

1961

1961-1963 Southern Illinois University Bulletin Carbondale Campus (College of Education)

Southern Illinois University Carbondale

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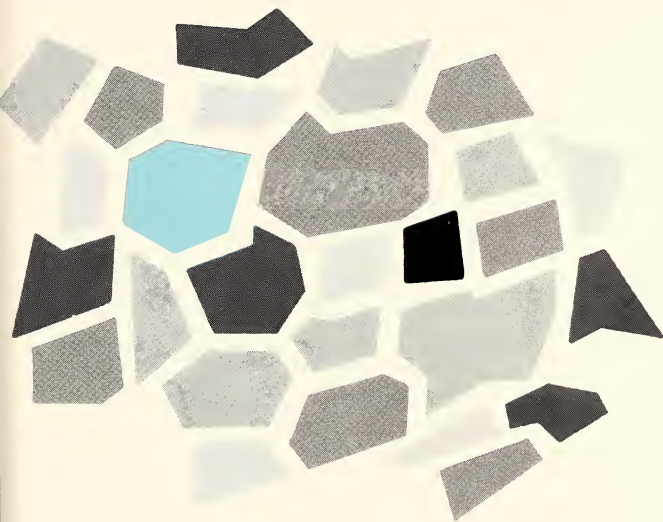
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Southern Illinois University

Bulletin



College of Education

CARBONDALE CAMPUS 1961-63

Objectives of Southern Illinois University

TO EXALT BEAUTY

IN GOD,
IN NATURE,
AND IN ART;
TEACHING HOW TO LOVE THE BEST
BUT TO KEEP THE HUMAN TOUCH;

TO ADVANCE LEARNING

IN ALL LINES OF TRUTH
WHEREVER THEY MAY LEAD,
SHOWING HOW TO THINK
RATHER THAN WHAT TO THINK,
ASSISTING THE POWERS
OF THE MIND
IN THEIR SELF-DEVELOPMENT;

TO FORWARD IDEAS AND IDEALS

IN OUR DEMOCRACY,
INSPIRING RESPECT FOR OTHERS
AS FOR OURSELVES,
EVER PROMOTING FREEDOM
WITH RESPONSIBILITY;

TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD
TO UNDERSTANDING
AND UNDERSTANDING
TO WISDOM.

College of Education

Announcements for 1961-1963



SOUTHERN ILLINOIS UNIVERSITY BULLETIN
Volume 3 Number 10 November, 1961
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except in September, when published semimonthly.

The following issues of the *Southern Illinois University Bulletin* may be obtained without charge from General Publications, Southern Illinois University, Carbondale, Illinois.

General Information
Summer Session (Carbondale)
Summer Session (Edwardsville)
Schedule of Classes (Carbondale)
Schedule of Classes (Edwardsville)
General Announcements (Edwardsville)
Graduate School
College of Education
College of Liberal Arts and Sciences
School of Agriculture
School of Applied Science
School of Business
School of Communications
School of Fine Arts
School of Home Economics
University Institutes
Division of Technical and Adult Education

All intending students should have the General Information Bulletin (issued once a year), plus the special bulletins of the various educational units in which they are most interested.

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This Bulletin . . .

covers in detail questions concerning the College of Education. It does not cover all questions concerning Southern Illinois University. For complete information about the University the prospective student should refer to the General Information bulletin.

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University Calendar, 1961-1962

SUMMER SESSION

Session Begins	Monday, June 19
Independence Day Holiday	Tuesday, July 4
Final Examinations	Wednesday–Thursday, August 9–10
Commencement	Friday, August 11

FALL QUARTER

New Student Week (Carbondale)	Sunday–Tuesday, September 17–19
New Student Week (Edwardsville)	Saturday–Sunday, September 16–17
Quarter Begins	Wednesday, September 20
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 22–27
Final Examinations	Monday–Saturday, December 11–16

WINTER QUARTER

Quarter Begins	Tuesday, January 2
Final Examinations (Carbondale)	Monday–Saturday, March 12–17
Final Examinations (Edwardsville)	Wednesday–Monday, March 14–19

SPRING QUARTER

Quarter Begins	Monday, March 26
Memorial Day Holiday	Wednesday, May 30
Final Examinations	Wednesday–Tuesday, June 6–12
Commencement (Carbondale)	Wednesday, June 13
Commencement (Edwardsville)	Thursday, June 14

Summer classes begin on Tuesday, June 20. During a quarter, Carbondale day classes begin on the second day of the quarter. Carbondale evening classes (5:45 P.M. or later) begin on the first day. Classes on the Edwardsville campuses begin on September 21, January 4, and March 28.

University Calendar, 1962-1963

SUMMER SESSION

Session Begins	Monday, June 18
Independence Day Holiday	Wednesday, July 4
Final Examinations	Wednesday–Thursday, August 8–9
Commencement	Friday, August 10

FALL QUARTER

New Student Week	Friday–Sunday, September 21–23
Quarter Begins	Monday, September 24
Thanksgiving Recess	Wednesday, 12 noon–Monday, 8 A.M. November 21–26
Final Examinations	Wednesday–Tuesday, December 12–18

WINTER QUARTER

Quarter Begins	Wednesday, January 2
Final Examinations	Wednesday–Tuesday, March 13–19

SPRING QUARTER

Quarter Begins	Wednesday, March 27
Memorial Day Holiday	Thursday, May 30
Final Examinations	Thursday–Wednesday, June 6–12
Commencement	Thursday, June 13

Summer classes will begin on Tuesday, June 19. During the fall, winter, and spring quarters, day classes will begin on the second day of the quarter. Evening classes (5:45 p.m. or later) will begin on the first day of the quarter.



The University

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.

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 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 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 Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to this list, and in 1955 the Doctor of Philosophy degree was added. The Master of Music and the Master of Music Education degrees were authorized in 1956.

In 1949 the Belleville Residence Center was established and the Alton and East St. Louis residence centers in 1957. In 1958 the Southwestern Illinois Residence Office was created to co-ordinate and direct the University's educational activities in the Madison-St. Clair counties area. In 1959 the Southwestern Illinois Campuses were recognized as a unit co-ordinate with the Carbondale campuses.

LOCATION

The general administrative offices for the University's campuses at Carbondale, Southern Acres, and Little Grassy Lake are located at Carbondale. The central administrative offices directing the University's educational programs at Alton and East St. Louis are located at Edwardsville.

The facilities at Carbondale now include more than twenty-five

hundred acres of land, thirty-six permanent buildings, and numerous temporary buildings. These buildings house classrooms, auditoriums, laboratories, libraries, offices, living quarters, cafeterias, and farm equipment and animals. The Little Grassy Lake and Southern Acres campuses are each about ten miles from Carbondale.

The facilities of the former Shurtleff College have been leased by the University for the operation of the Alton campus. The East St. Louis campus is located at the former East St. Louis High School building.

SESSIONS

The academic year is divided into three quarters. Each quarter is approximately twelve weeks in length.

The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends about the middle of March. The spring quarter begins the latter part of March and ends about the second week in June. Definite dates for each quarter may be found in the University Calendar.

In addition to the three quarters, there is an eight-week summer session which begins immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by the departments of the University. In addition to the courses which run the full eight weeks, there are workshops and short courses covering shorter periods of time.

REGULATIONS

The University and its various instructional units reserve the right to change the rules regulating admission, instruction, and graduation; to change courses and fees; and to change any other regulation 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 enrolled in the University.

Each 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 adviser and the Registrar's Office. Responsibility for errors in program or in interpretation of regulations of the University rests entirely upon the student. Advice is always available on request.

A copy of the regulations governing student life may be obtained from the Office of Student Affairs on the campus which the student attends.

College of Education

SOUTHERN ILLINOIS UNIVERSITY was founded as an institution of higher learning to encourage teacher preparation in downstate Illinois in the years following the Civil War. The growth of the institution was such that by 1943 the need for a graduate program in Southern Illinois was apparent, and teacher preparation functions were assembled in the College of Education, established in 1945.

The basic aim of the College of Education is the preparation of professional workers in the field of education and allied community services; teachers of all levels from kindergarten through college; educational administrators, supervisors, directors, guidance personnel, and other specialists.

Through co-operation with many other divisions of the University, the College of Education provides the classroom teacher with a basic knowledge of his special field; observation, practice, and laboratory experience link theory with application at each level.

Administrators, supervisors, and directors of special programs are expected to be professional leaders in school and community. The preparation of such specialists focuses on developing the knowledge and skills required for this leadership.

Beyond the immediate demands of our public schools, the College of Education recognizes a responsibility to prepare through advanced study those who will become teachers of teachers, directors of teacher education programs, college administrators, and research specialists. The College of Education is accredited by the North Central Association of Colleges and Secondary Schools, and by the National Council for Accreditation of Teacher Education.

PROFESSIONAL SERVICES

The College of Education has a responsibility to provide services of three general kinds: (1) to prepare effective professional workers for the public schools of the state; (2) to have its faculty participate fully in the effort to improve higher education in the state and nation; (3) to respond to the needs and requests of groups that are interested in the growth of Southern Illinois. Moreover, it has a continuing dedication to promoting that growth through visitation of schools and consultation with teachers, school officers, and citizens.

RESEARCH

The College of Education recognizes its obligation to conduct and to promote research of two kinds: (1) surveys and planning in the area, especially where industry, social agencies, communities, or schools can benefit from the findings of such surveys; and (2) basic research which will make significant and continuous contributions to the factual foundations of education. This involves the training of competent research workers on the graduate level. It also involves continuous dissemination of the results of productive investigations by staff members.

EDUCATIONAL RESEARCH BUREAU

The Educational Research Bureau began as Educational Research Services in the College of Education in the fall of 1951. This function was a direct outgrowth of a specific suggestion by the school administrators of Southern Illinois who recommended the establishment of a research service by the College of Education to work with the schools of Southern Illinois in connection with their problems and school reorganization plans, curricula, etc. In 1958, the name was changed to the Educational Research Bureau.

The major functions performed by the Bureau are (1) to assist the public schools of this state, and Southern Illinois in particular, by making available consultant service on specific local problems or through the approach of comprehensive school surveys; (2) to assist the dean of the College of Education by performing such research as is deemed advisable to facilitate the plans and programs of the college; (3) to participate with other university groups in inter-disciplinary research projects; and (4) to

give advice and aid on research to other staff members in the College of Education when requested.

School administrators, school boards, and other individuals interested in further information concerning the bureau regarding consultant services or school surveys may consult Dr. Jacob O. Bach, head of the bureau.

PROGRAMS OF INSTRUCTION

At Southern Illinois University a high school graduate looking for a career in the educational world can prepare for high school, elementary, or early-childhood teaching; for coaching; for positions in school administration; for guidance work; for teaching and supervising special education; and for other community services. He can prepare to teach in special fields such as art, music, home economics, industrial arts, business, and agriculture. He can prepare to be a teacher of business, English, foreign languages, mathematics, science, social studies, and others. He can develop teaching competence in such fields as speech correction and general speech. He can dedicate himself, if he wishes, to the teaching of mentally handicapped children, the hard of hearing, and the partially sighted. Physical education as a field attracts many able men and women, as do such newer fields as recreation and outdoor education. The graduate may look for a career in health education or in school counseling. He may prepare to be a principal or a superintendent by going on with graduate work, or even to be a teacher of teachers in some college or university. Moreover, the new Department of Higher Education provides opportunity to prepare for administrative posts in colleges and universities.

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

STUDENT ORGANIZATIONS

STUDENT EDUCATION ASSOCIATION

The Student Education Association was founded in 1939 as the Egyptian Chapter of Future Teachers of America. It was the first F.T.A. chapter in the state of Illinois. Since that time various staff members from the College of Education have served as sponsors. In the fall of 1958, the name of the organization was changed to the Student Education Association in line with the suggestion of the National Education Association, its parent body.

The Student Education Association is the professional organization for college or university students preparing to teach. Each member is a student member of his state education association and the National Education Association with all the rights, privileges, and responsibilities of associate membership in these professional organizations.

The purposes of the Egyptian Chapter of the Student Education Association are (1) to develop personal and professional competence; (2) to gain an understanding of the organized teaching profession; (3) to participate in co-operative work on the problems of the profession in the community; (4) to encourage active professional membership on the local, state, national, and world level; and (5) to provide experiences which will interest capable students in teaching as a career.

ASSOCIATION FOR CHILDHOOD EDUCATION

The student branch of the Association for Childhood Education is sponsored by the Department of Elementary Education. Membership is open to all persons, students and faculty, who are concerned with children from two to twelve years of age.

Some purposes of the organization are to study desirable conditions, programs, and practices in the schools; to stimulate interaction between professional people and groups; and to work for the education and well-being of all children.

KAPPA DELTA PI

Kappa Delta Pi is an honor society in education for juniors, seniors, and graduate men and women who have achieved a scholastic average of 4.5 in education and a 4.25 over-all average. It is a national organization, which grew from a small group dedicated to improving the quality of teaching to its present hundreds of chapters over the United States. The local chapter, Delta Chi, was installed at Southern in 1937.

PHI DELTA KAPPA

Phi Delta Kappa is the largest and oldest professional fraternity for men in education. It is an association for good fellowship and the achievement of certain common professional goals.

The chief purpose of Phi Delta Kappa is to promote free public education as an essential to the development and maintenance of a democracy, through the continuing interpretation of the ideals of research, service,

and leadership. It is the purpose of Phi Delta Kappa to translate these ideals into a program of action appropriate to the needs of public education.

PI LAMBDA THETA

Pi Lambda Theta is a national honor organization for women in education. Pi Lambda Theta seeks to maintain the highest standards of scholarship and professional preparation; to further the cause of democratic education; to encourage intellectual understandings; to stimulate participation in local, state, national, and international problems; and to promote graduate work and research. To be eligible for membership a student must be a woman of at least junior standing and enrolled in the field of education. She must have an academic average equal to the highest one-fourth of all women in the College of Education. She must be recommended by two faculty members and be sponsored by a member of the organization.

ADMISSION TO THE COLLEGE

Admission to the College of Education should be initiated through the University's Admissions Office. Application for admission should be initiated at least thirty days in advance of the desired entrance date. High school seniors should start the admission process during the first semester of their senior year, but their formal admission will not be considered until after receipt of the high school record showing completion of the seventh semester of high school work.

COMPLETE DETAILS concerning admission, tuition, fees, housing, financial assistance, and student employment are given in the General Information bulletin. For a free copy write to General Publications, Southern Illinois University, Carbondale, Illinois.

TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00

tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee; they have the option of paying the student activity fee.

ADVISEMENT

In order to insure that an undergraduate student is properly advised concerning the course of study which will fulfill the general University requirements and prepare him for his chosen career, academic advisement has been made the special responsibility of a selected group from the teaching faculty. The College of Education has a chief academic adviser and a number of assistant advisers.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Although the following requirements should be met by degree candidates of all colleges and divisions, it should be noted that the general degree requirements of the University have been undergoing intensive study with a view to giving the students of the University further options and providing them with a more effective background not only for their professional careers but also for their standing as citizens in the communities to which they go after graduation. At such time as these new requirements can be published, all students will be notified and the transition from the old system of requirements to the new will be handled with as little inconvenience as possible to all concerned.

Each candidate for the degree must complete 192 hours of credit in approved courses. At least 64 must be in senior college courses, of which 48 must be earned at Southern, 16 of which may be earned in extension from Southern. 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 minimum averages are required for the credit made at Southern as well as for the total record.

Throughout this bulletin, hours of credit are *quarter hours* except where otherwise indicated. One quarter hour is two-thirds of a semester hour.

Except for Bachelor of Music Education and Bachelor of Music degree students, the following requirements should be met by all bachelor's degree candidates of the University within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, 300, Government 101, 190, 300, History 101, 102, 103, 201, 202, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 102, 202, Zoology 100
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work in two of the three departments)
Practical Arts and Crafts	3	Agriculture, business administration, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	6	Activity courses
Air Science (Men only)	3	Air Science 110, 210, 220, six quarters of leadership laboratory, and three elective courses must be satisfactorily completed before this requirement is fulfilled.
TOTAL	71	

TEACHING CERTIFICATES

Students preparing to teach in the public schools of Illinois should note that new teacher certification regulations will be in effect July 1, 1963. Students completing their work prior to then should attempt to meet the new regulations even though their certifications will be governed by the regulations currently in effect.

The certification regulations listed in this bulletin are those which will be in effect on July 1, 1963, and thereafter. Students seeking certification in the meantime will be held to those requirements appearing in the 1959-61 College of Education bulletin. Requirements for the State Elementary School Certificate are listed under the Department of Elementary Education; those for the State Secondary School Certificate and the

State Junior College Certificate are listed under the Department of Secondary Education; those for the State Special Certificate are listed below.

Students planning to teach on the early childhood and elementary levels register in the College of Education. Most students planning to teach on the high school level also register in this college. However, it is possible for a student to be registered in one of the other colleges or schools and meet the state requirements for a secondary school certificate by using as his electives certain prescribed courses in the College of Education. This is also true in the case of those seeking to qualify for a special certificate.

Students qualifying for teaching certificates in Illinois should also know that no certificate issued after July 1, 1953, will be renewed for the first time unless the person holding the certificate passes an examination to the satisfaction of the certificating authority upon the provisions and principles of the Constitution of the United States and of the state of Illinois. The requirement is satisfied by the passing of Government 101 or 300 or History 201 or 330.

STATE SPECIAL CERTIFICATE

A student desiring a State Special Certificate must meet the following state requirements.

1. Graduation from a recognized institution of higher learning with a bachelor's degree.
2. Recommendation of the institution of which the person is a graduate.
3. Minimum course work as follows:
 - a. Sixty-three quarter hours in general education with 12 hours in language arts, 9 in science, 9 in social science including a course in American history and/or government, 9 in humanities, 6 in mathematics, 6 in health and physical education, 3 in general psychology, and 9 additional in any of these fields;
 - b. Twenty-seven quarter hours in professional education with 3 hours in educational psychology, including human growth and development, 3 in methods and techniques of teaching, 3 in history and philosophy of education, 3 in guidance and/or tests and measurements, 7.5 in student teaching in area of specialization, 3 in instructional materials, and 4.5 in elective hours in professional education;
 - c. Forty-eight quarter hours in the area of specialization (courses which are counted as general education may also be counted as part of the hours required in the area of specialization where applicable);
 - d. Elective hours sufficient for graduation (minimum of 180 quarter hours required regardless of the institution).

Instructional Units

EDUCATIONAL ADMINISTRATION AND SUPERVISION

Professor George E. Axtelle, Ed.D. (University of California)	1959
Professor P. Roy Brammell, Ph.D. (University of Washington)	1960
Professor Roye R. Bryant, Ed.D. (Washington University)	1948
Professor Eugene S. Lawler, Ph.D. (Columbia)	1961
Professor Arthur E. Lean, Ph.D. (Michigan)	1957
Professor Bruce W. Merwin, Ph.D. (Kansas), (Emeritus, 1957)	1927
Professor Charles D. Neal, Ed.D. (Indiana)	1948
Professor F. G. Warren, A.M. (Chicago), (Emeritus, 1959)	1913
Associate Professor Jacob O. Bach, Ph.D. (Wisconsin)	1951
Associate Professor Harlan D. Beem, Ed.D. (Illinois)	1956
Associate Professor George Bracewell, Ed.D. (Washington University), Acting Chairman	1931
Associate Professor Woodson W. Fishback, Ph.D. (Chicago)	1948
Associate Professor James Herrick Hall, Ed.D. (George Washington)	1952
Instructor Raymond L. Foster, M.A. (Missouri)	1955
Instructor Herall C. Largent, M.S. in Ed. (Illinois)	1960
Instructor Herbert W. Wohlwend, M.S. in Ed. (Southern Illinois)	1958
<hr/>	
Visiting Professor A. S. Barr, Ph.D. (Wisconsin)	1960-61
Visiting Professor John L. Childs, Ph.D. (Columbia)	1959-60
Visiting Professor Ray L. Hamon, Ph.D. (Columbia)	1960-61
Visiting Professor Clyde R. Miller, M.A. (Columbia)	1959-60
Adjunct Professor William E. Sheldon, Ph.D. (Chicago)	1951
Lecturer Nebraska Mays, M.S. in Ed. (Southern Illinois)	1960-62
Lecturer Dean E. Tollefson, M.S. in Ed. (Southern Illinois)	1961-62

This department includes introductory courses and basic offerings in administration, supervision, and curriculum as well as in the social and philosophical foundations of education and advanced courses and seminars in these areas. The emphasis is mainly on graduate work toward the master's degree, the sixth year specialist's certificate, and the doctorate.

Persons desirous of pursuing such programs should first familiarize themselves with the basic requirements of each as set forth in the Graduate School bulletin.

COURSE DESCRIPTIONS

- 100-3. INTRODUCTION TO TEACHING. A thorough investigation of the factors which should be involved in a student's consideration of teaching as a career.
- 331-3. THE AMERICAN EDUCATIONAL SYSTEMS. A comprehensive study of the structure, financing, and administration of American public school systems, made from the teacher's point of view.
- 355-4. PHILOSOPHY OF EDUCATION. The philosophical principles of education and the educational theories and agencies involved in the work of the schools.
- 355A-3. PHILOSOPHIC ISSUES IN MODERN EDUCATION. Specific current problems examined in philosophic perspective: liberal vs. professional education; general vs. vocational education; academic freedom; objectives and functions of education; scholastic standards; religious and racial problems; other problems suggested by students. Not open to students who have taken 355 or to students enrolled in the College of Education.
- 420-4. LEGAL BASIS OF AMERICAN EDUCATION. Legal concepts governing education in the United States. Particular emphasis is placed on common-law principles.
- 424-4. SCHOOL ADMINISTRATION. Designed primarily for those who look forward to positions as supervisors, principals, or superintendents.
- 431-3. HISTORY OF EDUCATION IN THE UNITED STATES. A historical study of the problems of American education which have relevance to contemporary education.
- 432-4. PUBLIC OPINION, PROPAGANDA, AND EDUCATION. Analysis and classification of propaganda. Designed to show how public opinion is formed by a use of current materials from the different channels of communication. Differences between propaganda and indoctrination.
- 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.
- 460-4. CURRICULUM. Modern practices and procedures in curriculum development, with attention to the professional, social, economic, and other major factors in curriculum planning.

Courses on the 500 level are for graduate students only.

- 500-4. RESEARCH METHODS. Practical training in research and writing

techniques in the field of education. Bibliographical materials, footnotes, use of the library. Recommended that students have had Guidance 420, 421, or 422.

- 501-4. SEMINAR IN EDUCATIONAL ADMINISTRATION. Special study of administrative problems. For advanced graduate students.
- 502-4. SEMINAR IN COMPARATIVE EDUCATION. Educational ideas and practices of various countries of the world, both Eastern and Western, and their impact upon our culture and education.
- 503-4. SEMINAR IN PHILOSOPHY OF EDUCATION. An interpretation of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from leading writings will be used.
- 504-4. SEMINAR IN HISTORY OF EUROPEAN EDUCATION. A survey and interpretation of education in Europe from the Greek era to the present. Stresses the relationship of European to American education.
- 506-4. CURRICULUM IN RELATION TO AMERICAN CULTURE. The effect of historical movements on curriculum in our nation at all age and grade levels, continued on a more intensive basis as applied to present-day curricular patterns.
- 511-4, 512-4, 513-4. INTERNSHIP PRACTICUM. Courses of instruction relating to the study of theory and practical experience, both being carried on simultaneously in conjunction with a co-operating public school and the College of Education. Open only to students who have been admitted to the internship program.
- 520-4. ILLINOIS SCHOOL LAW. Study of the legal aspects of Illinois public education with principal emphasis on statutory law and its interpretation by the courts. Prerequisite: 420 or Government 499.
- 527-4 to 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. Various phases of physical plant design and maintenance of concern to the school administrator.
- 534-4. SCHOOL FINANCE. Fiscal administration of public education at the national, state, and local levels. Prerequisite: 424.
- 535-4. RESEARCH IN PROBLEMS OF ADMINISTRATION. An intensive four-week course for school principals on theory and principles of administration for small schools, special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school accounting, community relationships, supervision, pupil accounting, and evaluation of instructional services.
- 539-4. COMMUNITY DEVELOPMENT THROUGH THE SCHOOL. 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.
- 551-4, 552-4, 553-4. PHILOSOPHIC PROBLEMS OF CONTEMPORARY

- CIVILIZATION. An examination of the crisis in contemporary civilization, the reconstruction of ideas and values involved, and an analysis of crucial problems in terms of their intellectual reconstruction. Cross-listed with Department of Philosophy.
- 554-4. CONTRASTING PHILOSOPHIES OF EDUCATION. Deals both historically and contemporaneously with the ideologies which have developed from different concepts of education.
- 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. Special research problems in supervision, for advanced graduate students. Prerequisite: 456.
- 563-4. SCHOOL PUBLIC RELATIONS. To meet the needs of teachers, supervisors, and administrators in the area of public relations.
- 575A to K-2 to 4. INDIVIDUAL RESEARCH. Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate faculty. By special arrangement.
- 589-2 to 12. GENERAL SEMINAR. (Same as Philosophy 589.)
- 596-5 to 9. INDEPENDENT INVESTIGATION. Field study required of each student working for the sixth-year professional certificate.
- 597-1 to 3, 598-1 to 3, 599-1 to 3. THESIS.
- 600-1 to 48. DISSERTATION.

ELEMENTARY EDUCATION

Professor Robert Karlin, Ph.D. (New York University)	1959
Professor J. Murray Lee, Ph.D. (Columbia), Chairman	1958
Professor Willis E. Malone, Ph.D. (Ohio State)	1939
Professor Ted R. Ragsdale, Ph.D. (St. Louis)	1925
Professor Victor Randolph, Ph.D. (George Peabody)	1935
Associate Professor Rebecca E. Baker, Ph.D. (Iowa)	1957
Associate Professor Ernest E. Brod, Ed.D. (Colorado State College)	1951
Associate Professor Clyde M. Brown, Ed.D. (Missouri)	1951
Associate Professor Mary E. Entsminger, M.A. (Columbia) (Emerita, 1956)	1922
Assistant Professor Luther E. Bradfield, Ed.D. (Indiana)	1955
Assistant Professor Harold H. Lerch, Ed.D. (Illinois)	1960
Assistant Professor Ruby Van Trump, A.M. (George Peabody) (Emerita, 1958)	1928
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Lecturer Justine T. Stephens, B.S. in Ed. (Southern Illinois)	1960
Lecturer Katherine Vineyard, M.S. in Ed. (Southern Illinois)	1961

The Department of Elementary Education offers undergraduate curricula leading to the Bachelor of Science in Education degree. Completion of the requirements for the degree qualifies one for the Limited State Elementary Certificate.

A student specializes either in early childhood education or in elementary education. In addition to general university and College of Education requirements a student must (1) meet all requirements pertaining to prerequisites to student teaching and should study the section in this bulletin which lists such requirements; and (2) have at least twenty-four hours in each of these three fields; language arts, science, social science.

Students interested in programs on the master's or doctoral level should consult the Graduate School bulletin.

Following are the requirements for the Bachelor of Science in Education degree with a major in elementary education and meeting the minimum requirements for a State Elementary School Certificate on either the early childhood level or the elementary level.

EARLY CHILDHOOD EDUCATION

State Minimum Requirements ¹ (Statutes or Certifying Board Regulations)	Southern Illinois University Requirements Based Upon, or in Addition to, State Minimum Requirements
HOURS	
I. General Education	63
a. Language Arts	12
	English 101, 102, 103, and 300 or 391; plus 6 hours selected from English 205, 206, 209, 211, 212; plus Speech 101, plus hours to equal 6 in speech.
b. Science	9
	5 hours selected from Botany 101, 131, 202, or Zoology 100; plus 4 hours chemistry or physics; plus 15 hours elective in sciences, which may include Agricultural Industries 310; Plant Industries 301, 305, and Forestry 361.
c. Social Science (including a course in American History and/or Government)	9
	History 201 or 202; Government 101 or 231 or 300; plus 5 hours in social geography; plus 5 hours in economics or sociology; plus hours to equal 24.
d. Humanities	9
	Art 120 or Music 100; Art 300; 3 quarters

¹In addition to the above hour and course requirements a student must have been graduated by a recognized institution of higher learning with a bachelor's degree, and must be recommended by the institution.

		of Music 040; ² and Music 300B; plus elective hours to equal 18.
e. Mathematics	6	8 hours mathematics (4 hours must be Mathematics 210).
f. Health and Physical Education	6	Health Education 100; plus 6 hours in physical education activity; plus Physical Education for Women 318.
g. General Psychology	3	Psychology 201.
h. Additional hours in the above fields	9	Secretarial and Business Education 113. ³
II. Education (Professional) ..	27	Courses specified below; plus hours equal to 48 selected from approved professional education electives listed below.
a. Educational Psychology, including human growth and development	3	Guidance 305 or Psychology 301.
b. Methods and techniques of teaching	3	Elementary Education 309, 316.
c. History and philosophy of education	3	Educational Administration and Supervision 355.
d. Guidance and/or tests and measurements	3	Guidance 422.
e. Student Teaching (Elementary level)	7.5	Student teaching 16 hours (to be done on both kindergarten and primary levels).
f. Methods of teaching reading	3	Elementary Education 337.
g. Instructional Materials ..	3	Instructional Materials 417.
h. Additional work in professional education	1.5	Educational Administration and Supervision 100 or 331.
		Approved professional education electives: All elementary education courses; Instructional Materials 417, 445, 457; Instructional Materials 405 or Elementary Education 313; Guidance 305, 412, 420, 422, 442; Psychology 301; Special Education 200 or 414, 410, 412, 420; and Speech Correction 428.
III. Areas of preparation directed toward teaching in the elementary school	54	This requirement met in the listing above under general education.
IV. Electives	36	

² The three-hour requirement in Music 040 may be waived by the student's satisfactory passing of a performance test.

³ Unless a student can pass a minimum speed test of 25 net words per minute, he will be required to take Secretarial and Business Education 102 as a prerequisite to Secretarial and Business Education 113.

ELEMENTARY EDUCATION

State Minimum Requirements ¹ (Statutes or Certifying Board Regulations)	HOURS	Southern Illinois University Requirements Based Upon, or in Addition to, State Minimum Requirements
I. General Education	63	
a. Language Arts	12	English 101, 102, 103, 391, ⁴ plus 6 hours selected from English 205, 206, 209, 211, 212, plus Speech 101, plus hours to equal 24.
b. Science	9	5 hours selected from Botany 101, 131, 202, or Zoology 100, 101, 105; plus 4 hours chemistry or physics; plus 15 hours elective in sciences, which may include Agricultural Industries 310; Plant Indus- tries 301, 305, and Forestry 361.
c. Social Science (including a course in American History and/or Government)	9	History 201, 202; Government 101 or 300 and/or 231; plus 5 hours in social geog- raphy; plus 5 hours in economics or sociology; plus hours to equal 24.
d. Humanities	9	Art 120 or Music 100; Art 300; 3 quarters of Music 040; ² and Music 300B; plus elec- tive hours to equal 18.
e. Mathematics	6	8 hours mathematics (4 hours must be Mathematics 210).
f. Health and Physical Education	6	Health Education 100; plus 6 hours in physical education activity; plus Physical Education for Women 318.
g. General Psychology	3	Psychology 201.
h. Additional hours in the above fields	9	
II. Education (Professional) ..	27	Courses specified below; plus hours to equal 48 selected from approved profes- sional education electives listed below. Guidance 305 or Psychology 301.
a. Educational Psychology, including human growth and development	3	
b. Methods and techniques of teaching	3	Elementary Education 314.

¹In addition to the above hour and course requirements a student must have been graduated by a recognized institution of higher learning with a bachelor's degree and must be recommended by the institution.

²The three-hour requirement in Music 040 may be waived by the student's satisfactory passing of a performance test.

⁴Students who have completed English 300 will not take English 391.

c. History and philosophy of education	3	Educational Administration and Supervision 355.
d. Guidance and/or tests and measurements	3	Guidance 422.
e. Student Teaching (Elementary level)	7.5	Student teaching 12 hours (8 must be elementary).
f. Methods of teaching reading	3	Elementary Education 337.
g. Instructional Materials ..	3	Instructional Materials 417.
h. Additional work in professional education	1.5	Educational Administration and Supervision 100 or 331.
		Approved professional education electives: All elementary education courses; Instructional Materials 417, 445, 457; Instructional Materials 405 or Elementary Education 313; Guidance 305, 412, 420, 422, 442; Psychology 301; Special Education 200 or 414, 410, 412, 420; and Speech Correction 428.
III. Areas of preparation directed toward teaching in the elementary school	54	This requirement met in the listing above under general education.
IV. Electives	36	

COURSE DESCRIPTIONS

- 000-0. **READING AND STUDY TECHNIQUES.** A "service" course to aid students in improving reading and study skills. Time schedules, general principles of effective study, improving reading, making notes, etc.
- 203-3. **UNDERSTANDING THE ELEMENTARY SCHOOL CHILD.** Concepts needed to understand the child in the elementary school situation. Two hours of lecture and two hours of observation. Prerequisite: Psychology 201.
- 309-4. **KINDERGARTEN-PRIMARY SOCIAL STUDIES METHODS.** The objectives and methods of teaching social studies at the kindergarten-primary level, culminating in the planning of a unit of work. Prerequisite: 316.
- 313-4. **CHILDREN'S LITERATURE.** Emphasizes types of literature, analysis of literary qualities, selection and presentation of literature for children. Not for students who have had English 213. Prerequisite: Guidance 305.
- 314-4. **ELEMENTARY SCHOOL METHODS.** The fundamental principles of education, the interpretation of current educational theory and practice, the processes of teaching and learning involved in elementary education. Prerequisite: Guidance 305.
- 316-4. **KINDERGARTEN-PRIMARY METHODS AND CURRICULUM.** Philosophy and principles underlying the teaching of four-to-eight-year-olds. Emphasis upon organization, equipment, materials and methods for promoting growth of young children. Prerequisite: Guidance 305.

- 337-4. **READING IN THE ELEMENTARY SCHOOLS.** The principles of reading, factors that condition reading, together with grade placement of aims and materials; diagnostic and remedial treatment. Prerequisite: 314.
- 350B, 350C-16. **KINDERGARTEN-PRIMARY STUDENT TEACHING.** (See Department of Student Teaching.)
- 351A, 351B, 351C-4 to 16. **ELEMENTARY STUDENT TEACHING.** (See Department of Student Teaching.)
- 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.
- 410-4. **IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN KINDERGARTEN-PRIMARY GRADES.** Recent findings and current practices in building a basis for quantitative thinking in early childhood education. Special emphasis upon grade placement of content and of techniques to aid children in understanding of the number system. Prerequisite: Mathematics 210.
- 411-4. **SEMINAR IN INSTRUCTION.** To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development characteristics and needs of students.
- 415-2 to 4. **IMPROVEMENT OF INSTRUCTION IN ARITHMETIC IN THE ELEMENTARY SCHOOL.** Items to be taught, the grade placement of content, newer instructional practices and materials of instruction, and means of evaluating achievement. Prerequisite: Mathematics 210 or consent of instructor.
- 433-4. **WORKSHOP IN ELEMENTARY EDUCATION.** Meets needs of in-service teachers in such areas as curriculum adjustment, remedial teaching, child development, and early childhood education. No credit if student has had Education 333 or 390.
- 435-4 to 8. **WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION.** Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as to encourage high school teachers to introduce or supervise foreign languages or education. Prerequisite: basic language credit.
- 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. Prerequisites: senior standing, 337. Not open to students having had 505.
- 441-4. **TEACHING ELEMENTARY SCIENCE.** A workshop course for teachers of elementary school science.
- 442-4. **SCIENCE FOR THE ELEMENTARY TEACHER.** Study of content and methods of elementary school science.
- 461-4. **THE ELEMENTARY SCHOOL CURRICULUM.** A critical study of the reorganization, construction, and administration of the elementary school curriculum, and the installation, adaptation, and administration of the revised curriculum. Not open to students having had Education 561.
- 465-4. **SEMINAR IN PSYCHOLOGY OF ELEMENTARY SCHOOL SUB-**

JECTS. Psychological principles of learning applied to the mastery of materials used in elementary school subjects. Prerequisites: 314, Guidance 305.

Courses on the 500 level are for graduate students only.

- 505-4. IMPROVEMENT OF READING INSTRUCTION. First course in the reading sequence; survey of reading problems; aspects of the reading process; modern practices in teaching reading.
- 507-2 to 4. READINGS IN READING. Independent reading; acquaintanceship with the literature and research in reading. Conference periods.
- 509-4 to 8. PRACTICUM IN READING. For advanced students; teaching demonstrations and evaluations. Each student works with a group of reading disability cases.
- 510-4 to 8. SEMINAR: PROBLEMS IN READING. Major field content seminar: Problems and practices; comprehensive review and evaluation of research and literature. Each student pursues a problem of his own interest.
- 514-4. ORGANIZATION AND ADMINISTRATION OF READING PROGRAMS. For reading specialists, principals, supervisors, consultants. Recent trends in elementary and high school reading programs; providing reading instruction for total school population; materials and equipment; in-service training; role of the reading specialist. Prerequisite: 461.
- 515-4. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL. A seminar course which covers important problems in arithmetic in the elementary school. The content may vary slightly from year to year, depending upon the interests of the students enrolled. Prerequisite: 415 or consent of instructor.
- 516-8 to 12. INTERNSHIP IN READING. Prerequisite: consent of instructor.
- 517-2 to 4. KINDERGARTEN-PRIMARY PRACTICUM. Practical applications of advanced theory in the Laboratory School. Readings and research related to special problems in the kindergarten-primary classroom. Prerequisite: 8 hours of student teaching.
- 518-2. SUPERVISION OF KINDERGARTEN-PRIMARY STUDENT TEACHING. The function of the supervisory teacher in the student teacher situation. Particular attention to the problem of student teaching in the public schools. A course for present and prospective teachers who wish to be more effective in dealing with student teachers.
- 521-3. DIAGNOSIS AND CORRECTION OF READING DISABILITIES I. Causes of reading difficulties; observation and interview procedures; standardized tests; instruments, and informal inventories; analysis techniques; experiences in preparing materials for corrective purposes. Each student diagnoses and treats a reading disability case under supervision. Prerequisite: 437 or 505.
- 522-3. DIAGNOSIS AND CORRECTION OF READING DISABILITIES II. Prerequisite: 521.
- 523-3. DIAGNOSIS AND CORRECTION OF READING DISABILITIES III. Prerequisite: 522.
- 525-4. SEMINAR IN KINDERGARTEN-PRIMARY EDUCATION. Exploration of research literature on problems in early childhood education. Each student to select problem or problems and to present paper to the

- seminar. Prerequisite: Educational Administration and Supervision 500 or equivalent.
- 537-4. KINDERGARTEN-PRIMARY READING. A survey of problems in the developmental reading program for the primary grades, followed by extensive study of selected problems. Prerequisite: 337 or consent of instructor.
- 541-4. SELECTED TEACHING AND CURRICULUM PROBLEMS IN ELEMENTARY SCHOOL SCIENCE. A course to help teachers with the problems of teaching science in the elementary school. Aims, methods, materials, and equipment. Emphasis placed upon grade placement of materials and the use of community resources.
- 542-4. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. 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. 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. No credit for students having had 544.
- 544-4. KINDERGARTEN-PRIMARY SOCIAL STUDIES. Reading and research related to improving the child's understanding of his place in a group and his knowledge of his social world. No credit for students having had 543. Prerequisite: consent of instructor.
- 545-4. LANGUAGE IN PRESCHOOL AND PRIMARY GRADES. Review of research in the development of oral and written language of children.
- 546-4. CURRICULUM PROBLEMS IN SCIENCE AT THE KINDERGARTEN-PRIMARY LEVEL. Designed to help teachers with the problems peculiar to the teaching of science in the kindergarten-primary grades.
- 557-4. THE ELEMENTARY PRINCIPALSHIP. Designed to meet many of the particular needs of persons interested in qualifying for appointments as elementary school principals. Other than the administrative responsibilities of the elementary principal, such topics as the grouping of pupils, the elementary school's program, and personnel are studied.
- 560-4. KINDERGARTEN-PRIMARY EDUCATION. A survey of current problems and practices in early childhood education for children from four to eight years of age, with emphasis on wide reading in current research literature. Prerequisite: consent of instructor.
- 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 student's 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, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Elementary Education, H. Arithmetic, J. Problems in Kindergarten-Primary, K. Elementary Administration.

596-5 to 9. INDEPENDENT INVESTIGATION. Field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study involves selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summarizations.

597-1 to 3, 598-1 to 3, 599-1 to 3. THESIS.

600-1 to 48. DISSERTATION

GUIDANCE

Professor Ralph O. Gallington, Ed.D. (George Washington)	1955
Professor Wm. Neal Phelps, Ed.D. (Colorado State College)	1941
Professor W. A. Thalman, Ph.D. (Cornell), Emeritus (1961)	1929
Associate Professor I. Clark Davis, Ed.D. (Indiana)	1949
Associate Professor Eugene D. Fitzpatrick, Ed.D. (Colorado State College), Chairman	1950
Associate Professor Jack W. Graham, Ph.D. (Purdue)	1951
Associate Professor Clinton Roscoe Meek, Ph.D. (George Peabody)	1957
Associate Professor Guy A. Renzaglia, Ph.D. (Minnesota)	1955
Associate Professor A. J. Shafter, Ph.D. (Iowa)	1957
Associate Professor Charles Southard, Ed.D. (Illinois)	1961
Assistant Professor Kenneth Dallas Orton, Ph.D. (Iowa)	1958
Assistant Professor Aileen Parker, Ed.D. (Indiana)	1960
Assistant Professor Benson B. Poirier, Ed.D. (Wyoming)	1958
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Visiting Professor Charles E. Skinner, Ph.D. (New York)	1956-58; 1959-62
Lecturer Harvey F. Gardner, M.S. in Ed. (Southern Illinois)	1955-62
Lecturer Jane Z. Josse, M.S. in Ed. (Southern Illinois)	1957-62
Lecturer Margaret Gardner, Ph.D. (Northwestern)	1959-62
Instructor Louis Vieceli, M.S. in Ed. (Southern Illinois)	1958

The Department of Guidance aids in the preparation of educators for all academic levels by focusing attention on the student with his unique needs, interests, capabilities, limitations, plans, and decisions. In addition to studying the characteristics of the student, considerable attention is paid to the learning processes and methods of evaluation. Students who major in guidance are prepared as specialists to aid and advise other educators concerning student problems as well as to counsel students. The major is limited to the graduate level.

A minor in guidance is offered at the undergraduate level. This minor consists of 305, 412, 420, 422, 442, Special Education 414.

COURSE DESCRIPTIONS

- 305-4. **EDUCATIONAL PSYCHOLOGY.** Study of the learner and the learning process. Includes study of behavior, development, the school environment, application of learning theories, and methods of assessment. Prerequisite: Psychology 201.
- 412-4. **MENTAL HYGIENE.** An integration of 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. Prerequisite: 305.
- 420-4. **EDUCATIONAL STATISTICS.** The statistics needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of organizing and presenting data, describing group performance, describing individual performance, model distributions, measure of relationship, measures of reliability, and tests of significance. Prerequisite: 305.
- 422-3 or 4. **EDUCATIONAL MEASUREMENTS I.** Philosophy and history of educational measurements. Principles and practice of test construction. Planning of testing programs for elementary and secondary schools, including the selection, administering, scoring, and interpretation of standardized tests. Prerequisite: 305.
- 442-4. **BASIC PRINCIPLES OF GUIDANCE.** Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance services. Prerequisite: 305.
- 481-1 to 6. **SEMINAR ON A SELECTED TOPIC.** Seminars conducted by staff members and/or distinguished guest lecturers on topics related to the area of guidance. Amount of credit will be determined on the basis of the topic and the amount of time required for adequate presentation.

Courses on the 500 level are for graduate students only.

- 501-2 to 6. **SPECIAL RESEARCH PROBLEMS.** For majors in the Department of Guidance. Formulating, investigating, and reporting on a problem in the area of guidance. Prerequisite: advanced standing and consent of instructor.
- 502-4. **MEASUREMENT AND EVALUATION OF PRODUCTS AND PROCEDURES.** (Same as Industrial Education 502.)
- 503-4. **TESTS AND MEASUREMENTS IN BUSINESS EDUCATION.** (Same as Secretarial and Business Education 503.)
- 511-4. **EDUCATIONAL IMPLICATIONS OF LEARNING THEORIES.** Survey of the major theories of learning; conditioning, connectionism, and field theory. Emphasizes the implications of these theories for classroom practice. Prerequisite: 305.
- 515-4. **PSYCHOLOGICAL ASPECTS OF EDUCATION.** Seminar in which each student prepares and presents a paper concerning a specific application of psychological principles in an educational situation. Discussion

- by class and staff follows each presentation. Prerequisite: consent of instructor.
- 520-4. ADVANCED EDUCATIONAL STATISTICS. Statistical methods needed for educational research. Includes reliability of statistics, tests of significance, nonparametrics, correlational analysis, and test selection. Prerequisite: 420.
- 521-4. DESIGNING OF EXPERIMENTS IN EDUCATION. Systems of organizing and analyzing data so that maximum information can be obtained. Includes analysis of variance, factorial design, square designs, mixed designs, tests of homogeneity, analysis of covariance, etc. Prerequisite: 520.
- 522-4. EDUCATIONAL MEASUREMENTS II. A study of standardized tests and other measuring devices to reveal individual or group characteristics. Emphasizes application and interpretation for counseling, educational, and research purposes. Prerequisites: 420 and 422.
- 525-4. SCHOOL BEHAVIOR PROBLEMS AND THEIR PREVENTION. 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. Prerequisite: 412.
- 526-4. TECHNIQUES IN INDIVIDUAL GUIDANCE. Each 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. Prerequisite: 426.
- 528-4. ADVANCED GUIDANCE OF THE INDIVIDUAL. A continuation of 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 way in which these are related to behavior of school children. Prerequisite: 526.
- 535-4. INTRODUCTION TO INDIVIDUAL MEASUREMENT. Survey of theories and practices in the individual assessment of human behavioral characteristics, to develop understanding and appreciation of these concepts for use in the counseling relationship. Prerequisite: consent of instructor.
- 536A-4. APPRAISAL OF INTELLIGENCE (Elementary School Level).
- 536B-4. APPRAISAL OF INTELLIGENCE (Adolescents).
- 537-4. COUNSELING THEORY AND PRACTICE I. Systematic study of the major approaches to counseling. Observation and practice utilized to supplement didactic discussion. Prerequisite: 441 or 442 or consent of instructor.
- 538-3. COUNSELING THEORY AND PRACTICE II. Systematic study of major theories of counseling, as they apply to school situations. Supervised experience in role-playing utilizing these approaches to counseling. Prerequisite: 537.
- 539-3. COUNSELING THEORY AND PRACTICE III. Continuation of 538 with supervised experience in actual counseling to illustrate relationship of theory and practice. Prerequisite: 538.
- 541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for

school counselors, industrial supervisors, and teachers to give them an orientation to and experience with occupational information and vocational adjustment. Prerequisite: consent of instructor.

543-4. GUIDANCE THROUGH GROUPS. Study of the methods, techniques, and materials for the organization and utilization of groups for guidance purposes. Prerequisites: 412, 442.

545-1 to 4. SEMINAR. A seminar-laboratory course to discuss current problems in guidance as met by guidance workers in the field in the following areas. A. Problems in Guidance, B. College Student Personnel, C. Educational Diagnosis, D. Test Development, E. Test Analysis, F. Pupil Adjustment, G. Learning and Instruction, H. Individual Differences, J. Organization and Administration, K. Rehabilitation.

562A-4. CHILD DEVELOPMENT IN EDUCATION. How children mature and develop with emphasis upon manipulating the curriculum and other school activities to promote normal healthy development. Prerequisite: 412.

562B-4. ADOLESCENT DEVELOPMENT IN EDUCATION. The problems of adolescence with emphasis upon ways in which the school can help adolescents in solving these problems. Prerequisite: 412.

565-4. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.

566-4. PSYCHOLOGY OF SECONDARY SCHOOL SUBJECTS.

573-2. SELECTION, PLACEMENT, AND FOLLOW-UP. Survey of current techniques and criteria used in selection, placement, and follow-up of both handicapped and non-handicapped employees.

574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Experience both on and off campus in interviewing, counseling, case study, and placement of rehabilitation clients under adequate supervision.

575A-1 to 4. PRACTICUM IN REHABILITATION: COUNSELING. Practical experience in counseling the handicapped. Prerequisites: consent of Rehabilitation Institute.

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." Prerequisite: advanced standing.

581-4. INTERNSHIP: APPRAISAL TECHNIQUES AND PROCEDURES. Supervised experience in administering, scoring, interpreting, and using tests in a public school program. Prerequisite: consent of instructor. Offered on demand.

582-4. INTERNSHIP: COUNSELING. Supervised counseling experience with students in a public school guidance program. To include counseling of educational, vocational, social, and personal problems. Prerequisite: consent of instructor. Offered on demand.

583-4. INTERNSHIP: GROUP GUIDANCE TECHNIQUES. Supervised experience in conducting group guidance in a public school program. To include work with regularly scheduled group guidance classes as well as with clubs and other student organizations. Prerequisite: consent of instructor. Offered on demand.

596-5 to 9. INDEPENDENT INVESTIGATION. This is a field study required

of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, survey of pertinent literature, recording of results, and appropriate interpretations and summations.

599-5 to 9. THESIS.

600-1 to 48. DISSERTATION.

HEALTH EDUCATION

Professor Donald N. Boydston, Ed.D. (Columbia), Acting Chairman	1955
Associate Professor A. Frank Bridges, D.H.S. (Indiana)	1943
Associate Professor Leslie Ralph Casey, Ed.D. (Columbia)	1957
Associate Professor Florence E. Denny, M.A. (Columbia)	1929
Associate Professor Deward K. Grissom, Ed.D. (Columbia)	1956
Associate Professor John R. LeFevre, Ed.D. (Columbia)	1955
Assistant Professor James E. Aaron, Ed.D. (New York)	1957
Assistant Professor Frances K. Phillips, M.A. (Columbia)	1944
Assistant Professor Charles E. Richardson, Ed.D. (California)	1952
Assistant Professor Andrew T. Vaughan, Ed.D. (Columbia)	1958
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Lecturer Jack James Richardson, M.S. (Washington University)	1961
Lecturer Harold James Shay, M.A. (Notre Dame)	1958-62
Lecturer Richard Wigley, M.S. (Southern Illinois)	1958-62

The Department of Health Education offers both undergraduate and graduate degree programs with specializations in the areas of school health education, community health education, and safety education.

For the 48-hour undergraduate major in health education (with one minor) the following courses are required: 205, 300, 311 or 312, 313s, 334s, 350 or 460, 400, 471, 490, Microbiology 100, Physiology 209.

Required courses for the 36-hour major (with two minors) are 205, 300, 311 or 312, 313s or 334s, 350 or 460, 471, 490, Microbiology 100, and Physiology 209.

In addition, the major in health education is urged to secure a total of 36 hours of natural science or, if preferred, to secure a minor in biology consisting of Botany 101, 202, 203; Zoology 100, 102, 103; Microbiology 100; and Physiology 209. Minors are suggested in related areas of physical education, home economics, and recreation.

A certification program is available to the health education major in elementary or secondary teaching specialties.

A health education minor of 30 hours and a safety education minor of 30 hours are also offered in the department.

Required for the health education minor are 205, 300, 311 or 312, 313s or 334s, 350 or 460, 471. Additional courses may be taken in safety education, school health, community health, and home nursing.

Requirements for the safety education minor are 302s, 313s, 323s, 334s, 443s, 475s, Instructional Materials 417 or 445. Additional courses may be elected from the following: 320s, 413s, 525s, Industrial Education 332, 365, Psychology 201, 320.

Graduate course work leading to the Master of Science in Education and the Doctor of Philosophy degrees are offered in the Department of Health Education. For information, see the Graduate School bulletin.

COURSE DESCRIPTIONS

- 100-4. **HEALTHFUL LIVING.** A survey course in personal and community health designed to meet the general health needs, and to develop wholesome health attitudes and practices of college students. Prerequisite for all 300 courses. Required for all freshmen.
- 205-4. **PRINCIPLES AND FOUNDATIONS OF HEALTH EDUCATION.** Introduction to philosophy and history of health education as well as functions of the school health department and voluntary agency interaction in the health education program. Prerequisite for all 300 and above.
- 300-3. **COMMUNICABLE DISEASES.** A study of communicable diseases with emphasis on control and principles of prevention and application of these principles to the individual school and community.
- 302S-4. **DRIVER EDUCATION AND TRAINING.** To prepare the college student for teaching driver education and training in the secondary school. Prerequisite: Illinois driver's license.
- 310-4. **HOME NURSING.** Theory, practice, and demonstration concerning equipment, care of patient and sick room, maternity and child care, recognition of common symptoms of disease, administration of simple treatments.
- 311-4. **CHILD DEVELOPMENT.** Physical development of the child beginning with the study of pregnancy, pre-natal and maternal care continuing with overview of development from birth through puberty.
- 312-4. **EMOTIONAL HEALTH.** Concepts of positive emotional health as related to teacher and parent in terms of influences of the child in the classroom and community.
- 313S-4. **INTRODUCTION TO SAFETY EDUCATION.** Prepares for safety education in the public schools. Concerns safety as a social problem, development of safety skills, accident causes, teacher liability, research in the field.
- 320S-2. **SAFETY IN PHYSICAL EDUCATION AND ATHLETICS.** For preparation to teach in elementary or secondary school athletic or physical education programs. Emphasis on sports safety methods.

- 323S-4. METHODS AND MATERIALS IN SAFETY EDUCATION. To acquaint student with material aids and methods, techniques in the teaching of safety education at elementary and secondary school levels.
- 325-3. COMMUNITY HEALTH PROBLEMS. Problems of a community health nature are treated and methods outlined to meet the problems. Areas include community health organization, problems of the environment, food, sanitation, and disease. Epidemiological processes stressed.
- 334S-4. FIRST AID. Red Cross First Aid Course with lectures, demonstrations, and practical applications. Red Cross Instructor's Certificate given.
- 350-4. METHODS AND MATERIALS IN ELEMENTARY SCHOOL HEALTH EDUCATION. Designed to show the prospective teacher fundamental processes, techniques, and material aids involved in elementary school health teaching.
- 355-4. INTRODUCTION TO PUBLIC HEALTH. Philosophy, organization, administration, and functions of federal, state, and local, official and voluntary public health agencies. Periodic field trips involved.
- 356-5. PUBLIC HEALTH II. An examination of specific public health problems and measures of control. Intended for health science students only.
- 365-4. PROBLEMS OF HEALTH EDUCATION IN THE PUBLIC SCHOOLS. Study and observation of existing health education problems in the public schools; of recent developments in education and their influences upon the school health program.
- 376-4. WORKSHOP IN HEALTH AND NUTRITION. (Same as Food and Nutrition 376.)
- 400-4. HEALTH APPRAISAL OF SCHOOL CHILDREN. The role of the teacher in the health appraisal of the school child, including school health examinations, use of health records, and emphasis on training for recognition of health deviations from normal common among school children. Not open to students who have had 450.
- 405-3. METHODS AND MATERIALS IN SOCIAL HYGIENE. Methods and materials course designed to prepare the prospective teacher to instruct in various phases of family life education.
- 413S-4. SAFE AND HEALTHFUL LIVING OUTDOORS. Areas to be included are foods, sanitation, survival, plants and animals, natural hazards, emergency care, water, riflery, and others. Prerequisites: 334, and at least 10 hours of biological sciences.
- 415S-3 to 4. WORKSHOP IN DRIVER EDUCATION AND TRAFFIC SAFETY. Summer course designed for pre-service and in-service teachers of driver education and traffic safety. Individual and group problems will be treated. Lectures by safety authorities, demonstrations, field trips, audio-visual materials, and individually supervised research in special problem areas. Prerequisite: 302s or equivalent.
- 443S-4. METHODS AND MATERIALS IN DRIVER EDUCATION. An advanced course in driver education which includes a study of existing courses of study, review of research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302s.
- 450-4. HEALTH EDUCATION IN THE ELEMENTARY SCHOOL. Respon-

sibilities of schools to instruct their students in basic fundamentals of how to live healthfully. Principles, methods, programs, and materials for the elementary teacher. The integration of health with other subjects, health observation of children, abnormalities, screening tests, and related materials. Not open to students who have had 400.

- 460-4. METHODS AND MATERIALS IN SECONDARY SCHOOL HEALTH EDUCATION. Shows the prospective teacher the fundamental processes involved in the teaching of health education at the secondary level.
- 461-4 to 8. WORKSHOP IN HEALTH EDUCATION. Summer course 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 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. Prerequisite: 100 or its equivalent.
- 462-4. HEALTH EDUCATION WORKSHOP. A continuation of 461 with emphasis on total school health teaching objectives.
- 463-4. HEALTH EDUCATION WORKSHOP. A continuation of 462 with emphasis on evaluation of total school health teaching program.
- 471-4. ORGANIZATION AND ADMINISTRATION OF SCHOOL HEALTH. Appraisal of over-all school organization for health education, including health service and personnel, health and safety instruction, school environment, school health examination, local, state, and federal resources for health, health councils, and interdepartmental relationships.
- 475S-3. TRAFFIC LAW ENFORCEMENT AND PLANNING. Designed to acquaint safety and driver education teachers with the purposes of traffic law enforcement and engineering, and the methods used to fulfill these purposes. Emphasis placed upon ways of improving existing services and co-ordinating the efforts of the many official and non-official agencies concerned with the traffic problem. Prerequisite: 443s or consent of instructor.
- 480S-4. WORKSHOP IN SAFETY EDUCATION. Summer course for in-service teachers, nurses, administrators, advanced students, and others interested in safety education as it applies to the public school and the community. Individual problems, lectures, demonstrations, films, field trips, and individual group study in special areas of interest. Prerequisite: 313s or 323s or consent of instructor.
- 488-4. EDUCATIONAL ASPECTS OF ENVIRONMENTAL SANITATION. Application of principles of learning to man's contacts with his environment: water, food, air, radiation, housing, and refuse. Emphasis is placed upon both individual and community aspects of environmental health. Prerequisites: 100, 205, or equivalent.
- 489-4. INTRODUCTION TO VITAL STATISTICS. An introduction to biostatistics; examination of theories of population growth; understandings of collection, organization, summarization, presentation, evaluation, and interpretation of data relative to biologic happenings. Prerequisite: Mathematics 120 or equivalent.
- 490-4 to 8. FIELD WORK IN SCHOOL AND COMMUNITY HEALTH. Field

training, observation, and participation in current public and school health programs. Area schools and public health agencies will be utilized to provide practical experience for the health education student. Restricted to majors in the department.

- 500-4. COMMUNITY ORGANIZATION FOR HEALTH EDUCATION. Review of the philosophies of community organization for health; techniques of group work, current research in community organization, and examination of programs of community health agencies.
- 510-4. CONSTRUCTION OF THE CURRICULUM IN HEALTH EDUCATION. Review of health instruction programs in elementary and secondary schools, consideration of health needs and interests and their relationship to the curriculum, evaluation of health texts, and evaluation of current research.
- 511-5. PRACTICUM IN HEALTH EDUCATION WORKSHOP. Designed to give graduate and post-graduate students experiences in organizing, planning, and operating in-service training programs through workshop methods.
- 515-4. REVIEW OF CURRENT LITERATURE IN HEALTH EDUCATION, PUBLIC HEALTH, AND SAFETY EDUCATION. A survey and analysis of the newer publications in the related fields of health education, public health, and safety education.
- 520-4 to 6. SPECIAL PROJECTS. For students who may wish to conduct more detailed research and study on advanced problems in the fields of public health, safety education, and health education.
- 525S-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SAFETY EDUCATION. Designed to give the student basic principles of organization, administration, and supervision in safety education. Problems, policies, practices, and methods involved in the organization and administration of a safety education program.
- 530S-4. PROBLEMS AND RESEARCH IN ACCIDENT PREVENTION. Principles of accident prevention, causes of accidents, problems of behavior, and study of current research related to safe behavior in school, home, traffic, and transportation. Prerequisites: 443s, 525s, or consent of instructor.
- 533-4. HUMAN CONSERVATION I. An analysis of community health problem trends and changes including aging; chronic and degenerative diseases; mental illnesses; traumatic illness, injuries, and defects; radiological hazards; communicable diseases; and maternal and child health problems. An epidemiological approach to the cause, nature, extent, and trends in erosion and wastage of human resources. Prerequisite: consent of instructor.
- 534-3. HUMAN CONSERVATION II. An analysis of community structures in relation to positive health services, education, and healthful living in respects to community health problems and health requirements. A study of trends in programming to meet minimum health requirements and to care for or ameliorate existing health problems and hazards on a community-wide basis. Prerequisite: 533.
- 535-4. HUMAN CONSERVATION III. An analysis of the unmet health needs or requirements for optimum conservation of human resources in the community, including a study of pilot and experimental programs and research in community efforts to meet health needs and solve existing

health problems. An evaluative approach to existing health programming and research including an analysis of further needed experimentation and research and possible sources for leadership and funds for promoting community health research, programmings, and planning. Prerequisites: 533, 534.

590-4 to 12. FIELD INTERNSHIP. Full quarter field work with an approved department of public health or voluntary health agency under the supervision of the agency officer in charge and the departmental supervisor.

HIGHER EDUCATION

Professor John E. Grinnell, Ph.D. (Stanford)	1955
Professor George H. Hand, Ph.D. (Princeton), Chairman	1952
Professor Arthur E. Lean, Ph.D. (Michigan)	1957
Professor Harold W. See, Ed.D. (Indiana)	1955
Associate Professor I. Clark Davis, Ed.D. (Indiana)	1949
Associate Professor Dennis L. Trueblood, Ed.D. (Indiana)	1957

The Department of Higher Education was established on July 1, 1959. It offers programs leading to the Master of Science in Education and the Doctor of Philosophy degrees.

The general goal of the department is a program: (1) to interest and instruct college graduates in the college teaching profession and its problems, (2) to interest and instruct college graduates in the field of college administration, (3) to interest and instruct college graduates in the field of college student personnel work, (4) to analyze and call attention to historical and current problems, issues, and opportunities in higher education.

The program in college student personnel work is a two-year course of study with a balance of theory and practice. Graduates receive a Master of Science in Education degree (72 quarter hours) plus a full academic year of experience in student personnel work with both women and men. The student plans his experience, in co-operation with his adviser, within the following framework: (1) courses in the major field including theory and supervised experiences, (2) courses in the foundation fields of higher education including theory, philosophy, problems, curriculum, finance, and administration and of human behavior including personality theory, psychopathology, learning theory, group dynamics, counseling theory, and psychological measurement, and (3) courses in elective areas of professional education or the traditional academic disciplines to strengthen the student's college teaching or other professional needs.

Admission to the program is by Selection Committee. Qualifications for admission include a bachelor's degree, a "B" average or better in under-

graduate study, and personal qualities to live with students as an adviser and counselor.

Room, board, and tuition are offered for service as a residence hall fellow. Fellowship funds of \$80 per month are available for students accepted with a "B" average or above. Especially for married students, a limited number of graduate assistantships at \$180 per month and tuition are available through the Office of Student Affairs.

For further information, address inquiries to Co-ordinator, College Student Personnel Graduate Studies Program, Department of Higher Education, Southern Illinois University, Carbondale, Illinois.

COURSE DESCRIPTIONS

- 401-2, 402-2, 403-2. CAREERS IN HIGHER EDUCATION. A series of exploratory courses designed to acquaint the students with the career possibilities and functions of the respective areas: 401, college teaching; 402, college student personnel; 403, college administration.
- 410-4. HIGHER EDUCATION IN THE UNITED STATES. An overview of higher education with emphasis on current problems and organizational relationships.
- 441-4. FUNCTIONS AND ORGANIZATION OF COLLEGE STUDENT PERSONNEL. A description and discussion of the functions of college student personnel programs with an emphasis on the organizational relationships of the various functions.
- 450-1. ORIENTATION TO COLLEGE TEACHING. An introduction to the problems of college teaching with emphasis on classroom techniques for the graduate assistant or inexperienced college teacher.
- 477-2. PRINCIPLES OF COLLEGE STAFF MANAGEMENT. A study of systems and problems of personnel practices.

Courses on the 500 level are for graduate students only.

- 512-4. HIGHER EDUCATION IN THE NATIONS OF THE WORLD. A comparative study of higher education systems of various parts of the world.
- 513-4. POLICY MAKING AND CONTROL OF HIGHER EDUCATION. A case approach to a study of the sources of policy making, the methods of control, and the relationships among various policy making and operating units.
- 521-2 to 12. SEMINAR. Arranged to meet the needs of specific groups of students. Topics: A, college teaching; B, student values; C, housing; E, staff personnel; F, finance; G, the junior college; M, sociology of higher education; S, continuing education; Y, the technical institute.
- 522-1 to 12. READINGS. Topics: A, college teaching; B, college student personnel; C, college administration.
- 523-1 to 12. INTERNSHIP. Supervised work experiences in appropriate settings. A, college teaching; B, college student personnel; C, college administration.

- 524-2 to 6. SPECIAL PROBLEMS. Formulating, investigating, and reporting on problems in: A, college teaching; B, college student personnel; C, college administration.
- 546-4. PERSONNEL WORK WITH COLLEGE STUDENT GROUPS. A case approach to understanding the various aspects and relationships of student co-curricular activities. Emphasis on the role of group activities in the educational life of the student and the college community.
- 551-4. CURRICULUM DESIGN AND DEVELOPMENT IN HIGHER EDUCATION. Examination of methods and resources in designing various college curricula. Emphasis on experimentation in curriculum development.
- 565-4. THE JUNIOR COLLEGE. A study of the function of the junior college in American higher education with particular emphasis on relationships to the secondary school and to the community. Treats special problems of curriculum, student services, finance, and faculty selection and growth.
- 576-4. ADMINISTRATIVE PRACTICES IN HIGHER EDUCATION. A study of administrative behavior with applications to higher education setting.
- 578-4. FINANCE OF HIGHER EDUCATION. A description of the economic aspects of higher education. Study of sources and management of college finance including budgeting and control.
- 599-1 to 9. THESIS.
- 600-1 to 48. DISSERTATION.

INSTRUCTIONAL MATERIALS

Professor Paul Robert Wendt, Ph.D. (Minnesota), Chairman	1955
Assistant Professor Gordon K. Butts, Ed.D. (Indiana)	1950
Assistant Professor Kathleen G. Fletcher, M.S. (Illinois)	1955
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Lecturer Roy Winston Evans, A.M. (George Peabody)	1958
Lecturer Grosvenor C. Rust, A.M. (Chicago)	1958-62

The Department of Instructional Materials offers undergraduate and graduate work in the utilization and administration of teaching materials. The departmental curriculum is designed to train both audio-visual coordinators and librarians to become fully qualified instructional materials specialists who can administer all teaching materials. The program also provides the traditional undergraduate minor in library science, and graduate minors in library science and in audio-visual education.

Persons trained primarily as teachers may qualify for part-time professional service in a school library by completing a minor of 26 hours of work in approved courses.

The required courses constituting a minor in library science are 306, 308, 403, 405, 406, 417.

COURSE DESCRIPTIONS

- 100-2. THE USE OF SOUTHERN ILLINOIS UNIVERSITY LIBRARY. Detailed instruction on how to use the Morris Library at Southern Illinois University. Explains the library divisions, the card catalogue, reference books, special collections and services of the library.
- 201-2. THE INSTRUCTIONAL MATERIALS APPROACH TO LEARNING. An introductory course to the study of instructional materials. A survey of the history of libraries and audio-visual centers; the complete range of materials of teaching with their unique and common characteristics; the background of the school instructional materials program.
- 306-4. SCHOOL LIBRARIES AS INFORMATION CENTERS. Evaluation, selection, and use of reference sources for elementary and secondary school libraries. Principles and methods of reference service.
- 308-4. SCHOOL LIBRARY TECHNICAL PROCESSES. Organization of library materials for effective service to readers. Acquisition, classification, cataloguing, preparation, preservation, and circulation of materials. Laboratory assignments.
- 400-2. LIBRARY RESEARCH METHODS. Introduction to the use of library materials in graduate research. Includes a survey of scholarly publishing and the use of reference works in various subjects.
- 403-4. SCHOOL LIBRARY FUNCTIONS AND MANAGEMENT. Effective library services in relation to the educational objectives of elementary and secondary school programs: organization, supervision, finance, housing, equipment, standards, and evaluation.
- 405-4. LIBRARY MATERIALS FOR CHILDREN. Study of the aids, methods, and criteria for the selection and use of books and other instructional materials for children in the elementary schools. Open to juniors with consent of instructor.
- 406-4. LIBRARY MATERIALS FOR ADOLESCENTS. A study of the aids, methods, and criteria for the selection and use of books and other instructional materials for students in the high school. Open to juniors with consent of instructor.
- 417-4. AUDIO-VISUAL METHODS IN EDUCATION. Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. Motion pictures, slides, filmstrips, and recordings particularly stressed.
- 420-4. SCHOOL LIBRARY ACTIVITIES AND PRACTICE. Supervised practice and observation integrated with instruction in the typical activities of school librarianship: storytelling, publicity, developing units of library instruction, and work with students. Prerequisites: 306, 308, 403, 405 or 406.
- 440-2. PHOTOGRAPHY FOR TEACHERS. Techniques of photographing community resources and other materials for classroom instruction and school public relations. Emphasis on obtaining of material for color slides and study prints.

- 445-4. PREPARATION OF TEACHER-MADE AUDIO-VISUAL MATERIALS. Laboratory practice in the preparation of bulletin boards, opaque materials, models, lantern slides, recordings, feltboards, and other graphic materials. Prerequisite: 417 or consent of instructor.
- 457-4. RADIO AND TELEVISION IN THE CLASSROOM. Educational programs and their value to the teacher in the classroom. Sample tapes of radio programs and kinescopes used.
- 458-4. THE MEDIUM OF THE MOTION PICTURE. A study of the full range of expression by motion pictures including the documentary, theatrical, educational, experimental, and industrial films. Representative films screened.

Courses on the 500 level are for graduate students only.

- 510-4. MASS COMMUNICATIONS IN EDUCATION. The school and libraries in mass communication. The problems of propaganda, intellectual freedom, methods of research, and international aspects of communication are considered.
- 514-4. READING AND VISUAL STUDIES. A survey of research in individual reading interests and habits, the sociological effect of reading, and the reading of pictures. Prerequisites: 405, 406, 417.
- 530-4. HISTORY OF BOOKS AND LIBRARIES. The evolution of the printed book and the rise and development of modern libraries.
- 546-4. INTEGRATION OF AUDIO-VISUAL MATERIALS IN THE CLASSROOM. Selection of materials on the basis of curricular needs. Problems in disseminating information about audio-visual materials. Techniques of evaluating each type of audio-visual material for use in the classroom. Prerequisite: 417.
- 547-4. SCHOOL FILM AND FILMSTRIP PRODUCTION. Simplified techniques for teachers and audio-visual co-ordinators who may need to produce school-made films and filmstrips to meet local school problems.
- 548-4. SUPERVISION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM. Provides professional information and training for anyone who has administrative responsibilities for an audio-visual program. For teachers, co-ordinators, or directors. Prerequisite: 417.
- 549-4. VISUAL LEARNING. Learning from pictures in the classroom, the design of still and moving pictures, pictures used in testing perception, and the place of pictures in advertising and communication. Prerequisite: consent of instructor.
- 554-4. ADMINISTRATION OF AN INSTRUCTIONAL MATERIALS CENTER. Based on the concept of a single agency in the school that encompasses all forms of instructional materials. For specialists in the supervision and administration of integrated audio-visual and library programs. Prerequisites: 403, 548, Educational Administration and Supervision 456, 460, or equivalent.
- 560-4. SEMINAR IN INSTRUCTIONAL MATERIALS. Designed to give advanced graduate students an opportunity to investigate and discuss topics in instructional materials before the seminar group. Topics selected would depend on background and interest of individuals.

576-2 to 4. PROBLEMS IN INSTRUCTIONAL MATERIALS. Opportunity for individual study of selected problems. Prerequisite: consent of instructor.
 599-5 to 9. THESIS.

PHYSICAL EDUCATION FOR MEN

Professor Jay A. Bender, Ph.D. (Illinois)	1957
Associate Professor Leslie Ralph Casey, Ed.D. (Columbia)	1957
Associate Professor John R. LeFevre, Ed.D. (Columbia)	1955
Associate Professor Leland P. Lingle, M.A. (Iowa)	1927
Associate Professor Glenn Martin, M.A. (Iowa)	1938
Associate Professor Edward J. Shea, Ph.D. (New York), Chairman	1954
Assistant Professor C. C. Franklin, Jr., (Indiana), Director	1948
Assistant Professor Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Assistant Professor Ronald G. Knowlton, Ph.D. (Illinois)	1961
Assistant Professor Robert R. Spackman, Jr., M.S. (Southern Illinois)	1957
Assistant Professor James J. Wilkinson, D.P.Ed. (Indiana)	1948-50; 1951
Instructor Robert Eric Franz, M.S. in Ed. (Southern Illinois)	1953
Instructor Harry Gallatin, Jr., M.A. (Iowa State)	1958
Instructor Norman C. Greene, B.S. (Washington State College)	1957
Instructor William T. Meade, M.A. in Ed. (North Carolina)	1956
Instructor Carmen A. Piccone, M.S. (Southern Illinois)	1955
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Lecturer Donald R. Cross, M.A. (Southern Illinois)	1960
Lecturer Lewis B. Hartzog, M.S. (Colorado State)	1960
Lecturer George A. Iubelt, M.A. (Indiana)	1959
Assistant Supervisor George H. Davis	1961-62

COACHING STAFF

Head of Intercollegiate Athletics: Donald N. Boydston, Ed.D. (Columbia)	1955
Head Baseball Coach: Glenn Martin, M.A. (Iowa)	1938
Head Basketball Coach: Harry Gallatin, Jr., M.A. (Iowa)	1958
Head Football Coach: Carmen A. Piccone, M.S. (Southern Illinois)	1955
Head Golf Coach: Lynn C. Holder, M.S. in Ed. (Indiana)	1946
Head Swimming Coach: Leslie Ralph Casey, Ed.D. (Columbia)	1957
Head Tennis Coach: John R. LeFevre, Ed.D. (Columbia)	1955
Head Track and Cross Country Coach: Lewis B. Hartzog, M.S.	

(Colorado State)	1960
Head Wrestling Coach: James J. Wilkinson, D.P.Ed. (Indiana)	1948-50; 1951
Assistant Football Coach: Robert Eric Franz, M.S. in Ed. (Southern Illinois)	1953
Assistant Football Coach: Andrew T. Vaughan, Ed.D. (Columbia)	1953
Coach William T. Meade, M.A. in Ed. (North Carolina)	1956
Assistant Professor Robert R. Spackman, Jr., M.S. (Southern Illinois)	1957
Assistant Athletic Director: Bill Brown, M.A. in Ed. (North Carolina)	1957
Assistant Basketball Coach: George A. Iubelt, M.A. (Indiana)	1959

The Department of Physical Education for Men offers a program leading to the Bachelor of Science in Education degree.

Six hours of physical education activity courses are included in the general degree requirements. These 6 hours, which should be completed in the freshman and sophomore years, must consist of three 100-level and three 200- or 300-level activity courses. Upon advice of the university physician, students who must modify their activities may register for 149 or 249. Students may substitute a full quarter of membership on a varsity sports squad up to three quarters, each in a different sport and each sport to be credited once only. No more than 6 hours of physical education activity may be credited for graduation.

The curriculum for a major in the Department of Physical Education for Men consists of a total of 48 hours of theory and practice courses. Additionally, the 6 hours of activity courses required of all degree students must be taken by majors in sections specifically designed for them. This entire unit of specialization is intended to qualify young men for positions as teachers, coaches, or specialists in public and private elementary or secondary schools, colleges, universities, as well as other social agencies which promote physical activity programs. The curriculum is designed to meet the requirements of state departments of education and other agencies which have adopted professional standards.

Required courses and related experiences for the major are as follows:

1. Theory courses—101A, 101B, 303, 305, 330A, 330B, 341, 350, 354, Recreation and Outdoor Education 365 or one additional sports theory course, 370, 376, Health Education 460. Physiology 209 and 300 are prerequisites to 303, 305 and 376.
2. Practice courses—114, 115, 116, 117, 118, 119, 215, 216, 217, and the 6 hours of activity courses required of all degree students

which are specifically designed for majors and minors in physical education. These include 181, 182, 183, 208. All practice courses should be completed by the end of the sophomore year. Students who cannot swim must audit a beginner's course of instruction before enrolling for 117.

3. Elective courses—Students who minor in recreation or health education may substitute four hours of physical education electives for Health Education 460 or two hours for Recreation and Outdoor Education 365. Elective courses are 331A, 331B, 331C, 331D, 331E, 331F, 345A, 345B, 345C.

4. Student Teaching and Observation—Complete and integrated experience in teaching physical education and assisting in coaching under qualified supervisors is provided students in the University School and in co-operating schools in and near Carbondale.

5. Related Professional Experiences—Other valuable experiences are provided majors in physical education to supplement the regular course work. Some of these are gained through membership in the Physical Education Majors Club, membership in professional associations, on the inter-collegiate and intramural athletic teams as participants, officials and managers, assisting in service class testing, attendance at clinics, workshops, conventions, and conferences, reading of professional journals, "I" Club membership, and others.

Students who wish to minor in physical education must complete thirty hours of courses as follows: 101A, 101B, 341, 350, 354, 370, 376, (Physiology 300 is a prerequisite to 376), and two hours from any of 330A, 330B, 331B, 331C. In addition, minors must complete the following practice courses: 115, 116, 117, 215, 216, and 217, plus the 6 hours of activity courses required of all degree students in sections specifically designed for majors and minors.

COURSE DESCRIPTIONS

- 101A-1/2. ORIENTATION PRACTICUM IN PHYSICAL EDUCATION I. Intended to introduce the student to his professional field, to enable him to secure a concept of the role of physical education in total education, and to crystallize his thinking in relation to vocational objectives. First term freshman year.
- 101B-1/2. ORIENTATION PRACTICUM IN PHYSICAL EDUCATION II. Presents significant historical aspects of physical education and its role in the broad cultural heritage in order to provide an interpretation and perspective to contemporary issues and developments. Second term freshman year.

- 114-1. METHODS AND MATERIALS OF TEACHING WRESTLING. Enables the student to master the fundamental skills of wrestling as well as to teach the individual and group methods of wrestling instruction. Freshman year.
- 115-2. METHODS AND MATERIALS OF COACHING BASEBALL. Development of the practical skills and ability to teach and coach the techniques of batting, fielding, and playing the various positions in the game. Freshman year.
- 116-2. METHODS AND MATERIALS OF TEACHING GYMNASTICS. To develop individual techniques in stunts and tumbling, calisthenics, parallel bars, side horses, trampoline, and high bar; fundamental skills, individual and group methods of instruction. Freshman year.
- 117-1. METHODS AND MATERIALS OF TEACHING SWIMMING. Stresses techniques and methods of teaching applied to individual and group instruction. Basic strokes, underwater swimming, elementary diving, body and breath control, self support, and watermanship. Freshman year. Prerequisite for nonswimmers: audit beginner's swimming course.
- 118-1. METHODS AND MATERIALS OF TEACHING TENNIS. Enables the student to acquire, through practice, the knowledge and skills necessary to teach these activities; includes consideration of desirable teaching materials to enhance instruction. Freshman year.
- 119-1. METHODS AND MATERIALS OF TEACHING GOLF. To prepare the student to teach the fundamental aspects of golf, with emphasis on adaptation to varied approaches in teaching. Freshman year.
- 149-1. ADAPTED AND RESTRICTED PHYSICAL EDUCATION. For students with physical handicaps.
- 170-2. VARSITY FOOTBALL.
- 171-2. VARSITY BASKETBALL.
- 172-2. VARSITY TRACK.
- 173-2. VARSITY TENNIS.
- 174-2. VARSITY GYMNASTICS.
- 175-2. VARSITY BASEBALL.
- 176-2. VARSITY GOLF.
- 177-2. VARSITY SWIMMING.
- 178-2. VARSITY CROSS COUNTRY.
- 179-2. VARSITY WRESTLING.
- 180-1. PERSONAL DESIGN FOR BETTER LIVING.
- 181-1. FRESHMAN REQUIRED PHYSICAL EDUCATION (TEAM GAMES I).
- 182-1. FRESHMAN REQUIRED PHYSICAL EDUCATION (BASIC RHYTHMS I).
- 183-1. FRESHMAN REQUIRED PHYSICAL EDUCATION (TEAM GAMES II).
- 184-1. VOLLEYBALL AND TOUCH FOOTBALL.
- 185-1. SOCCER.
- 186-1. SPEEDBALL.
- 188-1. PERSONAL DEFENSE AND SOFTBALL.
- 189-1. BASKETBALL AND TRACK.
- 190-1. WRESTLING.

- 191-1. CROSS COUNTRY.
- 192-1. STUNTS AND TUMBLING.
- 193-1. GYMNASTICS.
- 194-1. TRACK AND FIELD.
- 198-1. BEGINNING SWIMMING.
- 199-1. INTERMEDIATE SWIMMING.
- 202-1. WRESTLING TECHNIQUES.
- 203-1. ELEMENTARY SWIMMING.
- 204-1. INTERMEDIATE SWIMMING.
- 205-1. ADVANCED SWIMMING.
- 206-1. STUNTS AND TUMBLING.
- 207-1. APPARATUS.
- 208-1. AMERICAN SQUARE DANCING AND MIXERS.
- 210-2. BASKETBALL TECHNIQUES.
- 215-2. METHODS AND MATERIALS OF COACHING TRACK AND FIELD.
Students gain practical experience as a foundation for learning the techniques of teaching the running and field events. Emphasis on individual analysis of movement for effective teaching. Freshman year.
- 216-2. METHODS AND MATERIALS OF COACHING BASKETBALL. Deals with individual and team fundamentals with special emphasis on passing, pivoting, shooting, dribbling, and variety of play patterns concerned with offense and defense. Basic methods of teaching and coaching. Sophomore year.
- 217-2. METHODS AND MATERIALS OF COACHING FOOTBALL. Individual instruction and practice in all the fundamentals of the game such as passing, kicking, blocking, tackling, running. Emphasis on effective methods of teaching and coaching. Sophomore year.
- 220-1. RECREATIONAL ACTIVITIES AND GAMES (OUTDOOR).
- 221-1. RECREATIONAL ACTIVITIES AND GAMES (INDOOR).
- 224-1. TAP DANCING.
- 230-1. BASIC RHYTHM AND FOLK DANCING.
- 233-1. MODERN DANCE.
- 239-1. SOCIAL DANCING.
- 240-1. GOLF TECHNIQUES.
- 249-1. ADAPTED AND RESTRICTED PHYSICAL EDUCATION. For students with physical handicaps.
- 254-1. BOWLING.
- 256-2. TRACK AND FIELD TECHNIQUES.
- 257-2. FOOTBALL TECHNIQUES.
- 272-2. BASEBALL TECHNIQUES.
- 280-1. GOLF.
- 281-1. FLY AND BAIT CASTING.
- 283-1. WEIGHT LIFTING.
- 284-1. ICE SKATING.
- 285-1. BASKETBALL.
- 286-1. TRAMPOLINE.
- 287-1. ARCHERY.
- 288-1. BADMINTON.

- 289-1. INTERMEDIATE GYMNASTICS.
- 290-1. TENNIS.
- 291-1. INTERMEDIATE TUMBLING.
- 292-1. INTERMEDIATE VOLLEYBALL.
- 293-1. INTERMEDIATE SOCCER.
- 294-1. INTERMEDIATE WRESTLING.
- 295-1. INTERMEDIATE TENNIS.
- 297-1. DIVING.
- 298-1. ELEMENTARY SWIMMING.
- 299-1. ADVANCED SWIMMING.
- 303-5. KINESIOLOGY. Study of joint and muscle action as a basis for the mechanical analysis of human physical movement executed in daily life and in physical education activities and sports. Prerequisite: Physiology 300.
- 305-2. PHYSICAL EDUCATION FOR THE ATYPICAL STUDENT. Deals with the recognition of physical deviations from the normal student and with the provisions of special or modified physical education or recreational activities for such students. Prerequisites: Physiology 209 and 300.
- 306-1. ADVANCED STUNTS AND TUMBLING.
- 307-1. ADVANCED APPARATUS.
- 317-1. LIFE SAVING AND WATER SAFETY.
- 330A-2. THEORY OF BASKETBALL COACHING. Different types of offense and defense studied; special emphasis given to early season conditioning and practice, offensive and defensive drills, team strategy, rules of the game. Prerequisite: 216.
- 330B-2. THEORY OF FOOTBALL COACHING. Deals with all phases of the game; offensive and defensive formation analyzed; strengths and weaknesses of each studied; various types of individual plays analyzed; rules discussed. Prerequisite: 217.
- 331A-2. THEORY OF SWIMMING COACHING. Treatment of foundations and principles underlying coaching methods; comparative study differences in prevailing theories and methods; development of programs of training in pre-season, mid-season, and post-season of competition. Prerequisite: 117.
- 331B-2. THEORY OF BASEBALL COACHING. A study of the strategy of the game; the conduct of daily practice; analysis of the rules and their application to play situations. Also effective methods of coaching for best results. Prerequisite: 115.
- 331C-2. THEORY OF TRACK AND FIELD COACHING. Theoretical concepts dealing with the effective performance in running and field events; special emphasis on methods of training for such events; methods of organizing and conducting track and field meets. Prerequisite: 215.
- 331D-2. THEORY OF WRESTLING COACHING. Prepares students to develop program of wrestling; includes comparative knowledge of problems, techniques, materials, and systems in coaching wrestling as well as the organization and administration of the wrestling program. Prerequisite: 114.
- 331E-2. THEORY OF TENNIS COACHING. Theory of advanced strokes,

- strategy and tactics, scheduling and conducting matches, tournaments, exhibitions and clinics; officiating; organizing and promoting development programs. Prerequisite: 118.
- 331F-2. **THEORY OF GYMNASTIC COACHING.** Deals with all phases of gymnastics; organization of dual meets, championships, and exhibitional teams; practice schedules; care and purchase of equipment; development and evaluation of exercises and routines; techniques of judging. Prerequisite: 116.
- 335-2. **ADMINISTRATION OF AQUATICS.** The organization, administration, and supervision of aquatic programs in institutional and community swimming pools and camp waterfronts; the construction, operation, and maintenance of pools and waterfronts; personnel and program problems.
- 341-3. **PRINCIPLES OF PHYSICAL EDUCATION.** An understanding of the scientific foundations of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method of philosophy, anatomy, kinesiology, and related areas. Senior year.
- 345A-1. **OFFICIATING OF FALL SPORTS.** Interpretation of rules in football, cross country, and soccer; techniques of officiating; code of ethics, for officials and players; problems of officiating. Officiating practice required.
- 345B-1. **OFFICIATING OF WINTER SPORTS.** Interpretation of rules in basketball, wrestling, and swimming; techniques of officiating; code of ethics for officials and players; problems of officiating. Officiating practice required.
- 345C-1. **OFFICIATING OF SPRING SPORTS.** Interpretation of rules in baseball, track and field, tennis and golf; techniques of officiating; code of ethics for officials and players; problems of officiating. Officiating practice required.
- 350-3. **METHODS AND MATERIALS FOR TEACHING PHYSICAL EDUCATION ACTIVITIES IN THE ELEMENTARY SCHOOL.** The organization and conduct of the program with special emphasis on program planning, evaluation of materials, observation and practice in creative rhythms, singing games, folk dancing, and games of low organization. 2 hours lecture; 2 hours laboratory.
- 354-4. **ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS.** The organization and conduct of the total program of physical education including interscholastic athletics based upon accepted educational policies and practices. Emphasis on problems of administration.
- 365-2 to 4. **ORGANIZATION AND ADMINISTRATION OF COMMUNITY RECREATION.** The social, economic, and governmental structure of the community; establishing the community recreation program; problems of facilities; equipment, finance, promotion; selecting and supervising personnel integration with associated programs.
- 370-3 to 4. **TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.** Measurement as an aid in determining student needs, curriculum construction, teaching effectiveness, and the attainment of educational objectives. Includes the selection, administration, and interpretation of tests. 2 hours lecture; 2 hours laboratory.

376-3. EMERGENCY CARE AND PREVENTION OF ATHLETIC INJURIES. The theoretical and practical methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities. 2 hours lecture; 2 hours laboratory. Prerequisite: Physiology 300 (majors).

377-1. HORSEBACK RIDING.

378-1. CANOEING AND BOATING.

Physical education courses on the 400 and 500 levels are offered on a combined basis for both men and women.

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 requirements for the degree of Master of Science in Education.

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 RECREATIONAL ACTIVITIES TO THE HANDICAPPED INDIVIDUAL. Recognition of postural deviations; devising and planning programs for the physically atypical.

404-4. THE TEACHING OF SPORTS. Teaching methods, officiating, organization, safety precautions, and selecting equipment for sports.

405-4. CURRENT THEORIES AND PRACTICES IN THE TEACHING OF DANCE. History and evolution of dance; place of dance in education and recreation.

406-4. BASIC CONCEPTS OF PHYSICAL EDUCATION. The place of physical education in the school program, and the concepts underlying the program. (Required of all students not presenting the undergraduate courses 354 or 340.)

408-2 to 4. WORKSHOP—PHYSICAL FITNESS: ITS ROLE AND APPLICATION IN EDUCATION. Improvement of programs and teaching techniques involved in the development of various aspects of physical fitness. Units on postural status; body weight control; tension factors, causes, and control; exercise tolerance; and general body mechanics and control.

420-3. PHYSIOLOGICAL EFFECTS OF MOTOR ACTIVITY. The general physiological effect of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Prerequisite: Physiology 209 or equivalent.

Courses on the 500 level are for graduate students only.

500-4. TECHNIQUES OF RESEARCH. Critical analysis of research literature; study of research methods and planning research studies. Prerequisite: 400 or concomitant registration in 400.

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 background, a course in kinesiology.
- 503-4. SEMINAR. Lectures, discussion, and critiques in physical education and related fields. Recommended background, 500 or equivalent.
- 504-4. PROBLEMS IN PHYSICAL EDUCATION. Planning, conducting, and reporting original research studies. Prerequisite: 500 or equivalent.
- 507-4. SCIENTIFIC BASIS OF ATHLETIC TRAINING. Study of the factors which affect maximum human performance in athletic competition.
- 508-3. ADMINISTRATION OF INTERSCHOOL ATHLETICS. Existing problems in interschool athletics, with particular attention to secondary school athletic programs.
- 509-4. SUPERVISION OF HEALTH AND PHYSICAL EDUCATION. The functions of supervision in physical and health education; basic principles and methods of supervision. Techniques and methods for increasing the effectiveness of the program at the elementary and high school levels.
- 510A-2, 510B-2. MOTOR DEVELOPMENT. (A) Early patterns of motor behavior and the development of physical skills in childhood. (B) The development of physical abilities during adolescence. Individual differences in motor proficiency and factors affecting the acquisition of motor skills. Concepts of motor learning with inferences for improving instructional practices.
- 525-1 to 6. READINGS IN PHYSICAL EDUCATION. Supervised reading in selected subjects. Prerequisite: consent of instructor and chairman of department. Open only to last-term seniors and graduate students.
- 599-3 to 9. THESIS.

PHYSICAL EDUCATION FOR WOMEN

Professor Dorothy Davies, Ed.D. (Cincinnati), Chairman	1939
Professor Helen Zimmerman, Ph.D. (Wisconsin)	1952
Associate Professor Marjorie Bond, Ph.D. (California)	1961
Assistant Professor Dorothy M. Muzzey, M.A. (Iowa)	1928
Assistant Professor Jean Stehr, M.A. (Texas State College for Women)	1944
Instructor Elsie Jane Cobb, M.S. (Ohio)	1956
Instructor Sarah Jane Daqqaq, M.Ed. (North Carolina)	1955
Instructor Yvonne Grace Dempsey, M.S. (Wisconsin)	1955
Instructor Joanne Lee Thorpe, M.Ed. (North Carolina)	1958
Instructor Charlotte West, M.Ed. (North Carolina)	1957
Instructor Virginia Ellen Young, M.Ed. (Boston)	1956

Assistant Instructor Margaret Clemens
Lecturer Shirley Wood, M.S. (Indiana)

1953-60
1961

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education degree. A physical education major consists of forty-eight hours in addition to the six activity courses required in the general requirements and eight hours of health education.

The activity courses presented for graduation must include three courses on the 100 level and three courses on the 200 or 300 level.¹

Students who are advised by the university physician to restrict their activity should register for freshman courses marked "A" unless otherwise advised by the departmental representative.

In addition to the general degree and the College of Education requirements, courses constituting a major in physical education are 303, 304, 305, 306, 307, 308, 309, 350, 351, 352, 353, 354, 355; Health Education 334s, 460 and the required activity courses² 101B, 120, 127, 212, 216, 223, 230, 233, and 239.

Electives for the physical education major are 214, 215, 222, 254, 255, and 317 (choice of three); 208 and 374 (choice of one); 311A, 311B, 345, 376, (choice of two).

Thirty hours are required for a minor in physical education. Any girl wishing to minor should consult the chairman of the department to work out a course of study. A girl may take a minor in teaching elementary school physical education, or she may take a minor in teaching secondary school physical education.

A student desiring a suggested course plan for her four-year period may secure one from the departmental office.

COURSE DESCRIPTIONS

BASIC MOVEMENT

127-1. BASIC BODY MOVEMENT.

FRESHMAN TEAM SPORTS

101B-1. SPEEDBALL. Techniques, skills, and team tactics. For freshmen only.

¹Not more than one activity course may be taken in any one quarter without special permission from the department.

²Any major may take a test and be exempt from these required activities. She will then be advised to substitute an unfamiliar activity for an exempted one.

- 101H-1. HOCKEY. Techniques, skills, and team tactics. For freshmen.
- 101S-1. SOCCER. Techniques, skills, and team tactics. For freshmen only.
- 102-1. BASKETBALL.
- 103-1. VOLLEYBALL AND FOLK DANCING.

FRESHMAN INDIVIDUAL PHYSICAL EDUCATION

- 101A-1, 102A-1, 103A-1. INDIVIDUAL PHYSICAL EDUCATION. A course for students who are physically unable to participate in the regular physical education activities.

SWIMMING

- 100-1, (204-1). BEGINNING SWIMMING.
- 120-1, (205-1). INTERMEDIATE SWIMMING.
- 228-1. DIVING.
- 316-1. ADVANCED SWIMMING.
- 317-1. LIFE SAVING AND WATER SAFETY. Techniques of Red Cross Life Saving and Water Safety.

SOPHOMORE TEAM SPORTS

- 206-1. VOLLEYBALL. A course on advanced techniques and team tactics for the game of volleyball.
- 212-1. BASKETBALL.
- 213-1. SOFTBALL.
- 223-1. HOCKEY. Techniques and skills.

SOPHOMORE INDIVIDUAL SPORTS

- 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.
- 254-1. BOWLING. (Fee required)
- 255-1. FENCING.

SOPHOMORE ADAPTED PHYSICAL EDUCATION

- 201A-1, 202A-1, 203A-1. ADAPTED PHYSICAL EDUCATION. Hours to be arranged by conference.

MODERN DANCE

- 107-1. FUNDAMENTAL RHYTHMS.
- 233-1. MODERN DANCE. Fundamentals of movement and composition. A basic course leading to the creating of contemporary dance composition.
- 376-1. ADVANCED MODERN DANCING. Prerequisite: 233, or consent of instructor.

FOLK, SQUARE, SOCIAL AND TAP DANCE

- 208-1. 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.

224-1. TAP DANCING. Fundamentals and routines.

230-1. FOLK DANCING. Fundamental steps and dances of various countries.

239-1. SOCIAL DANCING. Fundamental steps of ballroom dancing. For beginners only.

374-1. ADVANCED DANCING. (Folk)

JUNIOR INDIVIDUAL ACTIVITIES

377-1. HORSEBACK RIDING. (Fee required)

378-1. CANOEING AND BOATING. Prerequisite: 120 or 205. (Fee required)

OFFICIATING

311A-1. THEORY OF OFFICIATING BASKETBALL. Study of requirements of a nationally-rated official as set up by the Division of Girls' and Women's Sports.

311B-1. THEORY OF OFFICIATING BASKETBALL. Prerequisite: 311A or equivalent.

TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

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. Movement fundamentals, games, rhythms, self-testing, and apparatus play, and creative activities. To fulfill the requirements 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. To fulfill the requirements of the state of Illinois for elementary school teachers.

350-5. MATERIALS AND METHODS FOR TEACHING IN ELEMENTARY SCHOOLS. 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.

TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS

301-2. TECHNIQUES OF TEACHING RECREATIONAL SPORTS. Analysis and methods of teaching badminton, deck tennis, volleyball, table tennis, and other recreational sports.

304-2. TECHNIQUES OF TEACHING SOCCER AND VOLLEYBALL. Methods of teaching construction of daily lesson plans, and analysis of techniques.

305-2. TECHNIQUES OF TEACHING HOCKEY AND SPEEDBALL. Methods of teaching, construction of daily lesson plans, and analysis of techniques.

306-2. TECHNIQUES OF TEACHING BASKETBALL. Methods of teaching, construction of lesson plans, and analysis of techniques. A continuation of 304 and 305.

- 307-2. **TECHNIQUES OF TEACHING TUMBLING, STUNTS, TRACK AND FIELD.** A continuation of 306.
- 309-2. **TECHNIQUES OF TEACHING SOFTBALL, TENNIS, GYMNASTICS.** Methods of teaching, construction of lesson plans, and analysis of techniques. A continuation of 306.
- 360-4. **THE PHYSICAL EDUCATION PROGRAM FOR GIRLS IN JUNIOR AND SENIOR HIGH SCHOOLS.** Program planning, source materials, and selected physical activities.

CAMPING

- 348-2 to 4. **CAMP AND COMMUNITY LEADERSHIP.** Fundamentals of scouting, camping, and counseling. A weekend 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.

PROFESSIONAL COURSES

- 303-5. **KINESIOLOGY.** The mechanical analysis of physical education activities through the study of joint and muscle action. Prerequisite: Anatomy.
- 308-5. **METHODS OF TEACHING DANCE.** A course dealing with each of the various types of dance, including fundamental progressions, and composition in each type. Prerequisites: 107, 230, and 233 or equivalent.
- 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.
- 351-4. **RECREATION AND PHYSICAL EDUCATION FOR ATYPICAL 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.
- 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.
- 355-3. **TECHNIQUES OF TEACHING SWIMMING.** Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving. Prerequisite: 120 or 205 or equivalent.
- 361-1 to 4. **THE TEACHING OF TEAM SPORTS AND DANCE TO JUNIOR AND SENIOR HIGH SCHOOL GIRLS.** Techniques of teaching volleyball, basketball, soccer, and dance.
- 362-1 to 4. **TEACHING BASIC ACTIVITIES TO JUNIOR AND SENIOR HIGH SCHOOL GIRLS.** Teaching badminton, softball, basic movement, and recreational games.
- 370-3 to 4. **TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.** The theory of measurement in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required.

Physical education courses on the 400 and 500 levels are offered on a combined basis for both men and women. The course listings are under Physical Education for Men.

RECREATION AND OUTDOOR EDUCATION

Associate Professor Wm. H. Freeberg, D.Rec. (Indiana), Chairman	1942
Assistant Professor Loren Esten Taylor, Ed.D. (Columbia)	1957
Instructor William E. O'Brien, M.S. in P.Ed. (Indiana)	1948
Research Assistant Irvin M. Peithmann	1950

The recreation and outdoor education major curriculum is designed to develop professional leaders for many recreational positions. Graduates are qualified for employment as public recreation administrators, as directors of recreation in youth serving and semipublic organizations, as directors of industrial and institutional recreation programs, and as specialists in camping and outdoor education.

The recreation curriculum emphasizes the practical as well as the theoretical aspects of recreation leadership. It is an interdepartmental program and draws upon twenty-eight departments in seven schools of the University. It includes requirements for a sound general education background. In addition to the general education requirements of the University, several special courses are required in the general education field.

Students are expected to choose two areas of specialization in the activity field. The areas are music and dance, arts and crafts, drama, sports and games, and nature and conservation.

Major students will be required to complete at least 12 hours of field experience in three areas of their interest. Recreation majors are required to have 28 hours of professional recreation courses. Required courses include 201, 202, 301, 310 or 315. In addition to the professional recreation courses, majors are required to take 24 hours selected from Accounting 250, Geography 324, Industrial Education 303, Journalism 260, Management 170, Music 307, Physical Education for Women 319.

The recreation major is designed to allow students to choose between a school-centered and a community-, institutional-, or agency-centered program.

Those students who wish to major in recreation and desire to teach must fulfill all of the course requirements in the College of Education, including practice teaching.

Those students who do not intend to teach may substitute certain

course requirements in the College of Education and may substitute field experience work for their practice teaching requirements.

Students who major in recreation and do not fulfill all of the requirements in the College of Education for teaching must sign a statement indicating that they understand that they do not meet the state and college requirements for teaching.

Students majoring in recreation are encouraged to obtain the following certificates: American Red Cross First Aid certificate, American Red Cross Life Saving and Water certificate, American Camping Association Campcraft certificate. Other certificates in the activity and instructional areas are also available.

The undergraduate minor program includes 12 hours of required course work (201, 202, 301) and 12 hours of field work (311, 312, 313, 314). In addition, students should demonstrate proficiency in water safety skills before graduation. Students are encouraged to select additional courses, with the aid of their advisers, from appropriate fields in order to meet their needs and interests. Special consideration for minor programs will be given for those majoring in physical education, music, art, theater, or industrial education.

COURSE DESCRIPTIONS

- 201-4. INTRODUCTION TO RECREATION LEADERSHIP. Introduction to concepts of recreation, its nature, significance, and extent. Its application to schools, park departments, and municipalities.
- 202-4. ORGANIZATION AND DIRECTION OF RECREATION PROGRAMS. A study of essential elements in a community recreation program. Leadership area and facilities, activities, and organization methods.
- 301-4. PROGRAMS IN SCHOOL CAMPING AND OUTDOOR EDUCATION. Problems in school camping and their solution in specific cases, guidance in planning for school camp facilities, personnel and program, and patterns of administration and leadership techniques.
- 305-4. MAINTENANCE AND REPAIR OF RECREATION AREAS, FACILITIES, AND EQUIPMENT. A study of methods used in maintenance and repair of park and recreation areas, community centers, special play structures and apparatus, and various kinds of recreation equipment.
- 310-3. SOCIAL RECREATION. Materials and techniques for planning and conducting social activities for groups of varying sizes and ages in the many different social situations.
- 311-2 to 6. CAMP LEADERSHIP. (Field Experiences)
- 312-2 to 6. PLAYGROUND LEADERSHIP. (Field Experiences)
- 313-2 to 6. AGENCY. COMMUNITY CENTER, SOCIAL RECREATION LEADERSHIP. (Field Experiences)
- 314-2 to 6. INSTITUTIONAL RECREATION LEADERSHIP. (Field Experiences)

- iences) Supervised leadership in a public agency or private agency or at the University Camp at Little Grassy Lake Campus. Emphasis on recreational activities common to such organizational programs. One regularly scheduled group meeting each week to discuss leadership problems and to co-ordinate materials, principles, and theory with practices in field work situations. Students to spend two hours a week for each hour of credit.
- 315-4. (THEATER) RECREATIONAL DRAMATICS. Principles, theory and techniques of producing all types of dramatic activities for recreation. Informal and impromptu drama for the playground and camping situations is stressed.
- 360-4. 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. One hour a day, four days a week.
- 365-2 to 4. THE ORGANIZATION AND ADMINISTRATION OF COMMUNITY RECREATION. Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, promotion, selecting and supervising the staff, and integrating the administration.
- 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 operating a camp.
- 413-4. SAFE AND HEALTHFUL LIVING OUTDOORS. (Same as Health Education 413s.)
- 450-4. PRINCIPLES AND INTERPRETATIONS OF RECREATION. Principles of recreation in relation to education and everyday life. Basic concepts underlying the interpretation of recreation and leisure in the light of economic, psychological, political, and social conditions.
- 470-4. RECREATION IN PUBLIC EDUCATION. Emphasis on current practices and trends in curriculum content, adult education, extracurricular activities, after-school and vacation programs, and co-operative programs with other agencies.
- 480-4. TECHNIQUES IN CAMPING. Preparation of material for use in camps; techniques of camp procedure, camp craft, woodmanship, and crafts.
- 510-2 to 6. SCHOOL CAMPING AND OUTDOOR EDUCATION WORKSHOP. Current practices in school camps; the training of leaders for school camps and the place of outdoor education in the school program.
- 520-4. RECREATION PROGRAM WORKSHOP. Bases for planning community programs of recreation. Scope of leisure opportunities; selection, evaluation, and adaptation of activities.
- 530-4. ORGANIZATION FOR COMMUNITY RECREATION. The development and administration of a recreation program. Community recreation, including developing facilities and co-ordinating community agencies.
- 540-4. RECREATION SURVEYS AND PLANNING OF FACILITIES. An analysis of scope, content, objectives, procedures, and types of recreational surveys and appraisals. Collection and analysis of data.

550-2 to 6. FIELD PROBLEMS—COMMUNITY RECREATION. Internship in school recreation and outdoor education with emphasis on administrative problems.

560-2 to 6. FIELD PROBLEMS. Internship in school recreation and outdoor education with emphasis on administrative problems.

SECONDARY EDUCATION

Professor Raymond H. Dey, Ed.D. (Washington University)	1946
Professor Claude J. Dykhouse, Ph.D. (Michigan)	1947
Professor Troy W. Edwards, Ed.D. (Indiana)	1947
Professor John D. Mees, Ed.D. (Indiana)	1946
Professor Clarence D. Samford, Ph.D. (New York), Chairman	1951
Associate Professor Ross Jean Fligor, Ph.D. (Michigan State)	1941
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Lecturer F. G. Macomber, Ed.D. (Stanford)	1961-62

The Department of Secondary Education concerns itself with the professional courses in education, selecting and meeting requirements for major and minor teaching areas, and advising generally those who plan to teach any age or grade in a secondary school.

A student in the College of Education who is preparing to teach on the secondary level may major in any of the following:

Art	Journalism
Biological Sciences	Language Arts
Business Teacher Education	Latin
Chemistry	Mathematics
English	Music
French	Physical Education
General Science	Physics
German	Recreation and Outdoor
Health Education	Education
Health and Physical Education	Social Studies
History	Spanish
Home Economics	Speech
Industrial Arts	Theater ¹

¹In choosing this major, the number of hours required is 36; a second major of 36 hours must also be chosen; a minor of 27 hours is also required.

A student in the College of Education must complete all general bachelor's degree requirements listed earlier in this bulletin. In the social

4. Special Methods or Secondary Education 315	3
5. Educational Administration and Supervision 355, Philosophy of Education	4
6. Guidance 422	4
7. Instructional Materials 417, Audio-Visual Methods	4
8. Methods of Teaching Reading	3
9. Secondary Education 352, Student Teaching	12-16

Students in academic units other than the College of Education who desire to meet minimum standards for a Secondary School Certificate must satisfy the following requirements, effective July 1, 1963:

1. Graduation from a recognized institution of higher learning with a bachelor's degree.
2. Recommendation of the institution of which the student is a graduate.
3. Minimum course work as follows:
 - a. Sixty-three quarter hours in general education with 12 hours in language arts, 9 in science, 9 in social science including a course in American history and/or government, 9 in humanities, 6 in mathematics, 6 in health and physical education, 3 in general psychology, and 9 additional in any of these fields.
 - b. Twenty-seven quarter hours in professional education with work in each of the following fields: educational psychology, including human growth and development; methods and techniques of teaching; history and philosophy of education; guidance, tests and measurements; methods of teaching reading; instructional materials; and a minimum of 7.5 hours of student teaching in the secondary school.
 - c. One major area of specialization of 48 hours and one minor area of specialization of 30 to 36 hours, or three minor areas of specialization of 30 to 36 hours each. The major and minor areas of specialization must be in separate areas or subjects in accordance with minimum standards to teach those subjects in a recognized junior or senior high school.

Whether a student is in the College of Education or some other academic unit, he should be familiar with the requirements for admission to student teaching which are listed later in this bulletin.

Effective September 1, 1962, a student preparing for certification on the secondary level in the state of Illinois must meet the following specific preparation requirements for subject matter fields:

AGRICULTURE (NON-VOCATIONAL)

Twenty-four (24) semester hours in such areas as (1) soils and crops;

(2) animal husbandry; (3) agricultural economics; (4) rural sociology; (5) horticulture; and (6) forestry

ART

Twenty (20) semester hours in the field including an appropriate distribution in such areas as (1) painting and drawing; (2) two- and three-dimensional design; (3) crafts; (4) art education; and (5) history and appreciation of art

BUSINESS EDUCATION (NON-REIMBURSABLE)

Twenty (20) semester hours in the field including work in each one of the fields to be taught

COMMON LEARNINGS, CORE, UNIFIED STUDIES, OR OTHER COMBINED OFFERINGS

The requirements listed for recognition in each of the courses which this common learnings, core, unified studies, or other combined offerings stands in lieu of in the school's program of studies

DRAMATICS, SEE ENGLISH LANGUAGE ARTS

ENGLISH, SEE ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

Twenty-four (24) semester hours in the field, including work selected to meet the demands of the chosen teaching areas, from (1) rhetoric and grammar; (2) American literature; (3) English or world literature; (4) reading guidance; (5) speech; (6) journalism; and (7) dramatics

FOREIGN LANGUAGE

Twenty (20) semester hours in each language field chosen for teaching

HEALTH INSTRUCTION

Twenty (20) semester hours including work in (1) school health education; (2) basic health sciences; and (3) applied health sciences

HOMEMAKING (NON-REIMBURSABLE)

Twenty-four (24) semester hours in the field including work in (1) foods and nutrition; (2) clothing and textiles; (3) home management; and (4) home and family life

INDUSTRIAL ARTS (NON-VOCATIONAL)

For teaching in a unit shop or a general shop, twenty-four (24) semester hours in the field, including work in each shop subject to be taught

(Vocational teachers who are approved to teach a specific trade or industrial subject and have experience in shop skills and knowledge of their trade may teach the same subject in the field of industrial arts without college preparatory courses in the subject. All other requirements for teaching industrial arts must be met.)

JOURNALISM, SEE ENGLISH LANGUAGE ARTS

MATHEMATICS

Twenty (20) semester hours in the field

MUSIC

Twenty (20) semester hours in the field including work in (1) applied music; (2) music theory; (3) conducting; (4) history of music; and (5) methods and materials for general public school music, and methods and materials for teaching string and wind instrument classes

PHYSICAL EDUCATION

Twenty (20) semester hours in the field including work in (1) team sports; (2) individual activities; (3) rhythms; (4) body mechanics and basic exercises; (5) organization and administration of physical education classes; and (6) health education

SAFETY AND DRIVER EDUCATION

Before September 1, 1960, sixteen (16) semester hours in the field including work in (1) general safety; (2) driver education; (3) traffic safety; (4) governmental safety problems; (5) industrial safety; (6) radiological safety and rescue; and (7) health education, including first aid

SCIENCE (BIOLOGICAL)

Twenty-four (24) semester hours in the field with the work distributed among the areas of botany, zoology, physiology, and bacteriology (The work in botany and zoology should be approximately equal in distribution of hours. The college preparation of a teacher of biology should include, in addition to botany and zoology, preparation in

economic biology, ecology, entomology, physiology, and bacteriology or a general course in biology which covers these areas.)

SCIENCE (PHYSICAL)

Twenty-four (24) semester hours in the field, with approximately (1) one-half of the work in chemistry; and (2) the other half in the physical science area. (Work in such other physical sciences as geology, astronomy, and physical geography is recommended.)

SCIENCE (GENERAL)

Twenty-four (24) semester hours in the field, with approximately (1) one-half of the work in biological science area; and (2) the other half in the physical science area

SHOPS, SEE INDUSTRIAL ARTS OR VOCATIONAL EDUCATION

SOCIAL STUDIES

Twenty-four (24) semester hours in the field including work in (1) world history; (2) United States history; (3) government; (4) economics; (5) sociology; and (6) geography

SPEECH, SEE ENGLISH LANGUAGE ARTS

VOCATIONAL EDUCATION

Teacher preparation requirements have been set up by the Illinois State Board of Vocational Education for schools participating in the reimbursable vocational programs. For recognition purposes the Superintendent of Public Instruction accepts these requirements in lieu of the requirements listed for the teachers of the non-reimbursable vocational subjects in each case.

COURSE DESCRIPTIONS

- 310-4. PRINCIPLES OF SECONDARY EDUCATION. This course presents the nature, objectives, and current practices found in secondary schools throughout America. Prerequisite: Guidance 305 or Psychology 303, completion of 18 or more quarter hours in a declared major or consent of instructor.
- 315-3. HIGH SCHOOL METHODS. Various types of procedures used for effective classroom teaching constitute the basis of study and discussion. The problem approach and unit method are stressed. Prerequisite: 310.
- 352-4 to 16. STUDENT TEACHING. (See Department of Student Teaching.)

- 357-4. INTRODUCTION TO COMMUNITY DEVELOPMENT. This course deals with the community as a setting for the high school. It is useful to those interested in secondary education and in the Department of Community Services and Development.
- 407-4. THE JUNIOR HIGH SCHOOL. The place of the junior high school in the organizational pattern, with major emphasis upon the areas of organization, administration, and curriculum.
- 422-4. TESTS AND MEASUREMENTS IN THE SECONDARY SCHOOL. (Same as Guidance 422.)
- 450-4 to 16. FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.
- 470-4. EXTRA-CLASS ACTIVITIES. Student expected to specialize in one extra-class activity in terms of his own interests and needs. Prerequisite: consent of instructor.
- 473-4. WORKSHOP IN CITIZENSHIP EDUCATION. Designed to improve the teaching of citizenship in the schools. Emphasis upon curriculum, materials, methods. Use made of Citizenship Education Project resources.
- 490-4. WORKSHOP IN ECONOMICS EDUCATION. Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials. (Same as Economics 490.)

Courses on the 500 level are for graduate students only.

- 508-4. SEMINAR: TRENDS IN SELECTED AREAS IN SECONDARY SCHOOLS. For students in advanced graduate work. Individual class members will read basic bibliography related to secondary education and read widely about trends in the area of their own teaching fields. Prerequisites: completion of half or more of the work leading to a master's degree and consent of the instructor.
- 550-4. CORE CURRICULUM IN THE SECONDARY SCHOOL. Designed to help students gain a functional understanding of the core concept. Techniques of selecting materials and the co-operative planning of units of work. Critical study of current practices in this field. Prerequisite: Educational Administration and Supervision 460.
- 562-4. WORKSHOP IN HIGH SCHOOL CURRICULUM. Designed to permit students to work in groups on problems related to the high school curriculum. Such problems should originate in the schools where the students are or will be employed. The point of view maintained is that procedures should be very democratic. The instructor serves as a coordinator of activity; resource people are used freely. Prerequisite: one graduate course in curriculum.
- 564-4. HIGH SCHOOL PRINCIPALSHIP. Designed to deal with problems met specifically by the high school principal. Emphasizes his role in relation to guidance, curriculum, schedule-making, extracurricular activities, public relations, budgeting of time, etc. Prerequisite: Educational Administration and Supervision 424 and consent of instructor.
- 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, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Secondary Education.

591-4. WORKSHOP IN CURRENT PROBLEMS IN SECONDARY EDUCATION. Designed primarily to help high school principals to work effectively and with the help of resource leadership on the most urgent problems confronting their schools. Discussion, reports, lectures, and final examination. Prerequisite: consent of instructor.

596-6 to 9. INDEPENDENT INVESTIGATION. A field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, surveying of pertinent literature, recording of results, and appropriate interpretations and summarizations.

597-1 to 3, 598-1 to 3, 599-1 to 3. THESIS.

600-1 to 48. DISSERTATION.

SPECIAL EDUCATION

Professor Oliver P. Kolstoe, Ph.D. (Iowa), Chairman 1956

Associate Professor B. Elizabeth McKay, Ph.D. (Syracuse) 1952

Assistant Professor Marjorie Stull, M.S. in Ed. (Southern Illinois) 1942

Assistant Professor Roger Marshall Frey, Ed.D. (Illinois) 1957

Lecturer Dan Stevens Rainey, M.S. in Ed. (Southern Illinois) 1958-60

The Department of Special Education offers undergraduate and graduate majors in special education leading to certification as teachers of specific kinds of exceptional children.

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 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.

Required courses for a major in special education with a specialization in teaching the mentally retarded: students in the elementary education area must take Special Education 410, 413, 414, and 420; Psychology 301 or 303 and 412; Guidance 422; Speech Correction 428; 8 hours of student teaching with normal children and 12 hours of student teaching with mentally retarded children. Students in secondary education who wish to

qualify for this certification must have the above courses and may need to take additional courses required in the elementary education program but which are not required on the secondary level. These additional courses will need to be worked out on an individual student basis with his adviser. The major will also need to fulfill all general degree and College of Education requirements.

A major in special education with a specialization in other areas such as the orthopedically handicapped, deaf and hard of hearing, blind and partially sighted is available; consult the chairman of the department.

COURSE DESCRIPTIONS

- 200-2. ORIENTATION TO THE EDUCATION OF EXCEPTIONAL CHILDREN. A survey of exceptional children. Program modification by regular classroom teachers is stressed.
- 406-4. TECHNIQUES AND INTERPRETATION OF HEARING TESTING. (Same as Speech Correction 406.)
- 410-4. PROBLEMS AND CHARACTERISTICS OF THE MENTALLY RETARDED. Psychological problems, etiology, classification, objectives, and curriculum for mentally retarded children. Emphasis upon the principles of learning as they can be applied to this group. Observations. Prerequisite: consent of instructor.
- 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 sight-saving classes. Prerequisite: consent of instructor.
- 412-4. EDUCATION OF GIFTED CHILDREN. Designed to help teachers in the identification of and programming for gifted and talented children. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 413-4. DIRECTED OBSERVATION OF EXCEPTIONAL CHILDREN. Provides student observation and participation in individual work with exceptional children. Prerequisite: consent of instructor.
- 414-4. THE EXCEPTIONAL CHILD. 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. Prerequisites: Guidance 305, Psychology 301 or 303.
- 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. Prerequisite: consent of instructor.
- 416-4. EDUCATION OF ORTHOPEDIC CHILDREN. 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. Prerequisite: same as 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 and cost. Visits made to agencies and institutions; specialists invited to appear before the class. Prerequisites: Guidance 305 or Psychology 301 or 303, and Sociology 101.
- 418-4. WORKSHOP IN SPECIAL EDUCATION. 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.
- 419-4. COMMUNICATION PROBLEMS OF THE DEAF AND HARD OF HEARING. (Same as Speech Correction 419.) Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: 406 or consent of instructor.
- 420-4. METHODS AND MATERIALS FOR TEACHING EXCEPTIONAL CHILDREN. Offered in conjunction with practice teaching, dealing with methods and materials needed in teaching specific types of exceptional children.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER. (Same as Speech Correction 428.)
- 481-4. SEMINAR.

Courses on the 500 level are for graduate students only.

- 501-4. SPECIAL RESEARCH PROBLEM. For majors in the areas of special education. Choosing and conducting research activities. The student to select a topic for research and present it, upon completion, to the staff. Prerequisite: consent of staff.
- 513-4. 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, co-operating agencies, and legal aspects of the program. Prerequisites: Guidance 305, Psychology 301 or 303.
- 570-2. SEMINAR: VOCATIONAL GUIDANCE OF THE HANDICAPPED. Examination of vocational problems of the handicapped. Vocations open to handicapped; requisites for success. Advanced majors only.
- 571-2, 572-2. SPECIAL PROBLEMS OF THE HANDICAPPED. Program development and training of handicapped individuals with special emphasis on the socio-psychological aspects of disability.
- 573-3 to 4. PSYCHODIAGNOSTICS FOR SPECIAL POPULATIONS. (Same as Psychology 546.)
- 574-1 to 12. SUPERVISED EXPERIENCE IN REHABILITATION. Provides for experience both on and off campus in counseling, interviewing, case study, and placement of rehabilitation clients under adequate supervision.
- 577-4 to 12. 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.

- 596-5 to 9. INDEPENDENT INVESTIGATION. A field study required of each student working for the sixth-year professional certificate. The work should be done in the setting of a school system where the student is employed or where full co-operation is extended. The study will involve selecting of the problem, surveying of pertinent literature, recording of results, and appropriate interpretations and summarizations.
- 599-5 to 9. THESIS.

STUDENT TEACHING

Director Charles D. Neal, Ed.D. (Indiana)	1948
Assistant Director Jo Ann Boydston, Ph.D. (Columbia)	1955-60
Professor Anna Carol Fults, Ph.D. (Ohio State)	1952
Associate Professor John H. Erickson, Ed.D. (Pennsylvania State)	1955
Associate Professor Wm. H. Freeberg, D.Rec. (Indiana)	1942
Associate Professor Harves Rahe, Ed.D. (Indiana)	1944-46; 1950
Associate Professor Herbert F. A. Smith, Ph.D. (Michigan)	1957
Assistant Professor Cleo D. Carter, Ed.D. (Indiana)	1959
Instructor William Brown, M.S. in Ed. (University of Missouri)	1957
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Lecturer Joyce M. Bradfield, M.A. (George Peabody)	1960-61

Supervised student teaching is conducted at Southern Illinois University in the University School and in co-operating public schools, both in and near Carbondale. The College of Education requires 12 to 16 hours of student teaching for the Bachelor of Science in Education degree. Students are expected to enroll for the entire 12 or 16 hours during one quarter.

One of the following professional-quarter plans of student teaching must be pursued by the student with the approval of the director of Student Teaching.

ELEMENTARY PROFESSIONAL QUARTER

The student teaching quarter is devoted to full-time student teaching in an approved off-campus center. Only a limited number of student teachers are scheduled in University School. The student teacher earns 16 hours of credit and is expected to be in the public school for the entire school day, following exactly the schedule of his public school supervisor. The schedule includes both regular and extra-class activities.

The university consultant calls a meeting of student teachers planning to do elementary student teaching at least one quarter in advance of the

student teaching quarter. The purpose of this meeting is to complete plans and answer questions pertaining to the professional quarter.

During the quarter the student is required to attend a seminar every two weeks. It is held on school time in one of the public schools in the town in which the student teacher does student teaching. The university consultant is in charge.

KINDERGARTEN-PRIMARY PROFESSIONAL QUARTER

The kindergarten-primary professional quarter is essentially the same as the one described for elementary student teachers with this exception: student teachers in this area teach full-time for a six-week period in either kindergarten or one of the primary grades. The teaching procedure is reversed at the beginning of the seventh week of each quarter.

SECONDARY PROFESSIONAL QUARTER

(Except Vocational Agriculture and Vocational Home Economics)

PLAN A. TWELVE QUARTER HOURS

This professional-quarter plan is designed for secondary student teachers in the College of Education and for other student teachers desiring a maximum amount of secondary student teaching offered by Southern Illinois University during any one quarter.

Student Teaching, Secondary Education 352B—12 hours or 352C—16 hours of student teaching credit and additional load hours may be earned by registering for courses in education taught by extension in the region, or courses in education taught on campus during the evening or on Saturday, and/or Secondary Education 375 (Readings, 2–3 hours) by arrangement with the Department of Secondary Education.

PLAN B. EIGHT QUARTER HOURS

This professional-quarter plan is designed for those student teachers wishing to meet state minimum certification requirements only.

The student teacher is assigned to teach three classes plus an extra-class activity if the supervisor is charged with such a responsibility. The student teacher has two hours of the daily schedule free of student teaching responsibilities for the purpose of preparing for his professional educational courses.

Student Teaching, Secondary Education 352A—8 hours of student teaching credit and additional load hours may be earned by registering for courses in education taught by extension in the region, or courses in

education taught on campus during the evenings or on Saturday, and/or Secondary Education 375 (Readings, 2-3 hours) by arrangement with the Department of Secondary Education.

VOCATIONAL AGRICULTURE PROFESSIONAL QUARTER

A student majoring in vocational agriculture must have a 3.5 grade point average before student teaching.

Psychology and education courses required include Psychology 201, Guidance 305, Educational Administration and Supervision 331, 355, and Secondary Education 310.

For the professional quarter the student registers for Agricultural Industries 307-2, Summer Practice; 309-5, Methods of Teaching Vocational Agriculture; 311-3, Adult Education in Vocational Agriculture; 312-8, Student Teaching.

Seniors preparing to be teachers of vocational agriculture do their student teaching in a professional quarter. The first five to six weeks of the quarter are devoted to an intensive study of methods, including both methods of teaching vocational agriculture in high school and adult education in agriculture. The last six weeks of the quarter are given to supervised teaching in an approved off-campus center.

In addition, all prospective teachers of vocational agriculture do two weeks of summer practice at the center where they later will student teach. This summer practice includes the week prior to and the first week of school. A combination handbook and workbook is provided each student for directed experiences. Altogether the student has eight weeks of practice experience.

The student is responsible for transportation to and from the center and also housing. It is recommended but not mandatory that the student teacher reside in the community while teaching. He is expected to remain on duty as long as the supervising teacher requires. He makes necessary visits after school hours to the homes of students to observe supervised farming programs. This may be true also for Saturday mornings. The student teacher is expected to attend all evening meetings such as the FFA, PTA, and adult farmer classes.

When the student teacher uses his personal car in visiting and supervising the vocational agriculture students' farming program, he records his mileage on appropriate forms provided by the supervising teacher and is reimbursed at the same rate as the supervising teacher by the local board of education.

VOCATIONAL HOME ECONOMICS PROFESSIONAL QUARTER

A professional-quarter student preparing to teach home economics should register for Secondary Education 352A-12, Home Economics Education 310-3, 311-2. (During the transition period those students who have earned credit for 311 may register for 572-2, Special Problems.)

For three-fourths of the quarter (approximately 9 weeks), the student does full-time student teaching in an approved off-campus center. During the first week of the quarter, the student reports for pre-student-teaching day and to the Department of Home Economics Education for intensive work in the courses listed above. Likewise, at the end of the off-campus student-teaching period the student reports for the remainder of the quarter including the examination period to the Department of Home Economics Education for further intensive work in the evaluation of student teaching.

In the off-campus student-teaching centers, students are assisted in locating housing by the university supervisors of home economics education and the local public school teacher. Students who live in university housing should indicate to the co-ordinator of housing the time when they will be off-campus for student teaching and/or Home Management House residence so that adjustments in contracts can be made. Students living in housing other than university housing should make arrangements directly with those involved.

The Department of Home Economics Education calls a meeting of students planning to do student teaching at least one quarter in advance of the student teaching period for completing plans for the professional quarter.

THE PROFESSIONAL QUARTER COMMITTEE

A representative from the College of Education, College of Liberal Arts and Sciences, School of Business, School of Fine Arts, School of Communications, School of Agriculture, School of Home Economics, and School of Technology serve on the Professional Quarter Committee. The purposes of this committee are as follows:

1. To recommend to the director of Student Teaching regulations and procedures applying to all student teachers working on the professional quarter plan.
2. To review petitions for special student teaching consideration where a

student feels that he is an exception to the rules and regulations pertaining to the professional quarter. In most cases final reviewing is made from a written request form known as the Petition for Special Student Teaching Consideration. However, the committee as a whole feels that students should not be denied an opportunity of presenting their own cases in person to the committee.

3. To afford each college and school that is concerned with student teaching a personal representative.

No student may pursue a student teaching assignment other than one described previously under one of several professional-quarter plans, unless approved by the Professional Quarter Committee. To request such approval, the student must complete two forms known as Petition for Special Student Teaching Consideration. These forms may be secured from the office of the director of Student Teaching, Room 15-D, University School. Petitions will be accepted for review by the Professional Quarter Committee no later than the end of the second week of the quarter preceding the student teaching quarter. However, petitions may be filed as early as the filing of the final application for student teaching.

Since student teaching is designed in terms of the needs of teachers for complete and integrated experience, and since more than one supervisor may be in charge of the work done by the student teacher, no part of the work may be dropped by the student teacher with the expectation of continuing the remainder of the work for credit. Furthermore, if one supervisor finds it necessary to drop a student teacher from a part of the program, the College of Education reserves the right to require such student teacher to drop all of his program of assigned student teaching rather than merely a part of it.

Two applications are necessary for student teaching. The preliminary or first application must be made during the first six weeks of the winter quarter, approximately one year prior to graduation. Student teachers are scheduled for either fall, winter, or spring quarter of the following year on the basis of information given on the preliminary application. A final, detailed, application blank must be filed prior to the quarter the student is scheduled for student teaching. A student scheduled to do student teaching during the fall or winter quarter should file his final application during the first two weeks of the preceding spring quarter. A student scheduled for student teaching during the spring quarter should file his final application during the first two weeks of the preceding fall quarter.

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 Student Teaching.

STUDENT TEACHING PREREQUISITES

1. Preliminary application should be made to the director of Student Teaching during the winter quarter of the academic year prior to graduation.

2. A final, detailed application form must be completed two quarters prior to the student teaching assignment.

3. The student must have 128 hours credit with a "C" (3.0) average before beginning work in student teaching. Effective fall quarter, 1963, a student must have 128 hours of credit with a 3.2 average before beginning work in student teaching.

4. The student is responsible for having transcripts of credit earned at colleges or universities other than Southern Illinois University on file in the office of the director of Student Teaching.

5. The student in secondary education must have at least sixteen hours of credit in each subject which he proposes to teach. Such subjects must be public school major teaching subjects.

6. Students must have at least twelve hours in professional education courses prior to doing student teaching. Secondary education majors must have had general psychology, educational or adolescent psychology, high school methods, and Secondary Education 310. Elementary education majors must have had general psychology, educational or child psychology, reading methods, and elementary methods. Early childhood majors must have had general psychology, educational or child psychology, reading methods, and kindergarten-primary methods. They must also be approved in class piano and must have taken Secretarial and Business Education 113.

7. The student must have completed Speech 101 and received a grade of "C" or better and a favorable recommendation from the department.

8. Students majoring or minoring in English must have completed English 300, securing a grade of "C" or better. Other students must have completed English 391, securing a grade of "C" or better. Students may pass the undergraduate English Qualifying Examination in lieu of English 391.

9. The student must have at least one quarter of residence credit at Southern Illinois University, earning a minimum of sixteen hours of credit, prior to any student teaching assignment.

10. The student must pass satisfactorily a physical examination prior to doing student teaching. The examination is given by appointment at the University Health Service.

UNIVERSITY SCHOOL

Principal John D. Mees, Ed.D. (Indiana)	1946
Professor Ellen A. Frogner, Ph.D. (Minnesota)	1959
Associate Professor Mabel Lane Bartlett, Ed.D. (Washington University)	1943
Associate Professor Clyde M. Brown, Ed.D. (Missouri)	1951
Associate Professor William Ernest Buys, Ph.D. (Wisconsin)	1955
Associate Professor James Jenkins, Jr., D.Ed. (Pennsylvania State)	1956
Associate Professor Sina M. Mott, Ph.D. (New York), (Emerita, 1958)	1936
Associate Professor Dwain E. Small, Ph.D. (Indiana)	1955
Associate Professor Charles W. Southard, Ed.D. (Illinois)	1961
Assistant Professor Louise E. Bach, A.M. (Illinois)	1934
Assistant Professor Harold DeWeese, Ed.D. (Illinois)	1959
Assistant Professor Tina Mary Goodwin, M.A. (Columbia) (Emerita, 1961)	1947
Assistant Professor Elizabeth C. Meehan, A.M. (Illinois)	1941
Assistant Professor Charles Paterson, B.Ed. (Southern Illinois), (Emeritus, 1959)	1936
Assistant Professor Evelyn Davis Rieke, M.Ed. (Illinois), (Emerita, 1959)	1937
Assistant Professor Ora D. Rogers, A.M. (Illinois), (Emerita, 1954)	1928
Assistant Professor Madge T. Sanders, A.M. (Chicago), (Emerita, 1956)	1924
Assistant Professor Alice Schwartz, D.Ed. (Pennsylvania State)	1960
Assistant Professor Berniece B. Seiferth, Ed.D. (Missouri)	1955
Assistant Professor Gladys Leah Smith, M.A. (Columbia)	1931
Assistant Professor John W. Stotlar, Ph.D. (Indiana)	1948
Assistant Professor William H. Tarwater, Ph.D. (George Peabody)	1959
Assistant Professor Charles C. Taylor, Ed.D. (Columbia)	1957
Assistant Professor Harley R. Teel, A.M. (Illinois)	1935
Assistant Professor Robert Earl Thomas, Ph.D. (Illinois)	1957
Assistant Professor Florence A. Wells, A.M. (Illinois), (Emerita, 1946)	1927
Instructor E. L. Bencini, M.Ed. (Missouri)	1955
Instructor Richard Lee Benson, M.S. in Ed. (Illinois State Normal)	1957
Instructor Edra Tweedy Bricker, M.S. in Ed. (Southern Illinois)	1955

Instructor Zita Spradling, M.S. (Illinois)	1944
Instructor Madelyn Treece, A.M. (Chicago)	1937-38; 1940
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Lecturer Gwendolyn C. Brackett, B.A. in Ed. (Fairmont State Teachers College)	1959-62
Lecturer Billy G. Dixon, M.S. (Southern Illinois)	1961-62
Lecturer George Francis, M.S. (Stout)	1961-62
Lecturer Marcile Ann Franklin, M.S. in Ed. (Indiana)	1957-62
Lecturer Geraldine P. Frields, M.S. in Ed. (Southern Illinois)	1958-
Lecturer John Anthony Gelch, B.S. in Ed. (Southern Illinois)	1959-62
Lecturer Virginia Glenn, B.S. (Louisville)	1959-62
Lecturer Janice Gudde, M.S. in Ed. (Southern Illinois)	1961-62
Lecturer Carol Dean Hampton, M.S. in Ed. (Southern Illinois)	1959-62
Lecturer Arlene Heisler, M.S. (Southern Illinois)	1959-62
Lecturer Mildred Hindman, M.S. in Ed. (Southern Illinois)	1961-62
Lecturer Dan Stevens Rainey, M.S. in Ed. (Southern Illinois)	1958-62
Lecturer Eugenia Rothenberg, M.A. (Illinois)	1961-62
Lecturer Thomas Sill, M.S. in Ed. (Southern Illinois)	1961
Lecturer Anthony Vestuto, M.F.A. (Southern Illinois)	1961-62
Lecturer Ruth Bozarth Wood, M.A. (Illinois)	1958-62

The University School is a department within the College of Education. The major functions of University School are (1) to provide facilities for student teaching; (2) to provide opportunities for research; (3) to illustrate to prospective teachers, through demonstration teaching, a skillful application of educational principles; (4) to provide a superior educational opportunity for boys and girls enrolled; and (5) to exemplify to the public schools of Southern Illinois the best in school organization, curriculum, equipment, and methods of instruction.

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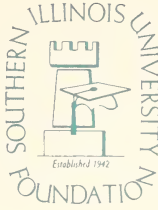
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