8	60
August 3	14	1	15
	<u>66</u>	<u>9</u>	<u>75</u>

Graduate School

Master of Arts

	Men	Women	Total
June 10	8	4	12
August 3	9	4	13
	<u>17</u>	<u>8</u>	<u>25</u>

Master of Science

	Men	Women	Total
June 10	4	0	4
August 3	2	0	2
	<u>6</u>	<u>0</u>	<u>6</u>

Master of Science in Education

	Men	Women	Total
June 10	32	9	41
August 3	57	14	71
	<u>89</u>	<u>23</u>	<u>112</u>

Totals

Total Bachelor's Degrees

	Men	Women	Total
June 10	215	107	322
August 3	71	62	133
	<u>286</u>	<u>169</u>	<u>455</u>

Total Master's Degrees

	Men	Women	Total
June 10	44	13	57
August 3	68	18	86
	<u>112</u>	<u>31</u>	<u>143</u>
Total Degrees conferred June 10	259	120	379
Total Degrees conferred August 3	139	80	219
	<u>398</u>	<u>200</u>	<u>598</u>

Conferred 1952

College of Liberal Arts and Sciences

Bachelor of Arts

Billie George Aldridge Bill Dean Allen Joseph Richard Backensto Richard Dean Bazzetta Gerald T. Bean Theodore Arnold Bookhout James Richard Bracy W. R. Bridges Charles William Collett Walter D. Craig George T. Crouse Jimmy Lyle Crouse Charles T. Crowe James Harve DeLap Jacques Melbourne Donahue Patricia Aline Dougan Denton Blakeslee Ferrell Wilma F. Guy Jack Hagler Raymond Edward Hatcher Ruth Marie Herda James Jay Hill Saad Salih Jaber Olaf Glenn Johnson Charles D. Jones Sylvan Stephen Kapusta Robert King Clarence A. Koesterer James Lee Landolt Ivan Lavelle Lirely Bill Maloney Henry R. Manfredini John Marcus Theodore Arno Michaelis	Carl Emery Morris Thomas Edward Morton, Jr. Basil Anthony Moskoff Richard Grant Murphy Allen Hallberg Myers Bernard V. Narusis William L. Newton Wesley P. Norman John Darrell Odell Mary Jeanne Palmer Francis J. Pantelis Jack Taylor Parrish Michael Pasko A. B. Plunkett Rita Marie Presley Petrita Romero William Dwight Roper Mary Jo Parker Rush John Leslie Russell Peter Anthony Russo Charles W. Ryan George A. Schuster George L. Shafer William Franklin Shawmeker Harold Lewis Smith Mahlon Smith William E. Spangler Mary Ruth Tebow James Joseph Throgmorton Albert William Trtanj Earl F. Vaughn Lawrence Andrew Wachtel, Jr. Mary C. Winter John Harlan Wittmer Johnny Youchoff
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College of Education

Bachelor of Music Education

Randall Harrelson Ashley Delores Blondi Lou Ann Beggs Creek	Jo Ann Cunningham Jungers Gloria Moroni Harold Eugene Stiman William Floyd Wakeland
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Bachelor of Science in Education

Howard Taft Abernathie Nell Aikman Phyllis R. Allard Benjamin Floyd Anderson Cleo Louise Anderson LaVerne Mowery Anderson John Cipriano Ariotto Roberta Jane Atkins Lewis Gene Badalamenti	Joan Barker Robert C. Barnes Clara Marie Baudison Pearl Bayne Albert Glen Bean Duward Dee Bean Ted S. Beardsley, Jr. Beverly Ann Beirne Lawrence L. Benedict
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Bachelor of Science in Education—*Continued*

Zula Grace Berg
R. Louise Berger
Thomas Edwin Berry, Jr.
Norman Eugene Boeker
Obe O. Bond
Clara Emigene Bourland
Vera B. Boyd
Ernest G. Bozarth
Barbara Evelyn Brach
Helen Brada
Georgia Lou Bramlet
Erwin Henry Brinkmann
Della Elizabeth Brooks
Robert Lewis Brooks
Joseph Jack Brown
Marilyn Brown
Richard Langley Brown
William Ray Browning
Leslie D. Brumfield
Mary Alice Bundy
Patricia Ann Burks
Ina Ditterline Butler
Eleanor Louise Cable
Mary Corinne Campbell
Mary Ellen Carlton
William Thomas Carlyle
Dorothy Jeanette Carmondy
Robert Leroy Carr
Valjean Murry Cashen
George Allen Casleton
Glenn J. Champ
Robert E. Chandler
Herbert W. Clutts
Mary Frances Coffey
Myrle L. Coffman
John Phillip Cole
Lucille Cole
Philip Yates Coleman
Helen Cowling Coles
Thomas Walter Collins
Elizabeth Jane Conatser
Joanne Copeland
Helen Ruth Corcoran
LaVerna Jean Cornelious
Anna Jane Cox
Ralph Lee Cox
Patricia Lou Crader
Kenneth Croslin
Frank Herbert Cummins
Berniece Winter Dartt
Doris Ivy Dempsey
Elizabeth Jane Hindman DeWitte
Nancy Ely Dial
Robert Donald Dickerson
Bonnie Elaine Dickson
M. Irene Pursell Dixon
Jacquelyn Bittner Donahue
Helen Louise Duckels
Wilma Louise Dummeier
Richard Laverne Durrant
Cecil Eberhardt
Jo Ann Eblen
Clarence LaVerne Edwards
Alvin Eigenrauch
Marian V. Farrar
Ethel M. Farthing
George Rae Foltz
Orville Edison Freeman
Dolores McClintock French
Velma Reynolds French
Vernon R. French
Dorothy Grace Fulkerson
Jo Anne Galbreath
Agnes Manning Garbutt
Harold Lee Gentz
Wilbur E. George
Thelma Glenn Gibbs
Margaret A. Gillespie
Rodney Warren Gillespie
Bernie Goatley
Dorothy Tonner Goetz
Herman Albert Graves, Jr.
Wanda Graves
William Lynn Green
Naomi Ada Griffith
Violet Groennert
Clifford A. Gunter
Russell L. Halbrook
Doris Jane Hall
Lovenger Hamilton
Dolores Marie Hamp
Dorothy Marie Hanagan
Wanda Alfretta Hancock
Marie Harris Hardin
John William Hardy
Doris Jean Harrell
Barbara A. Heath
Emirene L. Heinrich
Maxine M. Heisler
Geraldine Herndon
Mary Margaret Hicks
John Lucian Hill
Roy Lee Hixon
Mary Jane Holderby
Charles Elmar Holland
Ruth C. Williamson Horrell
Stanley George Horst
Fred L. House
Robert W. Hurt
Frances Simmons Irwin
Anna Maxine Johnson
William Laurence Johnson
Geraldine Jones
Murrell Franklin Jones
Norma Lee Jones
William A. Jones
Gladys Harriet Jordan
Jack R. Jungers
Rosemary Katherine Kabureck
Faye Adele Keller
Hazel Dawn Kemper
Marylee Keneipp

Bachelor of Science in Education—*Continued*

Robert W. Kennedy	Mildred Peebles Odle
Jane Kenney	Grace Cruse Odum
Marie Kern	Mary Jean O'Hara
Berta A. Kimmel	James Duane Oldfield
Ruth Young King	Wilmus O'Neil
Harold G. Kissack	Joe L. Osterman
Harold T. Klingenberg	Marilea Paddison
Anna Lou Kloeppe	Luther E. Parr
Nelda Carolyn Kroener	Dorothy Ann Paterson
Dorlis June Krug	Peggy Irene Beasley Pavlisin
Oliver A. Kueker	Al Louis Penman
Ruby Tripp Lackey	Adrian Edward Phegley
Charles W. Lamer	Rosa Lee Plunkett
Martha Jane Lancaster	James Noble Porter
Christena Yvonne Latting	Dorothy Margaret Prawl
Everett C. Lemay	Hazel Peterson Quinn
Loren Cecil Lemmon	Opal Sophia Quint
Harold Hubert Lerch	Essye E. Racey
Warren Littleford, Jr.	Christina Marie Ranchino
Dorothy Eileen Luke	Patricia Ann Randolph
Robert O. Lupella	Mildred Rawls
Helen Louise Mangis	Catherine Smith Rees
Kathryn Louise Mankin	Lila Mae Reichert
Donald Lee Martin	Agnes Imogene Fenster Ridley
Charles Henry Mason III	Marvin Kenneth Rister
Sabina Ruth Matthews	Merlene T. Riva
Joy Wollerman Mayo	Logan Roark, Jr.
Daisie Loretta McCabe	Eleanor Heard Roberts
Betty Lorraine McClerren	Betty Elaine Roe
Betty Jeanne McConnell	Leona Elizabeth Roper
William Claude McCoy, Jr.	Robert Lyle Ross
Harland Gene McFarland	Lois Elaine Rowland
Crissie Thornton McGowan	Jeanne Lloyd Rude
Betty Lou McKemie	Wilmer Sherman Rush
Marion Christine McKinnie	Joseph M. Sadnavitch
Sarah JoAnne McLafferty	Bill Schimpf
Teresa Valeta McLafferty	Roger A. Schoen
Mary Lou McMahan	Stella Marie Senkus
Billie Edward McRill	Russell George Shaver
Betty Weeks Medearis	Arthur Lynn Sims
Curtis Edmonds Meeks	Laura Jane Sisney
Ralph J. Melton	Donna Jean Skinner
Arthur Edward Menendez	Jeanette Louise Smalley
Dorothy Reese Montgomery	Anson Boyd Smith
Lamire Hudson Moore, Jr.	Bertha Fay Smith
Lucille Morgan	Cameron C. Smith
Dale W. Morris, Jr.	Mabel Marie Smith
Pauline Morrison	Marjorie Risley Smith
Floann Moseley	Victor Conrad Smith
Mary Jane Mountain	Verna Louise Sohn
Frank Yates Mueller	Donald Eugene Sollars
Robert M. Munday	John Medford Spaeth
Jo Ann Nall	Lula Hodges Stewart
Marilee Manes Newberry	Marilyn Edna Stroh
Christina Patsy June Nickoloff	Bessie Boles Stutsman
Donna Rae Nolan	Carl Vernon Summers
Samuel David Nolan	Damon Summers
Caroline Susan Norris	Edith N. Sutton
William David Norris	Nellie Jones Talley
Anna Louise Obermark	Charles Gordon Tate
Betty Jean Odle	Rose LeMaster Tate

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Mary Moss Taylor
Ina Teabeau
Edward Roy Thies
Annamae Todd
Esther Tanner Turley
Estelle Leona Turner
Amaline Catherine Turni
Warren D. Upchurch
Charles William Valier
James Earl Walker
Dorothy L. Hopkins Waller
Phyllis Anne Wardrop
Opal Dickey Weaver
Delmond Willard Weir
Milton Weisbecker

Florence Evelyn Weller
Delores Irene Wheeler
Leslie A. White
Marian White
Robert A. Wiggs
Bonnie Mae Willhite
Claude Williams
Corrynne Bailey Williams
Hazel Louise Williams
Mona Lou Williams
Patricia Ann Williamson
Bertha Wies Wilson
Phyllis Ann Wolfe
Annis Williams Worthen
Michael William Zekas

College of Vocations and Professions

Bachelor of Music

Leah Bradley Sims

Bachelor of Science

Einemann Abrahams
Dwight Robert Aitken
Dominic (Mimi) Alecci
Paul Philip Althoff
Arthur Andrew Azar
Charlie Blendon Brown
Boyd B. Butler
James Blackwell Campbell
Willard Dean Dawson
Paul W. Dempsey
John C. Dingrando
Glenial Dutton
Evan V. Eastman
Robert Andrew Eichholz
Jack D. Entsminger
Marjorie Fugate
Charles M. Garavalia
Neil Hanks
Arthur Craig Harder
Bobbie Lee Harmon
Fred Eldon Harvey
John William Knoke
Lee Kolmer

Walter C. Kowalis
Carl Hjalmar Larson, Jr.
Bob J. Lingle
Leon E. Luber
Don Alan Masterton
Thomas Charles Mathews
John M. McDermott
William H. Meininger
William Dale Palmer
William G. Raymer
Earl B. Robb
Carolyn Joan Schrodtt
James L. Stahler
Carl Austin Stanford
LaDonna Mitchell Tweedy
Luis James Valverde Z.
William A. Wangelin
William Guy Waters
Frances Jeanne Webb
Olis LeRoy Weeks
Clarence Eugene Wheeler
Braxton Bailey Williams
Donna Jean Zimmerman

Graduate School

Master of Arts

William E. Batts, Jr.
Imogene C. Beckemeyer
Frank John Bietto
Elizabeth B. Bischof
Robert Kennon Cagle
Robert Chase Child
Charles Edward Dickerman
Linna Hamilton
Donald Jean Hankla

Louis Rendleman Karraker
Lee Thomas Lemon
Harold Nicholas Miller
Norma Giddings Miller
John W. Mulkin
Perry Morley Proctor
Doris Jeane Schwinn
Joe L. Simms
Marilee Joyce Strang

Master of Arts in Education—*Continued*

Thomas Orville Sloan, Jr.
Richard Frank Vorwald

Charles Richard Walker
Maurice Alton Whitacre

Master of Science

Cheseldean Killingsworth

Master of Science in Education

Nannie Adelsberger
Eugene Lee Aiassi
Nathan R. Austin
Robert Lee Barnhart
Lloyd Dean Bauersachs
Roy B. Belcher
Lyle M. Beltz
Dale LeRoy Berry
Vincent A. Birchler
Hava Bonne
Wiltz Alonzo Book
Harold E. Bookhout
Morris Lee Booth
Robert Bowie
Ray Dickey Brewer
Elijah Donald Brown
George Orville Brown
Winifred B. Burress
Johnnie Dewight Capron
Beulah Chamness Crenshaw
Charlotta H. Crim
Ronald Darnell
Esther Juanita Davis
Kathryn Alley Davis
Robert Lawrence Davis
William T. Davis
May Ann Deitz
Lewis W. Dobbs
Robert A. Ferrari
Frank Floski, Jr.
Fay Sisk Fly
Charles R. Gardner
Barnie Paul Genisio
Jessie Yates Goddard
Richard E. Gray
Frank Freeman Groves
Mary Kathryn Greaney
Margaret Harriss
William E. Helton
John Hickman, Jr.
Lewis J. Hilliard
Clay Millington Hunter
Clarence Delmar Jackson
John Henry Jefferson
Warren G. Jennings
Carl Jones, Jr.

Dwight Karnes
Emil Leopold Kass
Howard Eugene Keller
Ethel Lorene Kirby
Lawrence V. Lipe
Paul Kenneth Lynn
Paul McKinnis
James Clinton Martin
James R. Martin
Charles Carlton Mathieu
Bruce E. McLean
Harold C. Miller
Herman Emanuel Mines
Wanda Mitchell
Frank R. Nation
Arthur E. Newbern
Agnes Bernice Newton
Gene Owen Osburn
Everett Cecil Parkhill
Earl Dean Patton
Margaret L. Phegley
Harvey Chester Pitt
Ira W. Ragsdale
Thelma Raybourn
Helen Gynelle Robinson
Velma R. Rushing
Otis LaMarr Ruyle
William B. Sanders
John William Segraves
Kathlyn Cox Sylvania
Verna Pulley S. Silveria
Richard A. Steelman
Lee A. Stewart
Thomas A. Stubbs
Joyce Helene Taborn
Lawrence Edwin Taliana
Grace Rushing Thompson
James Estil Tooley
Edward Roy Towers
Carl Edward Von Brock
Delmond Willard Weir
Charles Baxter Whalen, Sr.
William Earl Whitlock
James Lloyd Williams
Mattie Velmarie Williams
Zella M. Young

Summary of Degrees, 1952

College of Liberal Arts and Sciences

Bachelor of Arts

	Men	Women	Total
June 8	47	7	54
August 8	12	3	15
	<u>59</u>	<u>10</u>	<u>69</u>

College of Education

Bachelor of Music Education

	Men	Women	Total
June 8	0	3	3
August 8	3	1	4
	<u>3</u>	<u>4</u>	<u>7</u>

Bachelor of Science in Education

	Men	Women	Total
June 8	82	108	190
August 8	35	67	102
	<u>117</u>	<u>175</u>	<u>292</u>

College of Vocations and Professions

Bachelor of Music

	Men	Women	Total
June 8	0	1	1

Bachelor of Science

	Men	Women	Total
June 8	25	4	29
August 8	16	1	17
	<u>41</u>	<u>5</u>	<u>46</u>

Graduate School

Master of Arts

	Men	Women	Total
June 8	11	3	14
August 8	5	3	8
	<u>16</u>	<u>6</u>	<u>22</u>

Master of Science

	Men	Women	Total
August 8	1	0	1

Master of Science in Education

	Men	Women	Total
June 8	28	11	39
August 8	39	14	53
	<u>67</u>	<u>25</u>	<u>92</u>

Totals

Total Bachelor's Degrees

	Men	Women	Total
June 8	154	123	277
August 8	66	72	138
	<u>220</u>	<u>195</u>	<u>415</u>

Total Master's Degrees

	Men	Women	Total
June 8	39	14	53
August 8	45	17	62
	<u>84</u>	<u>31</u>	<u>115</u>
Total Degrees conferred June 8	193	137	330
Total Degrees conferred August 8	111	89	200
	<u>304</u>	<u>226</u>	<u>530</u>

University
Enrollment, 1950-51

	Men	Women	Total
Summer Session, 1950	1199	942	2141
Fall, 1950	1997	1089	3086
Winter, 1950-51	1792	989	2781
Spring, 1951	1509	953	2462
Individuals, Campus, Regular School Year, 1950-51	2267	1273	3540
Individuals, Campus, Regular School Year, 1950-51, and Summer Session, 1950, and Belleville Residence Center	2793	1851	4644
Individuals, Extension, 1950-51	570	1572	2142
Total Individuals, Campus, Regular School Year, Summer, Extension, and Belleville Residence Center, 1950-51	3215	3144	6359
Individuals, Non-Collegiate Grade, Regular School Year in Campus Training School, 1950-51	208	161	369
Individuals, Non-Collegiate Grade, Summer, 1950	123	118	241
Total Individuals (Duplicates Excluded)	3472	3356	6828
Total Registrants in Adult Education Courses, Regular School Year, 1950-51 (Non-Credit)			923
Total Registrants in Vocational-Technical Institute Courses, Regular School Year, 1950-51. (Non-Credit)			500

University
Enrollment, 1951-52

	Men	Women	Total
Summer Session, 1951	947	891	1838
Fall, 1951	1679	1055	2734
Winter, 1951-52	1527	922	2449
Spring, 1952	1398	887	2285
Individuals, Campus, Regular School Year, 1951-52	2185	1338	3523
Individuals, Campus, Regular School Year, 1951-52, and Summer Session, 1951, and Belleville Residence Center	2355	1708	4063
Individuals, Extension, 1951-52	630	1636	2266
Total Individuals, Campus, Regular School Year, Sum- mer, Extension, and Belleville Residence Center, 1951- 52	2851	3113	5964

Individuals, Non-Collegiate Grade, Regular School Year in Campus Training School, 1951-52	238	182	420
Individuals, Non-Collegiate Grade, Summer, 1951	160	128	288
Total Individuals (Duplicates Excluded)	3124	3425	6549
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Total Registrants in Vocational-Technical Institute Courses, 1951-52 (Non-Credit)			2517

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