

1964

## 1964-1966 Southern Illinois University Bulletin Carbondale Campus (College of Education)

Southern Illinois University Carbondale

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# College of Education

## *Announcements for 1964-1966*



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General Information  
General Studies and AF ROTC  
Financial Assistance  
Summer Session (Carbondale)  
Summer Session (Edwardsville)  
Schedule of Classes (Carbondale)  
Schedule of Classes (Edwardsville)  
Divisional Announcements (Edwardsville)  
Graduate School  
College of Education  
College of Liberal Arts and Sciences  
School of Agriculture  
School of Business  
School of Communications  
School of Fine Arts  
School of Home Economics  
School of Technology  
Division of Technical and Adult Education  
Department of Nursing

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.

# Announcements for 1964-1966

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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.

*This issue supersedes Volume 3, Number 10.*

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# 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 other academic units 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 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 major functions of the Educational Research Bureau are four:

1. To originate, plan, conduct, and report on all types of educational research projects at Southern Illinois University and in southern Illinois;
2. To provide an opportunity for staff and students at Southern Illinois University to learn about and engage in educational research;
3. To collect, screen, and disseminate information regarding educational research needs, opportunities, and findings to Southern Illinois University faculty members and to other concerned educators in southern Illinois; and
4. To provide consultant service for Southern's faculty and students and for other educators in southern Illinois regarding formulating research projects; research planning; collecting and analyzing data; and preparing reports.

Individuals interested in obtaining additional information regarding the Educational Research Bureau may consult the head of the bureau.

## PROGRAMS OF INSTRUCTION

In the College of Education a high school graduate looking for a career in the educational world can prepare for junior college, 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.

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. Student Education Association members have the same liability insurance coverage (\$25,000) as

members of the Illinois Education Association, while they are student teaching.

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 Southern Illinois University A.C.E. is a branch of the Association for Childhood Education International whose purposes are (1) to work for the education and well-being of children; (2) to promote desirable conditions, programs, and practices in the schools, nursery through elementary; and (3) to bring into active co-operation all groups concerned with children in the school, the home, and the community.

This branch of A.C.E. is sponsored by the Department of Elementary Education. Membership is opened to all persons, students and faculty, who are concerned with children from two to twelve years of age.

Members meet on the first Thursday evening of each month; dues are nominal.

### *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

Inquiries concerning admission to the college should be addressed to the 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.

Freshmen and students who transfer fewer than 90 hours of acceptable credit are admitted to General Studies. Students in General Studies are eligible to petition for admission to the College of Education when they have completed 75 hours of work. Transfer students who entered Southern with more than 75 hours but who were admitted to General Studies may petition for admission to the college after one quarter's attendance.

COMPLETE DETAILS concerning admission, tuition, fees, housing, degree requirements, and student employment are given in the General Information bulletin. For a free copy write to Central Publications, Southern Illinois University, Carbondale, Illinois 62903.

## TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours of credit pay a total of \$65.50 per quarter. This includes \$42 tuition, an \$8 book rental fee, a \$5 student union building fund fee, and a \$10.50 student activity fee. Out-of-state students pay an additional \$80 tuition, or a total of \$145.50. 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

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.

Every bachelor's degree candidate is expected to meet the University's general requirements and to follow the recommendations of the academic unit in which he intends to do his major work.

For a complete statement of the University's general requirements for

a bachelor's degree, please refer to the section headed "Degrees" in the General Information issue of the *Southern Illinois University Bulletin* and to the General Studies issue. The General Studies program is outlined below.

### OUTLINE OF GENERAL STUDIES REQUIREMENTS

<i>Area A: Man's Physical Environment and Biological Inheritance</i> .....	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area B: Man's Social Inheritance and Social Responsibilities</i> .....	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area C: Man's Insights and Appreciations</i> .....	24 hours
A first-level basic sequence	9 hours
A second-level continuation sequence	9 hours
Third-level advanced courses	6 hours
<i>Area D: Organization and Communication of Ideas</i> .....	18 hours
Required college composition and speech	9 hours
Either a foreign language or a basic mathematics sequence	9 hours
<i>Area E: Health and Physical Development</i> .....	6 hours
First-level required physical education	3 hours
Second-level required health education	3 hours
<i>Total</i> .....	96 hours
If a General Studies sequence is waived, the total is only 87 hours.	

### TEACHING CERTIFICATES

Students preparing to teach in the public schools of Illinois should be informed that requirements for the Standard Elementary School Certificate are listed on page 12 under Elementary Education; those for the Standard High School Certificate and the Standard Junior College Certificate are listed on pages 38-40 under Secondary Education; those for the Standard Special Certificate are listed on page 8.

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 standard high 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. This requirement may be fulfilled by completing either Government 231 and 330 or one of the following: GSB 201b, 211b, 300a, Government 300, History 201-3, or 330.

### STANDARD SPECIAL CERTIFICATE

The Standard Special Certificate is valid for four years for teaching the special subject or subjects named on the certificate in grades kindergarten through 14. This certificate may be issued to one who has a bachelor's degree and presents certified evidence of having earned credit as follows:

<i>General Education</i> (See General Studies Requirements on page 7.) ..	96
<i>Professional Education</i> (Requirements) .....	29-35
Guidance 305 (Educational Psychology)	4
Secondary Education 315 or Special Methods	3
Educational Administration and Supervision 355	4
Secondary Education 352 and Elementary Education 351	12-16
Two of the following courses:	6-8
Agricultural Industries 311-3	
Art 308-3	
Guidance 422-4	
Home Economics Education 310-4	
Industrial Education 408-3	
Instructional Materials 417-4	
Secondary Education 310-4, 407-4, 440-3	
<i>Area of Specialization</i> .....	48
<i>Electives</i> .....	19
<i>Total</i> .....	192

# Instructional Units

Courses numbered 100–199 are primarily for freshmen; 200–299 for sophomores; 300–399 for juniors and seniors; and 400–499 for seniors and graduate students. Courses numbered above 499 are for graduate students only and can be offered for undergraduate credit only under special circumstances.

Some courses extend over a period of two or more quarters. The hours of credit per quarter are indicated in parentheses following the course number and total credit. For example, 305–8 (4,4) indicates a two-quarter course, four hours of credit per quarter.

Three letters before a course number (e.g. GSB 331 on page 10) mean the course is described in the General Studies bulletin and only titled here.

## EDUCATIONAL ADMINISTRATION AND SUPERVISION

*Professors* George E. Axtelle, Jacob O. Bach (Acting Chairman), George Bracewell, P. Roy Brammell, Roye R. Bryant, Raymond H. Dey, Robert Jacobs, Eugene S. Lawler, Arthur E. Lean, William R. McKenzie, Bruce W. Merwin (Emeritus, 1957), Charles D. Neal, F. G. Warren (Emeritus, 1959).

*Associate Professors* Fred J. Armistead, Woodson W. Fishback, James Herrick Hall, Kenneth D. Oliver, Jr.

*Assistant Professor* Leslie J. Chamberlin.

*Instructors* Raymond L. Foster (Emeritus, 1963), Herbert A. Hoover, Herbert W. Wohlwend.

*Adjunct Professors* John L. Childs, George S. Counts.

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*

GSB 331-3. THE AMERICAN EDUCATIONAL SYSTEMS.

- 355-4. PHILOSOPHY OF EDUCATION. The philosophical principles of education and the educational theories and agencies involved in the work of the schools.
- 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.
- 431-4. 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.
- 434-1 to 3. ADMINISTRATOR'S WORKSHOP. A special program for the consideration of administrative problems pertinent to superintendents, high school principals, and elementary school principals of Southern Illinois.
- 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.
- 485-4 to 9. WORKSHOP IN EDUCATIONAL UTILIZATION OF COMMUNITY RESOURCES. (Same as Guidance 485.)
- 500-4. Research Methods.
- 501-0 to 4. Seminar in Educational Administration.
- 502-4. Seminar In Comparative Education.
- 502S-4. Seminar In Comparative Education—Soviet Russia.
- 503-0 to 4. Seminar In Philosophy of Education.
- 504-4. Seminar In History of European Education.
- 506-4. Curriculum In Relation to American Culture.
- 507-12 (4,4,4). The Twentieth Century and Education.
- 511-12 (4,4,4). Internship Practicum.
- 520-4. Illinois School Law.
- 527-4 to 6. Administrative Problems of Small Schools.
- 533-4. School Buildings.
- 534-4. School Finance.
- 535-4. Research In Problems of Administration.
- 539-4. Community Development Through the Schools.

- 554-4. Contrasting Philosophies of Education.  
 556-4. Seminar In Educational Supervision.  
 563-4. School Public Relations.  
 575-1 to 4. Individual Research. (a-k)  
 576-1 to 4. Readings in Administration and Supervision. (a-c)  
 589-2 to 12. General Graduate Seminar.  
 591-4. Seminar In Social and Philosophical Foundations.  
 596-5 to 9. Independent Investigation.  
 597-1 to 3, 598-1 to 3, 599-1 to 3. Thesis.  
 600-1 to 48. Dissertation.

## ELEMENTARY EDUCATION

*Professors* Robert Karlin, J. Murray Lee (Chairman), Willis E. Malone, Ted R. Ragsdale, Victor Randolph.

*Associate Professors* Rebecca E. Baker, Ernest E. Brod, Clyde M. Brown, Mary E. Entsminger (Emerita, 1956).

*Assistant Professors* Luther E. Bradfield, Harold H. Lerch, John F. Newport, Ruby Van Trump (Emerita, 1958).

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*Visiting Professor* Maycie Southall.

*Lecturers* Donald Darnell, Harold E. Perkins.

The Department of Elementary Education offers undergraduate curricula leading to the Bachelor of Science in Education degree.

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.

Everyone majoring in elementary education or early childhood education should plan to have September Experience. September Experience consists of serving as a teacher aide in an elementary school in the student's own home town after the public schools open in the fall and before the University opens. Usually there is an opportunity for a full two weeks' experience in helping in the classroom. Students can sign up for September Experience during the spring quarter in the office of the Department of Elementary Education, which then makes the necessary arrangements.

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 Standard Elementary School Certificate on either the early childhood level or the elementary level.

## GENERAL REQUIREMENTS FOR BOTH EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION

<i>Mathematics—13 hours</i>		<i>Professional Courses—48 hours</i>	
GSD 108-9 .....	9	Educational Administration and Supervision 355 <sup>2</sup> .....	4
Mathematics 210-4 .....	4	Guidance 305-4 .....	4
<i>Physical and Biological Science—24 hours</i>		Elementary Education courses for EARLY CHILDHOOD: 309-3 (winter only), 316-4, 337-4, 350b-16 (student teaching), plus electives .....	40
GSA 101-9 .....	9	ELEMENTARY: 314-4, 337-4, 351B-16 (student teaching), plus electives .....	40
GSA 201-9, or 201-6 & 200-3 .....	9	Recommended electives: Elementary Education 100-3, 203-3, 413-4, 415-4, 442-4, Instructional Materials 417-4	
GSA third level courses .....	6	<i>Additional Competencies (early childhood)</i>	
<i>Social Science—27 hours</i>		Secretarial and Business Education 241-3 <sup>3</sup> .....	3
GSB 101-9, 201-9 .....	18	Music 040-3 or pass piano performance test .....	3
American History (GSB 300b,c) ..	6	<i>Area of Interest (elementary only)</i>	
GSB 211b-3 or Government 300-4 ..	3	Each student must obtain at least 12 hours, in addition to the above requirements, in one of the following areas: mathematics, science, social science, language arts (including foreign language), fine arts, health & physical education, library science. Advisers in elementary education can suggest courses.	
<i>Language Arts—24 hours</i>			
GSC 103-3 .....	3		
GSC (any two) 201-3, 202-3, 203-2, 209-3 or 210-3 .....	6		
GSC (any one) 313-3, 321-3, 335-3, 345-3, 365-3 .....	3		
GSD 101-6, 103-3 .....	9		
English 391, or exemption .....	3		
<i>Health and Physical Education—10 hours</i>			
GSE 101-1, 102-1, 103-1, 111-1, 112-1, or 113d-1 .....	1		
GSE 201-3 .....	3		
PEW or PEM 2 hours activity ..	2		
PEW 319-4 or PEM 350-4 .....	4		
<i>Fine Arts—12 hours</i>			
GSC 100-3, 101-3 .....	6		
Electives: Art 300, 408, Music 200, 300b <sup>1</sup> , 307, Industrial Education 302, 303, Instructional Materials 445 .....	6		

### 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.

<sup>1</sup> Before taking 300b, one must either take 200 or pass a music competency examination, which will be scheduled by the Department of Music for the second Saturday of each quarter.

<sup>2</sup> If GSB 331 has been taken, this is not required.

<sup>3</sup> One who cannot pass a speed test of 25 net words per minute must take Secretarial and Business Education 102 before 241.

- 100-3. INTRODUCTION TO ELEMENTARY EDUCATION. A thorough investigation of the factors which are involved in teaching in the elementary school.
- 203-3. UNDERSTANDING THE ELEMENTARY SCHOOL CHILD. Concepts needed to understand the child in the elementary school situation. Two hours lecture and two hours observation. Prerequisite: GSB 201c.
- 309-3. 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.
- 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-4 to 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.
- 402-4. AERO-SPACE EDUCATION WORKSHOP. (See Secondary Education 402.)
- 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.
- 413-4. CHILDREN'S LITERATURE. Emphasized types of literature, analysis of literary qualities, selection and presentation of literature for children. Not for students who have had Instructional Materials 405. Prerequisite: Guidance 305.
- 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.

- 430-3. WORKSHOP IN CREATIVE WRITING IN THE ELEMENTARY SCHOOL. Techniques of encouraging creative writing.
- 433-4. WORKSHOP IN KINDERGARTEN-PRIMARY EDUCATION. Meets needs of in-service teachers in such areas as curriculum adjustments, remedial teaching, child development, and early childhood education.
- 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.
- 443-4. WORKSHOP IN SOCIAL STUDIES. Material on critical areas of the world, not commonly emphasized in elementary social studies. Areas considered: significant geographical concepts, Asia, Africa, Russia, and Eastern Europe. Outstanding specialists in social science present their specialities.
- 465-4. SEMINAR IN PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. Psychological principles of learning applied to the mastery of materials used in elementary school subjects. Prerequisites: 314, Guidance 305.
- 490-2 to 3. WORKSHOP: ECONOMIC EDUCATION IN ELEMENTARY SCHOOLS. A study of newer programs stressing economic understandings of the social studies.
- 505-4. Improvement of Reading Instruction.
- 507-2 to 4. Readings In Reading.
- 509-4 to 8. Practicum In Reading.
- 510-4 to 8. Seminar—Problems In Reading.
- 514-4. Organization and Administration of Reading Programs.
- 515-4. Special Problems In the Teaching of Arithmetic In the Elementary School.
- 516-8 to 12. Internship In Reading.
- 517-2 to 4. Kindergarten-Primary Practicum.
- 518-2. Supervision of Student Teachers.
- 521-9 (3,3,3). Diagnosis and Correction of Reading Disabilities.
- 525-4. Kindergarten-Primary Seminar.
- 537-4. Kindergarten-Primary Reading.
- 541-4. Selected Teaching and Curriculum Problems in Elementary School Science.
- 542-3 to 4. Language Arts In the Elementary School.
- 543-4. Teaching the Social Studies In the Elementary School.
- 557-4. The Elementary Principalship.
- 558-3 to 4. Leadership In Elementary Education.

- 559-3. Workshop In Instructional Leadership.  
 560-4. Kindergarten-Primary Education.  
 561-4. Elementary School Curriculum.  
 563-4. Organization of the Elementary School.  
 570-4. Seminar—Research In Elementary Education.  
 575-2 to 4. Individual Research. (a-k)  
 596-5 to 9. Independent Investigation.  
 597-1 to 3, 598-1 to 3, 599-1 to 3. Thesis.  
 600-1 to 48 Dissertation.

## GUIDANCE

*Professors* Elmer J. Clark, Ralph O. Gallington, Thomas E. Jordon, William Neal Phelps, W. A. Thalman (Emeritus, 1961), Jack W. Graham, Guy A. Renzaglia.  
*Associate Professors* Allen Jack Edwards (Acting Chairman), Eugene D. Fitzpatrick, Clinton Roscoe Meek, J. W. Yates.  
*Assistant Professors* Aileen Parker, Benson B. Poirier, Alice P. Rector.  
*Instructors* Harry Denzel, Paula Parks, Luella E. Pettigrew, Louis Vieceli.

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*Visiting Professor* Charles E. Skinner.

The Department of Guidance offers undergraduate and graduate work in pupil-personnel services. The curriculum is designed to aid 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, attention is paid to the learning processes and methods of evaluation.

The department offers degree programs, at the graduate level only, in elementary pupil-personnel services, secondary pupil-personnel services, and educational psychology. Undergraduates interested in such programs should familiarize themselves with the basic requirements for the Master of Science in Education degree with a major in guidance. As many as 16 hours in 400-level courses may be applied toward the pupil-personnel degree programs. These courses are Guidance 422b, 442, Special Education 412, and Psychology 440.

## 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.

- 422-12 (4,4,4). EDUCATIONAL MEASUREMENT AND STATISTICS. (a) 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. (b) 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. (c) 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. Must be taken in a,b,c sequence. Prerequisite: 305.
- 426-4. INDIVIDUAL INVENTORY. Principles and procedures for studying individual pupils and their problems for guidance purposes. Emphasis on interview, observation, ratings, case study, cumulative record, etc. Prerequisites: 442 and 422a.
- 442-4. BASIC PRINCIPLES OF GUIDANCE. Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance services. Prerequisite: 305.
- 475-4. IMPLEMENTATION OF GUIDANCE PRINCIPLES IN THE PUBLIC SCHOOLS. Survey for non-guidance personnel. Emphasizes methods of co-operating with guidance personnel in establishing and maintaining a functional program of guidance services. Prerequisite: consent of instructor.
- 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.
- 485-4 to 9. WORKSHOP IN EDUCATIONAL UTILIZATION OF COMMUNITY RESOURCES. (Same as Educational Administration and Supervision 485.)
- 501-2 to 6. Special Research Problems.
- 502-4. Measurement and Evaluation of Products and Procedures.
- 503-4. Tests and Measurements In Business Education.
- 511-4. Educational Implications of Learning Theories.
- 515-4. Psychological Aspects of Education.
- 520-8 (4,4). Educational Statistics and Experimental Design.
- 525-4. School Behavior Problems and Their Prevention.
- 526-4. Techniques In Individual Guidance.
- 528-4. Advanced Guidance of the Individual.
- 536-8 (4,4). Individual Measurement and Appraisal.
- 537-12 (4,4,4). Counseling Theory and Practice.
- 541-4. Occupational Information and Guidance.
- 543-4. Guidance Through Groups.
- 545-2 to 4. Seminar. (a-k)
- 562-8 (4,4). Human Development In Education.
- 565-4. Psychology of Elementary School Subjects.
- 566-4. Psychology of Secondary School Subjects.
- 573-2. Selection, Placement, and Follow-Up.

- 575-1 to 12. Practicum. (a-e)  
 581-1 to 12. Internship. (a-d)  
 590-4. Seminar In Behavioral Foundations.  
 596-5 to 9. Independent Investigation.  
 599-3 to 9. Thesis.  
 600-1 to 36. Dissertation.

## HEALTH EDUCATION

*Professor Donald N. Boydston (Acting Chairman).*

*Associate Professors A. Frank Bridges, Leslie Ralph Casey, Florence E. Denny, Deward K. Grissom, John R. LeFevre, Charles E. Richardson.*

*Assistant Professors James E. Aaron, Frances K. Phillips, Jack James Richardson, Andrew T. Vaughan.*

*Instructors Peter C. Doran, William G. Knuckles, Gerald H. Wiechmann.*

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 301 and GSA 301.

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 301 and GSA 301.

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 GSA 201a,b, 301, Botany 300, 301, 313, 449, Zoology 102, 103, and Microbiology 301. 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, and 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, and Instructional Materials 417 or 445. Additional courses may be elected from the following: 415s, 480s, 481s, Industrial Education 465a,b, Psychology 302, 305, 320, and Guidance 305.

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



*COURSE DESCRIPTIONS*

- 203-3. HEALTH PROBLEMS OF THE HANDICAPPED.
- 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 process stressed.
- 330-4. CONSUMER HEALTH. Legislation on state and federal levels affecting the health of the consumer; official agencies serving as watchdogs of consumer health; non-official agencies (AMA, CU, etc.) doing the same job; health and medical protection in the form of insurance, group practice, prepayment, etc.; health hazards of the space age; false and misleading information and advertising in health and medicine; cultists and faddist and their effect on the health of the consumer; media and publications and consumer health.
- 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-3 to 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-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. Responsibilities 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: GSE 201 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.
- 464-4. WORKSHOP IN ALCOHOL EDUCATION. Summer course for in-service teachers, administrators, and others interested in the development and improvement of alcohol education programs at the elementary and secondary school levels. Curriculum: approaches to understanding physiology of alcohol, cultural differences and patterns relative to development of habits and attitudes toward drinking, nature and extent of alcohol problems, teen-age drinking, and current theories and approaches to alcoholism. Emphasis on the analysis and development of content, methods, materials, teacher preparation, and special needs and problems of individual communities. Demonstrations, lectures, films, field trips, and individual research in special areas.
- 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 control, 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.
- 481S-4. SAFETY EDUCATION WORKSHOP. Continuation of 480s with emphasis on methods and evaluation of total school safety education program. Prerequisite: 313s or 323s or 480s 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: 205, GSE 201, 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 220 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.
- 510-4. Construction of the Curriculum In Health Education.
- 511-5. Practicum In Health Education Workshop.
- 515-4. Review of Current Literature in Health Education, Public Health, and Safety Education.
- 520-4 to 6. Special Projects.
- 525S-4. Organization, Administration, and Supervision of Safety Education.
- 526-4. Evaluation In Health Education.
- 530S-4. Problems and Research In Accident Prevention.
- 533-12 (4,4,4). Human Conservation.
- 536-4. Professional Preparation In Health Education.
- 590-4 to 12. Field Internship.
- 597-1. Seminar In Health Education.
- 598-1. Seminar In Health Education.
- 599-1. Seminar In Health Education.
- 600-1 to 48. Dissertation.

## HIGHER EDUCATION

*Professors* I. Clark Davis, Arthur J. Dibden, John E. Grinnell, George H. Hand (Chairman), Harold W. See, Keith W. Smith, James D. Turner.

*Assistant Professor* Harold Lee Hakes.

*Instructor* Dean Tollefson.

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 in the college teaching profession and its problems, (2) to interest and instruct in the field of college administration, (3) to interest and instruct in the field of college student personnel work, (4) to analyze and call attention to historical and current problems 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 undergraduate 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 Student Affairs Office.

### *COURSE DESCRIPTIONS*

- 401-2. CAREERS IN HIGHER EDUCATION—COLLEGE TEACHING.  
 402-2. CAREERS IN HIGHER EDUCATION—COLLEGE STUDENT PERSONNEL. Acquaints students with the career possibilities and functions of college teaching, college student personnel, and 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.  
 511-4. History and Philosophy of Higher Education.  
 512-4. Higher Education In the Nations of the World.  
 513-4. Policy Making and Control of Higher Education.  
 521-2. Seminar In Higher Education. (a-g)  
 522-1 to 12. Readings In Higher Education. (a-c)  
 523-1 to 12. Internship In Higher Education. (a-c)  
 524-2 to 6. Special Research Problems. (a-c)  
 546-4. Personnel Work With College Student Groups.  
 551-4. Curriculum Design and Development In Higher Education.  
 565-4. The Junior College.  
 576-4. Administrative Practices In Higher Education.  
 578-4. Finance of Higher Education.  
 599-1 to 9. Thesis.  
 600-1 to 48. Dissertation.

## INSTRUCTIONAL MATERIALS

*Professors* Paul Robert Wendt (Chairman), Ralph E. McCoy.

*Associate Professor* Gordon K. Butts.

*Assistant Professors* Kathleen G. Fletcher, Richard D. Walker.

*Instructors* Roy Winston Evans, Paul A. Scholl.

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*Lecturer* Grosvenor C. Rust.

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 an undergraduate minor in library science are 306, 308, 403, 405, 406, 417.

### COURSE DESCRIPTIONS

- 301-2. 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. Acquisition, classification, cataloguing, preparation, preservation, and circulation. 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 instructional materials in the learning environment, elementary through adult levels. Audio and visual materials and procedures are emphasized with some attention given to bibliographies and reference books for teachers.
- 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, slides, recordings, feltboards, and other graphic materials. Prerequisite: 417 or consent of instructor.
- 448-4. SUPERVISION AND ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM. Provides professional information and training for anyone who has administrative responsibilities for an audio-visual program. Prerequisite: 417.
- 450-2. CLASSROOM TEACHING WITH TELEVISION. Includes some background in television production, co-operation of the classroom teacher with the television teacher, criteria of television programs, types of programs, and auxiliary materials.
- 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.
- 470-4. PROGRAMING AUTOMATED INSTRUCTION. The principles and practice of writing both linear and intrinsic types of programed instruction. Individual experience in planning and producing programs.
- 510-4. Mass Communication In Education.
- 514-4. Reading and Visual Studies.
- 530-4. History of Books and Libraries.
- 546-4. Integration of Audio-Visual Material In Classroom.
- 547-4. School Film and Filmstrip Production.
- 549-4. Visual Learning.
- 554-4. The Administration of an Instructional Material Center.
- 560-4. Seminar In Instructional Materials.
- 576-2 to 8. Problems In Instructional Materials.
- 599-5 to 9. Thesis.

## PHYSICAL EDUCATION FOR MEN

*Professor* Jay A. Bender.

*Associate Professors* Leslie Ralph Casey, John R. LeFevre, Glenn Martin, Edward J. Shea (Chairman).

*Assistant Professors* C. C. Franklin, Jr., Norman C. Greene, Lynn C. Holder, Ronald G. Knowlton, Robert R. Spackman, Jr., James J. Wilkinson.

*Instructors* Bill Brown, Frank Chizevsky, Donald R. Cross, John H. Hartman, William T. Meade, Donald G. Shroyer.

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*Lecturers* Lewis Hartzog, George A. Iubelt.

### COACHING STAFF

*Head of Intercollegiate Athletics* Donald N. Boydston.

*Assistant Head of Intercollegiate Athletics* Bill Brown.

*Head Coach* William T. Meade.

*Coaches* Leslie Ralph Casey (swimming), John H. Hartman (basketball), Lewis B. Hartzog (track and cross country), Lynn C. Holder (golf), John R. LeFevre (tennis), Glenn Martin (baseball), Donald G. Shroyer (football), James J. Wilkinson (wrestling).

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

The curriculum for a major in the Department of Physical Education for Men consists of a minimum of 48 hours of theory and practice courses. 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. Requirements follow:

1. Theory courses—101, 303, 305, 341, 350, 354, 370, 376, 420, two sport theory courses. GSA 301 and Physiology 300 are prerequisites to 303, 305, and 376.

2. Practice courses—18 hours in methods of teaching sports, exercise, and dance are required, any 3 hours of which may substitute for the General Studies activities courses required of all students. Courses are 100A–M. All practice courses should be completed by the end of the junior year. One who cannot swim must audit a beginner's course before taking 100A.

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 330A,B, 331A–F, 345A–C. Majors should consider Health Education 460 and Recreation and Outdoor Education 365.

4. Student Teaching and Observation—Experience in teaching physical



education and assisting in coaching under qualified supervisors is required of all students.

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 intercollegiate 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 40 hours of course work. All minors must complete the 18 hours of practice courses required for the major student, 3 hours of which may substitute for the GSE activity requirement for all degree students. These practice courses are 100A–M. Other required courses are 101, 303, 305, 350, 354, 376, Physiology 300, and GSA 301.

### *COURSE DESCRIPTIONS*

- 100A-1. METHODS 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.
- 100B-1. METHODS 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.
- 100C-1. METHODS 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.
- 100D-1. METHODS OF TEACHING INDIVIDUAL AND TEAM ACTIVITIES.
- 100E-1. METHODS OF TEACHING BASIC RHYTHMS.
- 100F-1. METHODS OF TEACHING EXERCISE.
- 100G-2. METHODS OF TEACHING 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.
- 100H-2. METHODS OF TEACHING 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.
- 100I-2. METHODS OF TEACHING 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.

- 100J-2. METHODS OF TEACHING 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.
- 100K-2. METHODS 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.
- 100M-2. METHODS 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.
- 101-2. ORIENTATION PRACTICUM IN PHYSICAL EDUCATION. 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. The 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. Freshman year.
- 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.
- 220-1. RECREATIONAL ACTIVITIES AND GAMES (OUTDOOR).
- 221-1. RECREATIONAL ACTIVITIES AND GAMES (INDOOR).
- 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. Prerequisites: Physiology 300, GSA 301.
- 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 300 and GSA 301.
- 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.

- 354-3. 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.
- 355-2. ASSISTING TECHNIQUES.
- 365-2 to 4. THE 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 and GSA 301.
- 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 courses 354 or 341.)
- 408-2 to 4. 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.
- 420-4. 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: GSA 301.
- 500-4. Techniques of Research.
- 501-4. Curriculum In Physical Education.
- 502-4. Foundations of Motor Skills.
- 503-4. Seminar In Physical Education.
- 504-4. Problems In Physical Education.
- 507-4. Scientific Basis of Athletic Training.
- 508-3. Administration of Interschool Athletics.
- 509-4. Supervision of Physical Education.
- 510-4 (2,2). Motor Development.
- 511-2. Analysis of Human Physical Movement.
- 525-1 to 6. Readings In Physical Education.
- 599-3 to 9. Thesis.
- 600-2 to 48. Dissertation.

## PHYSICAL EDUCATION FOR WOMEN

*Professors* Dorothy Davies (Chairman), Helen Zimmerman.

*Associate Professor* Marjorie Bond.

*Assistant Professors* Dorothy M. Muzzey, Jean Stehr, Joanne Lee Thorpe.

*Instructors* Sarah Jane Dakak, Sarah Ellen Davidson, Charlotte West, Virginia Ellen Young.

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*Assistant Instructors* Margaret Clemens, Muriel Hanson.

*Lecturer* Shirley Wood.

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education, Master of Science in Education and Doctor of Philosophy degrees.

A student may prepare for a Standard High School Certificate or a Standard Special Certificate for Illinois.

A student desiring a Standard High School Certificate must take 48 hours in physical education, take 8 hours in health education, fulfill the requirement for a minor in another area, and complete the general requirements of the University.

A student desiring a Standard Special Certificate must take 48 hours in physical education, take 8 hours in health education, and fulfill the General Studies and professional education requirements for certification.

In addition to the General Studies and the College of Education requirements, courses constituting a major in physical education are 303, 304-10, 308, 350, 351, 352, 353, 354, 355, Health Education 334, 460, and the required activity courses<sup>1</sup> 113, 114, 211, 212, 222, 224, 228, 242, and 244.

Electives for the physical education major are GSE 114a,b,d,e,i,m, and PEW 317 (choice of three); GSE 113e, PEW 311, 374, 376 (choice of two).

Thirty hours are required for a minor concentration in physical education. A student may prepare to teach physical education at the elementary or secondary level by minoring in the appropriate physical education courses. A student wishing to minor in physical education should consult the chairman of the department to arrange a course of study.

A program of suggested courses is available at the departmental office for any student wishing to major or minor in physical education.

Any student who transfers from another university and wants to graduate with a major in physical education at Southern must complete a minimum of 15 hours in physical education senior college courses at Southern.

## *COURSE DESCRIPTIONS*

### BASIC MOVEMENT

113-1. FUNDAMENTALS OF BODY MOVEMENT.

### TEAM SPORTS

114-1. SPEEDBALL. Techniques and team tactics.

224-1. BASKETBALL.

244-1. HOCKEY. Techniques and team tactics.

### AQUATICS

211-1. INTERMEDIATE SWIMMING. Prerequisite: pass beginning swimming test.

271-1. SAILING.

316-1. ADVANCED SWIMMING.

317-1. LIFE SAVING AND WATER SAFETY. Techniques of Red Cross Life Saving and Water Safety. Prerequisite: pass intermediate swimming test.

378-1. CANOEING AND BOATING. Prerequisite: pass swimming test (fee required).

### INDIVIDUAL SPORTS

216-1. ARCHERY.

<sup>1</sup> Exemptions from these required activities may be achieved by successfully completing proficiency tests. The student will then be advised to substitute another activity for an exempted one.

- 218-1. INTERMEDIATE FENCING.
- 228-1. TENNIS.
- 229-1. INTERMEDIATE GOLF.
- 328-1. INTERMEDIATE TENNIS.
- 377-1. HORSEBACK RIDING. (fee required)

#### DANCE

- 212-1. BEGINNING CONTEMPORARY DANCE. Fundamentals of movement and composition. A basic course leading to the creating of contemporary dance composition.
- 222-1. FOLK DANCING.
- 242-1. SQUARE AND SOCIAL DANCE.
- 374-1. ADVANCED FOLK DANCE.
- 376-1. ADVANCED MODERN DANCE. Prerequisite: 212 or consent of instructor.

#### OFFICIATING

- 311-2 (1,1). THEORY OF OFFICIATING BASKETBALL. Study of requirements of a nationally-rated official as set up by the Division of Girls' and Women's Sports.

#### TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOL

- 319-4. TEACHING ELEMENTARY SCHOOL GROUP ACTIVITIES. Study of age characteristics; planning of an activity program for all grade levels; techniques of teaching activities for elementary grades; fulfillment of the Illinois requirements for elementary school teachers. Prerequisite: Psychology 301 or Guidance 305.
- 350-5. MATERIALS AND METHODS IN ELEMENTARY SCHOOLS. For supervisors and teachers of physical education. Curriculum planning based on grade characteristics and educational philosophy, presentation of skills including skill tests, lead-up games, stunts and tumbling, games of low organization, creative rhythms, singing games, and folk dance.

#### 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.
- 304-10 (2,2,2,2,2). TECHNIQUES OF TEACHING SPORTS. Methods of teaching, construction of daily lesson plans, and analysis of techniques. (a) soccer and volleyball, (b) hockey and speedball, (c) basketball, (d) tumbling, stunts, and gymnastics, (e) softball and tennis. Assistantship required during a,b,c,d, and e.
- 360-4. THE PHYSICAL EDUCATION PROGRAM FOR GIRLS IN JUNIOR AND SENIOR HIGH SCHOOLS. Program planning, source materials, and selected physical activities.
- 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.
- 363-1 to 4. TEACHING A SPORTS PROGRAM FOR HIGH SCHOOL GIRLS. (workshop). Designed for teachers in service who have provisional certificates.

#### CAMPING

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

#### 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: 212, 222 or equivalent.
- 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.
- 352-2. HISTORY OF PHYSICAL EDUCATION. A study of the background and development of physical education.
- 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.
- 354-2. PRINCIPLES OF PHYSICAL EDUCATION. The scientific foundations applied to physical education.
- 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.
- 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 on pages 29 and 30 under Physical Education for Men.

## RECREATION AND OUTDOOR EDUCATION

*Associate Professors* William H. Freeberg (Chairman), William H. Ridinger, Thomas J. Rillo.



*Assistant Professors* William E. O'Brien, Loren E. Taylor.  
*Instructor* William R. Abernathy.

The recreation and outdoor education 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 semi-public organizations, as supervisors of recreational programs for the ill, handicapped, and the retarded, and as specialists in camping and outdoor education.

The curriculum emphasizes the practical as well as the theoretical aspects of recreation leadership. It is an interdepartmental program and draws upon several departments of the University. In addition to the General Studies requirements, several special courses are required in the general education field.

Each student is expected to choose courses which will give him a broad background in recreational activities and skills. These courses may be selected from such areas as music and dance, arts and crafts, drama, sports and games, and nature and conservation.

Major students must complete at least 12 hours of field experience in two areas of their interest, have 34 hours of professional recreation courses, and work closely with the department chairman in choosing related courses in other departments of the University.

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.

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.

Requirements for these special areas include:

<i>General Studies Requirements</i> (See page 7.) .....	96
It is recommended that one specializing in recreation for the ill, handicapped, and retarded take GSC 100, 101, 102, 203, 204, and 207.	
<i>Air Science Requirement</i> (See the General Information bulletin.) ....	3
<i>Requirements for the Major in Recreation and Outdoor Education..</i>	80-95
Recreation and Outdoor Education 100, 201, 202, 220, 230, 301, 302, 310, 315	34
GSB 300	9
English 391 (See Student Teaching Prerequisites)	3

Guidance 305	4
Health Education 334s	4
Music 307	4
One of the three groups of courses listed below:	22-37
PARKS AND OUTDOOR RECREATION .....	22
Recreation and Outdoor Education 305, 311-6	10
Accounting 250	4
Management 170	4
Mathematics 220	4
COMMUNITY AND AGENCY RECREATION .....	37
Recreation and Outdoor Education 305-4, 311-4, 312-4, 313-4, 360-4, 365-4	24
Accounting 250	4
Government 232	5
Management 170	4
RECREATION FOR THE ILL, HANDICAPPED, AND RETARDED .....	24
Recreation and Outdoor Education 311-4, 314-12	16
Mathematics 220	4
Psychology 305	4

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.

### *COURSE DESCRIPTIONS*

- 100-3. ORIENTATION TO PARKS AND RECREATION. An introduction of the student to his professional field. Comparative study of the patterns of work and leisure in folk, urban, and mass societies; of the transition from work for survival, to work as a vocation, to work for leisure. An orientation to the problems of leisure and programming for recreation.
- 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 CONDUCT OF RECREATION PROGRAMS.

- A study of essential elements in a community recreation program. Leadership area and facilities, activities, and organization methods.
- 220-4. LEADERSHIP IN OUTDOOR RECREATION. Designed to develop leadership skills in conducting outdoor recreation activities at playgrounds, parks, camps, and other outdoor areas.
- 230-4. RECREATIONAL ARTS AND CRAFTS. Methods and materials in arts and crafts projects suitable for playgrounds, recreation centers, clubs, and camps. Emphasis on the use and care of simple hand tools and the use of native and inexpensive materials.
- 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.
- 302-4. INSTITUTIONAL RECREATION. Introduces the basic principles and practices of recreation in a variety of total institutional settings and populations. Emphasis on competencies and skills in working with institutionalized persons.
- 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) Supervised leadership in a public agency or private agency or at the University's camp at Little Grassy Lake. Emphasis on recreational activities common to such organizational programs. One regularly scheduled group meeting each week to discuss leadership problems and to coordinate materials, principles, and theory with practices in field work situations. Students to spend two hours a week for each hour of credit.
- 315-4. 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.)
- 425-4. CONSTRUCTION AND MAINTENANCE OF RECREATION AREAS. Principles of planning, construction, and maintenance of outdoor recreation areas and facilities. Attention to sanitation, shelters, utilities, structures and their management and maintenance. Prerequisite: 305 or consent of instructor.
- 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.
- 520-4. Recreation Program Workshop.
- 530-4. Organization For Community Recreation.
- 540-4. Recreation Surveys and Planning of Facilities.
- 550-2 to 6. Field Problems In Community Recreation.
- 560-2 to 6. Field Problems.

## SECONDARY EDUCATION

*Professors* Claude J. Dykhouse, Troy W. Edwards, Daryle E. Keefer, John D. Mees, Clarence D. Samford (Chairman).  
*Associate Professor* Ross Jean Fligor.  
*Assistant Professors* Frank C. Adams, Lawrence Hafner, Roland Keene.

The Department of Secondary Education concerns itself with the sequences of professional education courses that lead to certification for teaching in the junior high school, the high school, and the junior college. In addition, it advises students concerning major and minor areas of academic concentrations.

A student in the College of Education who is preparing to teach in junior high school or high school may select major areas of concentration in any of the following:

Agriculture Education	Chemistry	Geography
Art Education	Economics	General Sciences
Biological Sciences	English	Government
Business Education	English Language Arts	
Botany <sup>1</sup>	Foreign Languages	(Continued on next page)

<sup>1</sup> A student majoring in botany or zoology should minor in the other in order to meet certification standards for teaching biology at the high school level.

Health Education	Journalism	Social Studies
History	Mathematics	Speech
Home Economics	Music Education	Theater <sup>2</sup>
Industrial Education	Physics	Zoology <sup>1</sup>

With the consent of an academic adviser, minor areas of concentration may be selected from the following:

Biological Sciences	History	Physical Education
Botany <sup>1</sup>	Home Economics Education	Physics
Business Education	Industrial Education	Physiology
Chemistry	Instructional Materials	Psychology
Driver Education	Journalism	Recreation and Outdoor Education
Economics	Mathematics	Sociology
English	Microbiology	Speech
Foreign Languages	Music	Theater
Geography	Philosophy	Zoology <sup>1</sup>
Government	Photography	
Health Education		

### STANDARD HIGH SCHOOL CERTIFICATE

A student may enter the Secondary Education program of the College of Education by transfer (1) from the General Studies program (provided he has attained 75 quarter hours), (2) from other academic units, or (3) from other institutions. In each case, he is subject to the following requirements.

1. He must meet the requirements related to the state and federal constitutions.

2. There is no general requirement in foreign language in the Department of Secondary Education except in those situations where the student must meet a foreign language requirement as part of his major academic concentration.

3. He must complete one major area of concentration of at least 48 hours and one minor concentration in a separate area with a sufficient number of hours to meet the teaching requirements for that area. Or he may substitute one major area of concentration of 36 hours and two minor areas with a sufficient number of hours to meet the teaching requirements for each. (Certain broad areas including biological sciences, English language arts, physical education, physical sciences, and social studies have special certification requirements. Students electing to work in these areas should adhere closely to the program presented through the designated academic adviser.)

<sup>1</sup> A student majoring in botany or zoology should minor in the other in order to meet certification standards for teaching biology at the high school level.

<sup>2</sup> In 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.

4. He must, if working for certification at the secondary level, complete the following sequence of professional education courses, for 29–35 hours.

Guidance 305, Educational Psychology .....	4
Secondary Education 310–4, History and Principles of Secondary Education; 315–3, High School Methods or Special Methods; 352–12 to 16 Student Teaching .....	19–23
Select two courses from the following: .....	6–8
Agricultural Industries 311–3, Adult Education in Agriculture Art 308–3, Curriculum and Administration	
Educational Administration and Supervision 355–4, Philosophy of Education	
Guidance 422a–4, Educational Measurements and Statistics	
Home Economics Education 310–4, Adult Education and Evaluation	
Industrial Education 408–3, Teaching Aids in Technological Education	
Instructional Materials 417–4, Audio Visual Methods	
Secondary Education 407–4, The Junior High School	
Secondary Education 440–3, Teaching Reading in High School	

5. He must satisfy the Student Teaching Prerequisites on page 48 of this bulletin. Anyone who wishes to qualify for the Standard Special Certificate for grades K through 12 should consult page 8 of this bulletin.

A student in an academic unit other than the College of Education who desires to obtain a Standard High School Certificate should follow the teacher preparation program as described in this bulletin. For advice concerning academic specialization, consult the department chairman in the specific academic area.

### STANDARD JUNIOR COLLEGE CERTIFICATE

#### MASTER OF SCIENCE IN EDUCATION DEGREE

One who holds a valid teaching certificate at the secondary level may qualify for the Standard Junior College Certificate by satisfying the following requirements.

<i>Professional Education Requirements</i> .....	20
Educational Administration and Supervision 500–4, Higher Education 521g–2, 565–4, Secondary Education 597–3, 598–3	16
One of the following: Educational Administration and Supervision 460–4, Higher Education 511–4, 576–4, 578–4, Secondary Education 508–4 .....	4
<i>Graduate Credit in Area of Undergraduate Concentration</i> .....	28
<i>Total</i> .....	48

One who holds no valid teaching certificate at the secondary level may qualify for the Standard Junior College Certificate by satisfying the following requirements. His undergraduate program must satisfy state requirements for 63 hours of General Education.

<i>Professional Education Requirements</i> .....	20
(Courses in parentheses are not for graduate credit and are not totaled.)	
Educational Administration and Supervision 500-4, 554-4 <sup>1</sup> , Guidance (305-4) <sup>1</sup> , Higher Education 565-4 <sup>1</sup> , Secondary Education (315-3) <sup>1</sup> , (352-8) .....	(15) + 12
Two of the following: Educational Administration and Sup- ervision 460-4, Guidance 442-4, Instructional Materials 417-4, Secondary Education 508-4 .....	8
<i>Graduate Credit in Area of Undergraduate Specialization</i> .....	28
<i>Total Hours of Graduate Credit</i> .....	48

### COURSE DESCRIPTIONS

- 310-4. HISTORY AND 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. SECONDARY STUDENT TEACHING. (See Student Teaching.)
- 375-2 to 3. READINGS IN SECONDARY EDUCATION. Readings are selected on the basis of each student's background and future plans.
- 402-4. AERO-SPACE EDUCATION WORKSHOP. (Same as Elementary Education 402.) The latest developments in this new age. Minimum attention is given to scientific aspects, and maximum attention is given to learning about social and educational implications.
- 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.
- 440-3. TEACHING READING IN HIGH SCHOOL. Helps those who teach any secondary school subject with problems of reading which are encountered by the students enrolled.
- 450-4 to 16. FIELD TRAINING IN COMMUNITY DEVELOPMENT METHODS.
- 488-3. METHODS OF TEACHING SOCIAL STUDIES IN SECONDARY SCHOOL. For those who plan to teach any one of the social studies in a secondary school. Numerous methods of teaching are discussed and evaluated. Special emphasis is given to unit and problem solving techniques.

<sup>1</sup> Must be taken prior to Secondary Education 352.

- 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.)
- 505-4. Improvement of Reading Instruction.
- 507-2 to 4. Readings In Reading.
- 508-4. Seminar—Trends In Selected Areas In Secondary Schools.
- 509-4 to 8. Practicum In Reading.
- 510-4 to 8. Seminar—Problems In Reading.
- 514-4. Organization and Administration of Reading Programs.
- 516-8 to 12. Internship In Reading.
- 518-2. Supervision of Student Teachers.
- 521-9 (3,3,3). Diagnosis and Correction of Reading Disabilities.
- 544-9. NDEA Summer Institute For Teachers of German.
- 550-4. Core Curriculum In the Secondary School.
- 560-1 to 8. New Developments In Industrial Education.
- 562-4. Workshop In High School Curriculum.
- 564-4. High School Principalship.
- 575-2 to 4. Individual Research.
- 586-3. The Change Agent and Planned Change.
- 589-2. Seminar In Community Development.
- 591-4. Workshop In Current Problems In Secondary Education.
- 596-5 to 9. Independent Investigation.
- 597-1 to 3, 598-1 to 3, 599-1 to 3. Thesis.
- 600-1 to 48. Dissertation.

## SPECIAL EDUCATION

*Professors* Thomas E. Jordon, Oliver P. Kolstoe (Chairman).

*Associate Professor* B. Elizabeth McKay.

*Assistant Professors* Robert Edward Lee, Marjorie Stull.

*Instructor* John M. Johnson.

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*Lecturer* Dan Stevens Rainey.

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.

### *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 TESTS. (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.) Etiology and therapy of common speech defects.
- 481-4. SEMINAR.
- 501-4. Special Research Problem.
- 513-4. Organization, Administration, and Supervision of Special Classes.
- 570-2. Seminar—Vocational Guidance of the Handicapped.
- 571-2, 572-2. Special Problems of the Handicapped.
- 573-3 to 4. Psychodiagnostics For Special Populations.
- 574-1 to 12. Supervised Experience In Rehabilitation.
- 577-4 to 12. Practicum In Special Education.
- 596-5 to 9. Independent Investigation.
- 599-5 to 9. Thesis.

## STUDENT TEACHING

*Director* Charles D. Neal.

*Assistant Director* Leonard E. Kraft.

*Professors* Anna Carol Fults, Harves C. Rahe.

*Associate Professor* William H. Freeberg.

*Assistant Professors* Cleo D. Carter, John P. Casey.

*Instructors* Bill Brown, Robert C. Koepper, Robert C. Richardson.

Supervised student teaching is conducted in co-operating public schools in Southern Illinois and the Chicago City Schools and at Southern Illinois University in the University School. 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 to 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 or in University School. The student teacher earns 16 hours of credit and is expected to participate in the teaching program for the entire school day, following exactly the schedule of his co-operating teacher. The teaching program 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.

### *EARLY-CHILDHOOD EDUCATION PROFESSIONAL QUARTER*

The early-childhood education 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 quarter in either kindergarten or one of the primary grades. Students must indicate their preference at the time of filing the final application for student teaching.

### *SECONDARY PROFESSIONAL QUARTER*

*(Except Vocational Agriculture and Vocational Home Economics)*

#### PLAN A. EIGHT QUARTER HOURS

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

Student Teaching, Secondary Education 352A—8 hours of credit for student teaching. Additional hours may be earned by registering for courses taught on campus during the evening or on Saturday.

#### PLAN B. TWELVE QUARTER HOURS

This professional-quarter plan is designed for secondary student teachers in the College of Education and for other student teachers desiring to earn additional hours during any one quarter.

Student Teaching, Secondary Education 352B—12 hours of credit for student teaching. Additional hours may be earned by registering for courses taught on campus during the evening or on Saturday.

## PLAN C. SIXTEEN QUARTER HOURS

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

Student Teaching, Secondary Education 352C—16 quarter hours credit for student teaching. This program does not permit additional hours to be earned without the approval of the Professional Quarter Committee.

*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 super-

vising 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 352B-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 to plan 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 the forms known as the Petition for Special Student Teaching Consideration. These forms may be secured from the office of the director of Student Teaching, Room 135, Wham Education Building. 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 beginning 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. Students 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 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 16 hours of credit in each subject which he proposes to teach. The major areas of concentration are listed under Secondary Education elsewhere in this bulletin.

6. Each student must have at least 12 hours in professional education courses prior to doing student teaching. One preparing to teach in junior or senior high school must have had general psychology, educational or adolescent psychology, high school methods or a special methods course in his public school teaching major, and Secondary Education 310. An elementary education major must have had general psychology, educational or child psychology, reading methods, and elementary methods. An early-childhood education major must have had general psychology, educational or child psychology, reading methods, and kindergarten-primary methods. He must also be approved in class piano and must have had typewriting and duplicating courses or passed a proficiency exam in both.

7. A student 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. One may pass the undergraduate English Qualifying Examination in lieu of English 391. An undergraduate student with a *B* average (4.0) or better in English Composition (English 101, 102, 103 or GSD 100, 101, 102, or their equivalent) may be waived from the Undergraduate English Qualifying Examination requirement.

8. The student must have at least one quarter of residence credit at Southern Illinois University, earning a minimum of 16 hours of credit, prior to any student teaching assignment.

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

## UNIVERSITY SCHOOL

*Principal* John D. Mees.

*Professor* Ellen A. Frogner.

*Associate Professors* Mabel Lane Bartlett, Clyde M. Brown, Harold DeWeese, James Jenkins, Jr., Sina M. Mott (Emerita, 1958), Alice Schwartz, Charles C. Taylor.

*Assistant Professors* Louise E. Bach (Emerita, 1964), E. L. Bencini, Robert Donnelly, Tina Mary Goodwin (Emerita, 1961), Elizabeth C. Meehan, Charles Paterson (Emeritus, 1959), Evelyn Davis Rieke (Emerita, 1959), Ora D. Rogers (Emerita, 1954), Berniece B. Seiferth, Gladys Leah Smith (Emerita, 1963), John W. Stotlar, William H. Tarwater, Harley R. Teel, Madelyn Treece, Florence A. Wells (Emerita, 1946).

*Instructors* Arthur Aikman, Edra Bricker, James Cummins, Billy Dixon, Sandra Goller, Arlene J. Heisler, Mildred Hindman, William C. Jackson, Ruta Kupcis, Michael Mahaffey, Ronald Riegel, Roger Robinson, Thomas Sill, John Hatswell Traver.

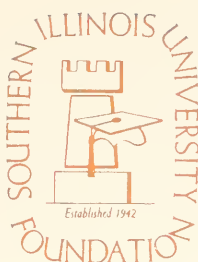
*Lecturers* Nadyne Bork, Marcile Franklin, Lela Phelps, Dan Rainey, Bobbi Smith, Bruce White.

*Assistant Instructors* Cheryl Chmelik, Helen Goetz, Bruce L. Paul.

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







## *Southern Illinois University Foundation*

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

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

The staff members of the Foundation are

Mr. Kenneth R. Miller, *Executive Director*, Carbondale, Illinois

Mrs. Lois H. Nelson, *Secretary*, Carbondale, Illinois

Mr. Robert L. Gallegly, *Treasurer*, Carbondale, Illinois

Mr. C. Eugene Peebles, *Assistant Treasurer*, Edwardsville, Illinois

Mr. C. Richard Gruny, *Legal Counsel*, Carbondale, Illinois

Mr. Donald Leavitt, *Patent Counsel*, St. Louis, Missouri

Mr. Warren Stookey, *Field Representative*, Edwardsville, Illinois.

