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Southern Illinois University Edwardsville

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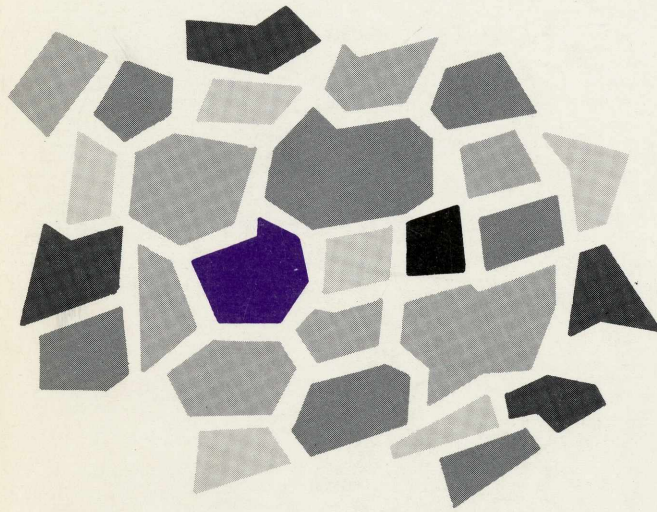
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Southern Illinois University

Bulletin



General Announcements

EDWARDSVILLE CAMPUSES 1961-62

Alton, East St. Louis, Edwardsville

Objectives of Southern Illinois University

TO EXALT BEAUTY

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

TO ADVANCE LEARNING

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

TO FORWARD IDEAS AND IDEALS

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

TO BECOME A CENTER OF ORDER AND LIGHT

THAT KNOWLEDGE MAY LEAD
TO UNDERSTANDING
AND UNDERSTANDING
TO WISDOM.

General Announcements
Edwardsville Campuses
1961-1962



SOUTHERN ILLINOIS UNIVERSITY BULLETIN
Volume 3 Number 7 September 1, 1961
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when published semimonthly.

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

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

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

Composed and printed by Printing Service
Southern Illinois University
Carbondale, Illinois

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This Bulletin . . .

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

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University Calendar, 1961-1962

SUMMER SESSION

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

FALL QUARTER

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

WINTER QUARTER

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

SPRING QUARTER

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

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

The University

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

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

The Graduate School, approved in 1943, at first granted only the Master of Science in Education degree. In 1948 it was authorized to grant also the Master of Arts and Master of Science degrees. In 1952 the Master of Fine Arts degree was added to this list, and in 1955 the Doctor of Philosophy degree was added. The Master of Music and the Master of Music Education degrees were authorized in 1956.

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

LOCATION

The general administrative offices for the University's campuses at Carbondale, Southern Acres, and Little Grassy Lake are located at Carbondale. The general administrative offices for the campuses at Alton and East St. Louis are located at Edwardsville, on the site of a newly acquired campus.

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

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

SESSIONS

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

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

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

REGULATIONS

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

Each student must assume responsibility for his progress by keeping an up-to-date record of the courses he has taken and by checking periodically with his adviser and the Registrar's Office. Responsibility for errors

in program or in interpretation of regulations of the University rests entirely upon the student. Advice is always available on request.

A copy of rules and regulations governing student life may be obtained from the Office of Student Affairs on the campus which the student is attending.

Edwardsville Campuses

The first residence center of Southern Illinois University was established in 1949 at Belleville under the auspices of the Graduate School and the Division of University Extension. Limited to an evening program, it offered classes almost exclusively for in-service training of teachers.

In the summer of 1957, a residence center was established at Alton on the former Shurtleff College campus, and in September of the same year a residence center opened in East St. Louis.

During the year 1958–59 the communities of Madison and St. Clair counties joined hands to help provide for the program in southwestern Illinois a large central campus site, located southwest of Edwardsville on bypass 66. The central administrative offices of the Edwardsville campuses—including the offices of the President, Vice-President, Dean, Registrar, Business Operations, Personnel, and the Library—are housed on this central campus site.

In Alton eight permanent buildings form the nucleus of a 40-acre campus. Nine additional buildings have been prepared on a temporary basis to meet the needs of an expanded undergraduate and graduate program.

The East St. Louis center occupies two city blocks facing Ohio Street at Ninth and Tenth. Laboratories, classrooms, libraries, and other facilities of a former senior high school have been redesigned and re-equipped to provide for a comprehensive undergraduate and graduate program at this campus.

PROGRAMS OF INSTRUCTION

The academic organization of the Edwardsville campuses comprises six major divisions of instruction, with a number of major programs in each division.

Following are fields of study listed by academic unit.

BUSINESS DIVISION:

Accounting	Marketing
Economics	Secretarial Science
Management	

EDUCATION DIVISION:

Administration	Guidance
Elementary	Health Education
Industrial	Instructional Materials
Secondary	Physical Education
Special	Psychology

FINE ARTS DIVISION:

Art	Speech
Music	Theater

HUMANITIES DIVISION:

English	Journalism
Foreign Languages	Philosophy

SCIENCE AND TECHNOLOGY DIVISION:

Applied Science	Mathematics
Astronomy	Physics
Botany	Physiology
Chemistry	Zoology

SOCIAL SCIENCES DIVISION:

Anthropology	History
Geography	Sociology
Government	

Students desiring to pursue an advanced degree should refer to the Graduate School bulletin.

Preprofessional students may obtain, subject to certain conditions, a bachelor's degree after three years' work (144 quarter hours) in Southern and one or more years' work in a professional school. During their three years of residence at Southern they need to have completed all requirements other than elective hours for the bachelor's degree which they are

seeking. In some cases the completion of major and minor requirements is possible by their taking certain courses at the professional school, but this is permitted only upon the prior approval of the appropriate divisional head. Also, there needs to be completion of at least one year of professional work with acceptable grades in a Class A medical school, a Class A dental school, a Class A veterinary school, or an approved law school. In all cases, all University graduation requirements must be met. It is advisable for a student interested in this program to make his decision to seek a bachelor's degree before entering the professional school so that any questions may be clarified at an early date.

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

ADMISSION TO THE UNIVERSITY

All inquiries concerning admission to the Edwardsville campuses of Southern Illinois University should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois. Applications for admission are accepted any time during the calendar year. Applications should be initiated at least thirty days in advance of the desired entrance date to permit the necessary work of processing to be completed. High school seniors should apply for admission at the beginning of the last semester of the senior year.

Admission to Southern Illinois University constitutes admission to a particular division or instructional unit except in the case of a person who is admitted as an unclassified student.

Many students find it helpful to visit the campus prior to making application for admission. The University encourages such visits and welcomes interviews with prospective students.

Students desiring to pursue a master's degree program through the Edwardsville campuses should refer to the Graduate School bulletin and consult with the Graduate Office at Alton or East St. Louis.

For regulations and procedures, see the General Information bulletin of Southern Illinois University.

TUITION AND FEES

At the present time legal residents of Illinois registered for more than eight hours pay a total of \$61.50 per quarter. This includes \$42.00 tuition, a \$5.00 book rental fee, a \$5.00 student union building fund fee, and a \$9.50 student activity fee. Out-of-state students pay an additional \$50.00 tuition, or a total of \$111.50. Students registered for eight hours or fewer pay one-half tuition, one-half book rental fee, and full student union building fund fee; they have the option of paying the student activity fee.

ADVISEMENT FOR REGISTRATION

To insure that an undergraduate student is properly advised on a course of study which will both broaden his background and prepare him for his chosen career, the University has made academic advisement a major concern of a chief academic adviser (at each center) and his staff and the division heads and their staffs. Advisement for graduate students has been made the responsibility of the assistant to the Dean for Graduate Study.

Advisement sessions for the new freshmen are held as part of New Student Week each fall quarter. New transfer students should plan to meet with an adviser in their major fields prior to their initial registration; appointments can be initiated by calling the Office of Academic Advisement. Several weeks before their initial registration, new graduate students should make appointments for advisement with the Graduate Office.

To plan his program for the succeeding quarter, each student should, late every quarter, have a short conference with his major adviser; those students not assigned to major advisers will be advised in the Office of Academic Advisement.

REGISTRATION INFORMATION

Registration for classes on the Edwardsville campuses is completed at the Alton and East St. Louis centers. A central registration period is planned at the beginning of each quarter. Students will register for classes at the center which they plan to attend. All students will register in accordance with the alphabetical time table set up for each classification.

The registration calendar for each quarter will be announced in the Schedule of Classes.

GENERAL 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 in residence at 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 averages are required for credit made at Southern as well as for the total record.

A transfer student must present either a total of three years work (144 hours) earned at Southern or 48 senior college hours earned at Southern, 16 of which may be earned in extension.

The following requirements should be met within the first two years of attendance except those students working toward their Bachelor of Music Education and Bachelor of Music degrees.

REQUIREMENTS	HOURS	COURSES
Social Studies	20	Economics 205, Geography 100, Government 190, History 101, 102, 103, 201, 202, Sociology 101 (a minimum of 4 hours work in four of the five areas)
Humanities	18	
English	(9)	English 101, 102, 103
English	(6)	English 205, 206, 209, 211, 212
Art or Music	(3)	Art 120, Music 100
Biological Sciences	9	
Health Education	(4)	Health Education 100
Botany or Zoology	(5)	Botany 101, 202, Zoology 100
Mathematics and Physical Sciences	12	Chemistry, physics, and mathematics (work in two of the three areas)
Practical Arts and Crafts	3	Agriculture, business, home economics, industrial education (not required if the student has had any of this work in high school)
Physical Education	3	Activity courses
TOTAL	<u>65</u>	

Bachelor of Music Education degree candidates must meet all of the above requirements except the taking of Art 120 or Music 100.

Bachelor of Music degree candidates should meet the following general degree requirements within the first two years of attendance.

REQUIREMENTS	HOURS	COURSES
Social Studies	15	Economics 205, Geography 100, 300, Government 101, 190, 300, History 101, 102, 103, 201, 202, Sociology 101 (work in four of the five departments)
Humanities	18	
English	(9)	English 101, 102, 103
Foreign Language	(9)	One year of a foreign language
Biological Sciences	4	Health Education 100
Physical Sciences	4	Physics 101
Physical Education	3	Activity courses
TOTAL	44	

Proficiency in English—Because of the importance of written and oral communication, each full-time student must enroll each quarter in Freshman Composition until the required sequence 101, 102, and 103 has been satisfactorily passed. Transfer students will be granted English proficiency credit only in those composition courses in which they have received a grade of “C” or better at an accredited institution. (Proficiency credit in courses with grades lower than “C” will be at the disposition of the English faculty, approved by the Head of the Humanities Division.)

In addition to the general bachelor's degree requirements required of all University students, a person working toward a bachelor of arts must have the following:

(1) Foreign Language—A reading knowledge of a foreign language, ordinarily requiring nine hours of university study or its equivalent. Students in certain areas of Fine Arts (as stated in the Fine Arts section of this bulletin) are also required to demonstrate competency in a foreign language or languages. All students are urged to study at least one year of a foreign language—preferably two.

(2) Philosophy or Psychology—Students working toward a Bachelor of Arts degree complete a minimum 4 hours of credit in either philosophy or psychology.

(3) A major of at least 42 hours and a minor of at least 24 hours. Some divisions require more.

Special Requirements—Additional requirements for the bachelor's degree are listed in this bulletin along with the requirements for the major and/or minor concentration.

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

Students may satisfy any of the above requirements by passing non-credit attainment tests. (These tests, which may be taken only one time, must be applied for before the middle of the quarter in which the noncredit pass is to appear on the students record.) In some cases, more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed previously.

The physical education required can be waived only by the Graduation Appeals Committee upon the recommendation of the University Physician. Waiver procedure should be initiated early in the student's college course and in no case later than the end of the sophomore year. Students thirty years of age or older are not subject to this requirement.

Instruction

AT THE PRESENT TIME the academic organization of the Edwardsville campuses is patterned on a divisional rather than a departmental structure. There are six divisions. Under each are listed the types of courses offered by the division, the instructional personnel, the courses (with their prerequisites) to be offered at Alton and/or East St. Louis, and statements about majors, minors, and specializations. The Schedule of Classes (Edwardsville) will indicate the specific offerings of the fall, winter, spring, and summer sessions for both the day and evening college programs. Additional courses may be scheduled where student demand is sufficient.

Courses numbered 000-099 do not fall within freshman, sophomore, junior, senior or graduate levels. Those numbered 100-199 are primarily for freshmen, 200-299 for sophomores, 300-399 for juniors, 400-499 for seniors and graduates, and 500 for graduates only. The number after the dash in the course descriptions indicates the hours of credit for the course.

Courses offered by the Edwardsville campuses are in most cases the same as those offered on the Carbondale campuses. Certain course numbers in this bulletin refer to courses taught on the Carbondale campuses only. For descriptions of these, consult the bulletins of the appropriate school or college.

BUSINESS DIVISION

Accounting; Economics; Management; Marketing; Business and Secretarial Education

The Business Division seeks to prepare the student for successful performance in the business world. Opportunity is provided for the student to gain a knowledge of the operational phases of business and a familiarity with the sources of information and methods of collecting and interpreting data. The programs seek to develop in the student an understanding of, and a

skill in, the art of human relations and a high sense of integrity and responsibility.

Professor Walter L. Blackledge, Ph.D. (Iowa)	1959
Associate Professor Mary Margaret Brady, Ed.D. (New York)	1957
Associate Professor Leo Cohen, Ph.D. (California)	1959
Associate Professor John J. Glynn, Ph.D. (St. Louis), Head	1957
Associate Professor Richard J. Milles, M.S. in C. (St. Louis)	1960
Associate Professor Joe R. Small, M.B.A. (Kansas)	1958
Associate Professor Dimiter E. Wassen, Dr. rer. Pol. (Vienna)	1959
Assistant Professor Richard L. Davison, M.S. (Illinois)	1959
Assistant Professor David C. Luan, Ph.D. (Texas)	1960
Assistant Professor Norbert V. Schmitt, M.S. in C. (St. Louis)	1958
Assistant Professor Thomas E. VanDahm, Ph.D. (Michigan)	1960
Assistant Professor Clarence E. Vincent, D.B.A. (Indiana)	1960
Instructor Robert E. McDaniel, M.S. (Southern Illinois)	1958
Instructor Virgil I. Pinkstaff, M.A. (Washington University)	1957
Instructor Karl A. Sauber, B.S. (Kent State)	1960
<hr/>	
Lecturer Daniel B. Bosse, M.B.A. (Indiana)	1959-61
Lecturer Dona F. Frost, M.S. (North Dakota)	1961-62
Lecturer John Ingwersen, M.B.A. (New York)	1961
Lecturer Richard Newton McKinnay, B.S.	1961-62
Lecturer Samuel R. Reid, M.S. in C. (St. Louis)	1959
Lecturer Ann S. Schwier, Ph.D. (St. Louis)	1960-62
Lecturer Paul J. Skerseth, M.B.A. (Indiana)	1960-62

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN BUSINESS

Each candidate for the Bachelor of Science degree in business must satisfy the general requirements for the bachelor's degree as well as basic requirements in business administration and requirements for the specialization.

Where the requirements under each of the programs (as shown in the individual area) of the division total less than 192 hours, the difference is to be made up with electives chosen by the student guided by his academic adviser. The electives should be chosen so that the student has at least 40 per cent (77 hours) of his total credit in the Business Division and at least 40 per cent outside of the area.

The Bachelor of Science degree may be earned in the Business Division with the following majors: accounting, economics, management, and marketing. The Bachelor of Arts degree may be earned with a major in economics. The Bachelor of Science in Education degree may be earned with a major in economics or in secretarial and office management.

A major in any one of the specialized fields normally requires eight to ten additional courses above the basic business administration requirements. In cases where substitution is necessary, the student must have the approval of his major adviser and of the division head.

ACCOUNTING

Accounting is the means by which the many transactions of business are analyzed, recorded, presented, and interpreted. The ability to analyze, present, and interpret is not acquired easily; it is one that takes thorough and serious study.

The accounting program is designed to develop those abilities which lead to professional positions in cost accounting, auditing, income tax, financial statement analysis, and general financial accounting. The operation of a business and its financial condition are of interest to its owners, to its employees, to its creditors, to the various governmental bodies, and to the public.

The accounting curriculum is designed to cover four basic areas of study: theory, cost accounting, tax, and auditing. In addition to the four basic areas, special courses are offered in governmental accounting, accounting systems, and Certified Public Accountant problems. Although individuals trained in accounting might work in private industrial firms, public accounting firms, governmental agencies, or in college teaching, the four basic areas in accounting are needed as background. Those individuals desiring to engage in public accounting in Illinois should familiarize themselves with the Illinois laws and regulations covering the certification of certified public accountants. The regulations are published by the Committee on Accountancy, University of Illinois, Urbana, Illinois.

SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE

The following courses constitute a major in accounting.

<i>General degree courses required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or Zoology 100	5

Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 190	5
Health Education 100	4
History 201 or Sociology 101	5
Mathematics 106, 107b ¹	8
Physical education activity courses	3
Speech 101	4
<hr/>	
Total hours of general degree courses required	61
<i>Business Division courses required</i>	<i>Hours</i>
Accounting 251, 252, 253, 331, 341, 351, 352, 353, 356, 442	41
Accounting 355, 432, 458, 459, 461 (one of the five)	3-4
Economics 205, 206, 307, 315, 317 or 470	20-21
Management 170, 271, 320, 340 or 380, 371, 372 or 373	25
Marketing 230	5
<hr/>	
Total hours of Business Division courses required	94-96
Total hours of general degree courses required	61-61
Electives	37-35
<hr/>	
Total hours for a bachelor's degree	192

A minor in accounting consists of 251, 252, 253, plus 8 hours of senior credit courses (300-499) in accounting and Management 170.

COURSE DESCRIPTIONS

Courses on the 200 and 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 251-4, 252-4, 253-4. **ELEMENTARY ACCOUNTING I, II, III.** Principles and practices in handling transactions in books of original entry and books of accounts—trial balances, adjustments, and financial statements—for proprietorships, partnerships, and corporations. Basic problems concerning statement analysis, presentation, and interpretation.
- 301-1 to 6. **ACCOUNTING READINGS.** Directed readings in books and periodicals in a defined field, under supervision of one or more staff members. Periodic written and oral reports are required. Prerequisite: junior standing and consent of division head.
- 309-2. **INCOME TAXES FOR INDIVIDUALS.** Preparation of income tax returns. Federal income tax law as applied to individuals. Not open to accounting majors.

¹ Higher mathematics courses may be taken depending upon placement test scores.

- 331-5. **TAX ACCOUNTING.** Study of accounting principles and procedures for meeting requirements of current laws and regulations which relate to federal income tax and social security taxes. Laboratory problems and preparation of tax returns with special emphasis on the individual taxpayer. Prerequisite: 253.
- 341-3. **COST ACCOUNTING.** Departmental, job order, and process cost. Accumulation of material and labor costs; factory overhead and its allocation; cost reports to management—their preparation and use. Prerequisite: 253.
- 351-4, 352-4, 353-4. **ADVANCED ACCOUNTING I, II, III.** Accounting principles and procedures for the preparation of adequate financial statements. Special attention given depreciation, appraisals, investments, intangibles, installment sales, consignments, branch accounts, sinking funds, annuities, leaseholds, and bonds. Preparation and use of special statements, application of funds, statement of affairs, and consolidated statements. Prerequisite: 253.
- 355-3. **GOVERNMENTAL ACCOUNTING.** Budget and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prerequisite: 253.
- 356-5. **AUDITING.** Procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. Prerequisite: 353 or consent of instructor.
- 432-4. **PROBLEMS IN FEDERAL TAXATION.** Study of income tax problems which arise from partnership, corporation, estate, and trust type of organization. Brief study of federal estate and gift taxes. Student does research in source materials in arriving at solutions of complicated tax problems. Prerequisite: 331.
- 442-4. **ADVANCED COST ACCOUNTING.** Standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prerequisite: 341.
- 458-4. **ACCOUNTING SYSTEMS.** Problems in accounting systems design and installation. Examination of existing systems and practice in system design. Prerequisite: 341 and 353.
- 459-4. **INTERNSHIP IN ACCOUNTING.** Supervised work experience in professional accounting. Prerequisite: outstanding record in accounting and recommendation of the committee on internship.
- 461-4. **C.P.A. AND ADVANCED ACCOUNTING PROBLEMS.** A problems course, using problems from the examinations sponsored by the American Institute of Certified Public Accountants and given in the last few years. Some problems also drawn from other sources. Prerequisite: 341 and 353.

ECONOMICS

Courses in economics will help students understand the principles concerning the production and distribution of goods and services. Important but controversial issues, such as depression, inflation, labor unions and

business monopoly, tariffs, and government spending, are discussed and analyzed.

Training in economics will prepare an individual for a position in private industry, government service, or teaching. Business and governmental agencies employ economists in management training programs, research, and administrative positions. Economics also provides an excellent background needed for the individual's understanding and evaluation of economic policy of government.

Students interested in economics, as a major or minor, may pursue a somewhat concentrated study in such fields as money and banking, industrial relations, finance, or international trade. The over-all sequence of courses, including those in related areas such as business, education, psychology, mathematics, and government, should be planned in co-operation with an adviser in the Business Division.

SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE

The following courses constitute a major in economics.

<i>General degree courses required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 190	5
Health Education 100	4
History 103, 201 or 202	8
Mathematics 106, 111 or 220	9
Philosophy 120	2
Physical education activity courses	3
	—
Total hours of general degree courses required	63
 <i>Business Division courses required</i>	 <i>Hours</i>
Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317, 328, 330	33
Economics 418, 440, 450, 451, 470, 481	19
Management 320, 340, 371, 380, 473	21

BUSINESS DIVISION

19

Marketing 230	5
	—
Total hours of Business Division courses required	90
Total hours of general degree courses required	63
Electives	39
	—
Total hours for a bachelor's degree	192

Required courses constituting a minor in economics are Economics 205, 206, 307, 315, 317, 310 or 328 or 330; Accounting 251.

SUGGESTED CURRICULUM FOR THE BACHELOR OF ARTS DEGREE

In addition to the general degree courses required, the following courses constitute a major in economics: 205, 206, 307, 310, 315, 317, 328, 330, 418, 440, 450, 470, 481; Accounting 251; Mathematics 111 or 220.

Required courses constituting a minor in economics are Economics 205, 206, 307, 315, 317, 310 or 328 or 330; Accounting 251.

SUGGESTED CURRICULA FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

In addition to the general degree requirements, the following courses constitute a 48-hour major in economics: 205, 206, 307, 310, 315, 317, 328 or 330, 418, 440 or 450 or 451 or 470, 460 or 481; Accounting 251; Marketing 230.

In addition to the general degree requirements, the following courses constitute a 36-hour major in economics: 205, 206, 307, 315, 317, 310 or 328 or 330, 418, 460 or 470 or 481.

Required courses constituting a minor in economics are 205, 206, 307, 315, 317, 310 or 328 or 330; Accounting 251.

COURSE DESCRIPTIONS

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

205-5. SURVEY OF ECONOMIC PRINCIPLES.

206-4. ECONOMIC PRINCIPLES AND PROBLEMS. Prerequisite: 205.

301-1 to 6. ECONOMIC READINGS. Reading in books and periodicals in a defined field, under direction of one or more staff members. Periodic written and oral reports. Prerequisite: consent of division head.

307-4. ECONOMIC AND BUSINESS STATISTICS I. Prerequisite: 205; recommended, Mathematics 106.

308-4. ECONOMIC AND BUSINESS STATISTICS II. 3 hours lecture; 2 hours laboratory. Prerequisite: 307 or consent of instructor.

- 310-4. LABOR PROBLEMS. Prerequisite: 206, or 205 and consent of instructor.
- 315-4. MONEY AND BANKING I. Prerequisite: 205.
- 317-4. ECONOMIC HISTORY OF THE UNITED STATES. Prerequisite: 205.
- 328-4. INTERNATIONAL ECONOMICS I. Prerequisite: 206, or 205 and consent of instructor.
- 330-4. PUBLIC FINANCE I: NATIONAL. Prerequisite: 206, or 205 and consent of instructor.
- 411-4. COLLECTIVE BARGAINING AND DISPUTE SETTLEMENT. Nature, issues, procedures, economic effects. Analysis of actual collective bargaining situations. Prerequisite: 310 or consent of instructor.
- 416-4. MONEY AND BANKING II. Emphasis upon the Federal Reserve and other banking systems. Prerequisite: 315 or consent of instructor.
- 418-4. ECONOMIC HISTORY OF EUROPE. A survey of the economic growth of Europe with emphasis upon the development of European agriculture, industry, finance, and international trade since 1750. Prerequisites: 205, 206, or consent of instructor.
- 432-3. FISCAL POLICY OF THE UNITED STATES. Countercyclical, secular, and emergency use of government expenditures, debt, taxes. Prerequisites: 205, 206, or consent of instructor.
- 436-3. GOVERNMENT AND LABOR. A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisites: 205; Government 101 or 190 or 231 or 300 or consent of instructor.
- 440-3. INTERMEDIATE THEORY. A more intensive treatment of price and income theory. Prerequisite: 206, or 205 and consent of instructor.
- 450-3. HISTORY OF ECONOMIC THOUGHT. Great economists and the development of economic theory. Prerequisites: 205, and 206 or consent of instructor.
- 451-3. ECONOMIC THEORIES. A study of the theories of the recent leading economists. Prerequisite: 450 or consent of instructor.
- 460-4. RUSSIAN ECONOMY. A study of the development of Russian trade, agriculture, industry, government, finance, and standards of living in successive periods in relation to the historical, geographic, economic, and ideological background. Prerequisite: 205 or consent of instructor.
- 470-3. BUSINESS CYCLES. Major business fluctuations in the United States—prices, employment, production, credit, inflation and deflation, and government action during the cycles. Prerequisite: 315 or consent of instructor.
- 481-3. COMPARATIVE ECONOMIC SYSTEMS. Capitalism, socialism, fascism, and other forms of the economy. Prerequisite: 205 or consent of instructor.
- 490-4. WORKSHOP IN ECONOMIC EDUCATION. (Same as Secondary Education 490.) Designed to assist elementary and secondary school teachers in promoting economic understanding through the translation of economic principles and problems into classroom teaching materials.

MANAGEMENT

Courses are offered in these areas of management: general business, finance, and personnel management. Students who do not wish to specialize

will select the first area. The latter two areas are more restrictive in their requirements. The objective is to provide a broad, general, liberal educational experience rather than a narrow professional training.

SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE

The following courses constitute a major in management.

<i>General degree courses required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 190	5
Health Education 100	4
History 201 or Sociology 101	5
Mathematics 106, 107b ¹	8
Physical education activity courses	3
Speech 101	4
	—
Total hours of general degree courses required	61
<i>Business Division courses for specialization in GENERAL BUSINESS</i>	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	24-25
Management 170, 271, 320, 327, 340, 361, 371, 372 or 373	32
Management 380, 385, 421, 473, 479	20
Marketing 230	5
Marketing 334, 341, 438 (one of the three)	4
	—
Total hours required in the specialization	97-98
Total hours of general degree courses required	61
Electives	34-33
	—
Total hours for a bachelor's degree	192
<i>Business Division courses for specialization in FINANCE</i>	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	24-25

¹ Higher mathematics may be taken depending upon placement test scores.

Management 170, 271, 320, 323, 327, 328, 340 or 380	28
Management 361, 371, 372 or 373, 385, 421, 475	23
Marketing 230	5
Marketing 334, 341, 438 (one of the three)	4
	—
Total hours required in the specialization	96-97
Total hours of required general degree courses	61
Electives	35-34
	—
Total hours for a bachelor's degree	192

Business Division courses for specialization in PERSONNEL

Accounting 251, 252, 253	12
Economics 205, 206, 307, 310, 315, 317 or 470	24-25
Management 170, 271, 320, 340, 361, 371, 372 or 373	28
Management 380, 385, 480, 481, 485	20
Management 382 or Economics 411	3-4
Marketing 230	5
Psychology 201, 321, 322 or 323	12
	—
Total hours required in the specialization	104-106
Total hours of required general degree courses	61-61
Electives	27-25
	—
Total hours for a bachelor's degree	192

Requirements for a minor in management with a specialization in finance include 170, 320, 323, 327, 340; Accounting 251.

Requirements for a minor in management with a specialization in general business include 170, 320, 340, 371; Accounting 251; Marketing 230.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

170-4. INTRODUCTION TO BUSINESS ADMINISTRATION. A survey of business, intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered.

271-4. BUSINESS WRITING. Principles and practice in writing typical kinds of business correspondence and reports. Prerequisite: English 103.

- 301-1 to 6. **MANAGEMENT READINGS.** Reading in books and periodicals in a defined field, under direction of one or more staff members. Periodic written and oral reports. Prerequisite: consent of division head.
- 320-5. **CORPORATION FINANCE.** Financial structure in industry, sources of capital, regulation of securities, stock exchanges, and the Security and Exchange Commission; dividend and other financial policies. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Prerequisites: Accounting 253, Economics 205.
- 323-4. **INVESTMENTS.** Survey of the problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as the corporation. Prerequisite: 320.
- 327-4. **GENERAL INSURANCE.** Underlying principles and functions of insurance in the economic life of the individual and of business. Prerequisites: Accounting 253, Economics 206.
- 328-3. **REAL ESTATE.** Purchasing, financing, owning, developing, improving, assessing, maintaining, zoning, subdividing, conveying, managing, operating in a real estate business; the influence of recent court decisions on real estate.
- 340-4. **BUSINESS ORGANIZATION AND MANAGEMENT.** Theory and practice. Prerequisite: junior standing or consent of instructor.
- 361-3. **BUSINESS REPORT WRITING.** Discussion, illustration, and practical application of report writing techniques, including study of uses, forms, and structures of different types of reports.
- 371-4. **BUSINESS LAW I.** Introduction to law, contract law, and agency law.
- 372-4. **BUSINESS LAW II.** Real property law, personal property law, partnership law, and corporation law.
- 373-4. **BUSINESS LAW III.** Negotiable instrument law, sales law, suretyship law, and insurance law.
- 380-4. **PRODUCTION MANAGEMENT.** Plant location, design, and construction; internal organization for operations, production control, stores control, routing of materials, job analysis, and time study; wage systems, subdivision of executive responsibilities and duties; methods of coordination and planning. Prerequisite: Economics 206.
- 382-3. **TIME AND MOTION STUDY.** Principles and methods for simplifying work and establishing sound time-allowances for performance.
- 385-4. **PERSONNEL MANAGEMENT.** Relation of the human element to production; the art of securing understanding and co-operation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisite: Economics 206.
- 421-4. **MANAGEMENT OF BUSINESS FINANCE.** The principal problems of managing the financial operations of an enterprise with emphasis upon analysis and solutions of problems pertaining to policy decisions. The scope includes both short-term working capital and long-term financing. Prerequisite: 320.
- 472-4. **SMALL BUSINESS.** The position of small business in our national economy, including the organization, financing, location, personnel policies, merchandising practices, records, government regulation, and taxes.

- 473-4. BUSINESS ENTERPRISE AND PUBLIC POLICY. Some of the major problems of social control of business arising out of the operation of business in modern society; covering types of control, necessity and effects of control. Prerequisite: senior standing.
- 475-4. BUDGETING AND SYSTEMS. Budgeting and systems as aids in coordinating and directing business operation. Prerequisites: 320, Accounting 253.
- 479-2 to 8. PROBLEMS IN BUSINESS AND ECONOMICS. Application of economic theory to practical business problems. Open to majors in business administration or economics who have senior standing.
- 480-4. SEMINAR IN LABOR LAW. An analysis of the constitutional aspects and recent cases that have arisen interpreting the Taft-Hartley Act, Fair Labor Standards Act, Fair Employment Practice Laws, and "right-to-work" laws. Prerequisite: two quarters of business law or Economics 310.
- 481-4. ADMINISTRATIVE MANAGEMENT. An intensive study of the principles of management and their application to the current industrial setting. Lecture and case methods are used. Prerequisite: 340.
- 483-4. ADVANCED PRODUCTION MANAGEMENT. Internal problems of managerial control of production including recent developments in theory and techniques; case material utilized for the development of analytical ability. Prerequisite: 380.
- 485-4. PROBLEMS IN PERSONNEL MANAGEMENT. Analysis of problems in personnel administration arising from current developments in organization and techniques; case problems and special reports. Prerequisite: 385.
- 595-4. SEMINAR IN PERSONNEL MANAGEMENT. Study of recent developments in personnel management. Individual reports, book reports, and survey of current professional literature form the bases of the course. Prerequisite: 485 or consent of instructor.

MARKETING

Marketing, which includes all activities concerned with determining and satisfying consumer desires, is rapidly becoming a major function in the business process. From the initial determination of consumer desires through the medium of market research to the final step of putting products into the consumer's hands through personal salesmanship, marketing knowledge and techniques provide the tools for developing and distributing goods and services in the dynamic economy of today and the future.

The area of marketing offers a variety of courses that prepare the future marketer for his role in American business. Students who major in marketing have a variety of courses in sales, advertising, marketing management, transportation, retailing, wholesaling, and market research. Additional senior-level or graduate courses are offered to prepare the student for more specialized positions in marketing management.

SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE

The following courses constitute a major in marketing.

<i>General Degree Courses Required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or Zoology 100	5
Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
Geography 211	5
Government 190	5
Health Education 100	4
History 202 or Sociology 101	5
Mathematics 106, 107b ¹	8
Physical education activity courses	3
Psychology 201	4
Speech 101	4
	—
Total hours of general degree courses required	65
<i>Business Division Courses Required</i>	
Accounting 251, 252, 253	12
Economics 205, 206, 307, 315, 317 or 470	20-21
Management 170, 320, 340, 361, 371, 373	24
Marketing 230, 331, 333, 334, 336, 337, 341, 349 or 384	31-32
Marketing 332, 438, 451, 463 (any two)	7-8
	—
Total hours required in the major	94-97
Total hours of general degree courses required	65-65
Electives	33-30
	—
Total hours required for a bachelor's degree	192

Requirements for a minor in marketing with a specialization in general marketing include 230, 331 or 332, 333, 337, 341; Accounting 251.

Requirements for a minor in marketing with a specialization in sales and advertising include 230, 333, 337, 384, 438, and 463.

Requirements for a minor in marketing with a specialization in retailing include Marketing 230, 331, 332, 333, 334, and 337.

¹ Higher mathematics courses may be taken depending upon placement test scores.

Requirements for a minor in marketing with a specialization in industrial marketing include 230, 333, 334, 336, 337, 341, and 349.

COURSE DESCRIPTIONS

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 230-5. PRINCIPLES OF MARKETING. A general survey course to acquaint the student with the entire field of marketing. Consideration is given to the underlying economic principles; historical development of distributive systems, channels, agents, institutions, functions, policies, and principles. Prerequisite: Economics 205 or consent of instructor.
- 301-1 to 6. MARKETING READINGS. Readings in books and periodicals in a defined field, under the direction of one or more staff members. Periodic written and oral reports. Prerequisite: consent of division head.
- 331-4. RETAILING. Principles underlying the evolution, organization, and operation of retailing, including techniques used and opportunities offered in this field.
- 332-4. STORE MANAGEMENT. Store management; organization, location; layout. Procedures in receiving goods, handling sales; packing; wrapping; customer complaints; telephone orders, etc. Prerequisite: 331.
- 333-4. PRINCIPLES OF ADVERTISING. Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prerequisite: 230.
- 334-4. CREDITS AND COLLECTIONS. Organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized. Prerequisite: 230.
- 336-3. PURCHASING. Dealer-supplier relationship, in manufacturing, wholesaling, and retailing. Purchasing for resale and for consumption. Influence in sales promotion materials. Buying from single and multiple suppliers. Prerequisite: 230.
- 337-4. PRINCIPLES OF SALESMANSHIP. History, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prerequisite: 230.
- 341-4. TRANSPORTATION. Evolution of American transportation systems, and of the current problems of transportation facilities in connection with governmental control and regulation. Prerequisite: 230.
- 349-3. WHOLESALING. Evolution, economic status, and management of non-retail marketing. Position of wholesaling in distribution. Kinds of wholesaling; types of middlemen; internal organization and operation of wholesalers; trading areas. Analyze relationship between marketing policies of wholesaler and manufacturer and changing patterns of wholesale distribution. Prerequisite: 230.
- 384-4. ADVERTISING MEDIA ANALYSIS. A study of the businessman's problems of selecting appropriate advertising media for the particular advertising mix that affords him the best strategy. Prerequisite: 333.
- 438-4. SALES MANAGEMENT. Developing and training a sales force. The dif-

ferent types of sales forces. Managing sales functions: determining salesman's territories, quotas, compensation. Budget preparation. Developing and implementing the merchandise plan. Prerequisites: 230, and 337 or consent of the instructor.

- 451-4. **TRAFFIC MANAGEMENT.** Primary industrial traffic management functions, including determination of rates, classification, routing, and proper documentation. Consideration given to loss and damage claims, terminal charges, demurrage, reconsignment and conversion, transit privileges, warehousing, and packing. Emphasis upon co-operative aspects of traffic management requiring transportation. Prerequisite: 341.
- 463-3. **ADVERTISING MANAGEMENT.** The effective way of advertising by business management. An understanding of what advertising can be expected to accomplish under different sets of marketing factors and products. The selection of advantageous advertising programs under different marketing mixes. Prerequisite: 333 or 384.
- 490-4. **MARKETING RESEARCH AND ANALYSIS.** A non-mathematical development of the basic procedures, methods, and theory underlying analysis of primary and secondary market data. Prerequisite: 230, and one quarter of basic statistics or equivalent.

SECRETARIAL AND BUSINESS EDUCATION

Two major programs of study are offered in secretarial and business education: (1) undergraduate business-teacher education for students preparing to teach business subjects in high school, and (2) an undergraduate secretarial and office-management program.

The undergraduate business-teacher education program is divided into three sequences: (a) preparation for teaching all high school business subjects, (b) preparation for teaching all high school business subjects except shorthand, and (c) preparation for teaching basic business subjects only.

The undergraduate secretarial and office management program offers a course of study in office skills for a typist, stenographer, secretary, or machine operator, with training in office management and supervision.

The programs in business education lead to a Bachelor of Science in Education degree and the secretarial and office management program leads to a Bachelor of Science degree.

SUGGESTED CURRICULA FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

Preparation to Teach All High School Business Subjects

<i>General Degree Courses Required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or Zoology 100	5

Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
English 300 or 391	3
Geography 211	5
Government 190	5
Health Education 100	4
History 201 or 202	5
Mathematics 106, 107b ¹	8
Physical education activity courses	3
Speech 101	4

Total hours of required general degree courses	64
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Education Courses Required

Administration and Supervision 331 and 355	7
Secondary Education 315 and 352	12
Guidance 305 or Psychology 303	4
Guidance 420 or Mathematics 410	3-4
Guidance 422 or Instructional Materials 417	4

Total hours of required education courses	30-31
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Business Division Courses Required

Accounting 251, 252, 253	12
Economics 205, 206	9
Management 170, 271, 371, 372 or 373	16
Marketing 230	5
Business and Secretarial Education ² 102, 103, 104, 213	3-12
Business and Secretarial Education ² 105, 106, 107, 216, 308	4-20
Business and Secretarial Education 307 or 407, 313, 401	12
Business and Secretarial Education 403, 404, 405, 406, 408 (any two)	6

Total hours of required business courses	67-92
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Minor (second teaching field)

Total hours of general degree courses required	64
Total hours of education courses required	30-31
Total hours of business courses required	67-92
Total hours required for a minor	24

¹ Higher mathematics may be taken depending upon placement test scores.

² Students who have had work in this area will be placed at the level for which their ability qualifies them.

Electives	7-6
Total hours required for a bachelor's degree	192-217

Preparation to Teach All High School Business Subjects Except Shorthand

Students preparing to teach the business subjects usually taught in high school except shorthand, transcription, and secretarial practice will adhere to the general degree courses and education courses required in the preceding curriculum. They will take the following business courses:

Accounting 251, 252, 253, 351	16
Economics 205, 206	9
Management 170, 271, 371, 372 or 373, and one elective	20
Marketing 230 and one additional course	9
Business and Secretarial Education ² 102, 103, 104, 213	3-12
Business and Secretarial Education 313, 401, 407	12
Business and Secretarial Education 403, 405, 406, 408 (any two)	6

Total hours required business courses	75-84
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Preparation to Teach Basic Business Subjects Only

Students preparing to teach the basic business subjects only in high school will adhere to the general degree courses and education courses required in the first curriculum under Business Education. They will take the business courses listed on the next page.

Accounting 251, 252, 253, 351	16
Economics 205, 206, 355	12
Management 170, 271, 371, 372, 373	20
Marketing 230 and one additional course	9
Business and Secretarial Education 401, 405, 408	10
Electives in Management or Business and Secretarial Education	16

Total hours of required business courses	83
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SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE DEGREE

The following courses constitute a major in secretarial and office management.

<i>General Degree Courses Required</i>	<i>Hours</i>
Art 120 or Music 100	3
Botany 101 or 202 or Zoology 100	5

² Students who have had work in this area will be placed at the level for which their ability qualifies them.

Chemistry 101 or Physics 101	4
English 101, 102, 103	9
English 205, 206, 209, 211, 212 (two of the five)	6
English 300 or 391	3
Geography 211	5
Government 190	5
Health Education 100	4
History 101, 102, 103, 201 or 202, Sociology 101	5
Mathematics 106, 107b ¹	8
Physical education activity courses	3
Speech 101	4
	—
	64

Business Division Courses Required

Accounting 251, 252, 253	12
Economics 205, 206, 307	13
Management 170, 271, 320, 340, 361, 371, 372 or 373, 385	32
Marketing 230 and two additional courses	11
Business and Secretarial Education ² 102, 103, 104, 213	3-12
Business and Secretarial Education ² 105, 106, 107, 216, 308	4-20
Business and Secretarial Education 307, 313, 407	12

	87-112
Total hours of general degree courses required	64
Total hours of business courses required	87-112
Electives	41-16
	—
Total hours required for a bachelor's degree	192-192

MINOR PROGRAMS

Minor programs are offered in the following areas: (1) undergraduate minor in business-teacher education consisting of a minimum of 30 hours of work in business; (2) undergraduate minor in secretarial training and office management consisting of a minimum of 24 hours of work in business.

Minor programs in business and secretarial education are generally planned for each student individually by the student and a representative of the Business Division. This procedure is necessary because students'

¹ Higher mathematics may be taken depending upon placement test scores.

² Students who have had work in this area will be placed at the level for which their ability qualifies them.

backgrounds and needs vary greatly. The following illustrative minor programs, however, will fit the needs of many students desiring to minor in business or secretarial education.

Typical Minor Programs in Business-Teacher Education

Preparation for teaching bookkeeping, calculating machines, and general business: 313, 405, and 408; Accounting 251, 252, 253; Management 170, 371. Total—30 hours.

Preparation for teaching typewriting and general business, for students without previous training in typewriting: 102, 103, 104, 213, 403, 405; Management 170, 271, 371. Total—30 hours.

Preparation for teaching typewriting and shorthand, for students without previous training in typewriting and shorthand: 102, 103, 104, 105, 106, 107, 213, 216, 308, 403, 404. Total—38 hours.

Preparation for teaching typewriting, shorthand, office practice, and office machines, for students with two years of previous training in typewriting and one year of previous training in shorthand: 107, 213, 216, 307, 308, 313, 401, 403, 404. Total—33 hours.

Preparation for teaching typewriting, shorthand, and secretarial practice, for students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 80 words per minute: 213, 216, 307 or 407, 308, 313, 401, 403, 404; Management 271. Total—33 hours.

Preparation for teaching typewriting, shorthand, and secretarial practice, for students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words per minute: 213, 307, 308, 313, 401, 403, 404, 407; Management 271. Total—32 hours.

Preparation for teaching typewriting, shorthand, bookkeeping, and general business, for students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words per minute: 213, 308, 403 or 404, 405 or 408; Accounting 251, 252, 253; Management 170, 371. Total—33 hours.

Typical Minor Programs in Secretarial Education

For students with no previous training in typewriting or shorthand: 102, 103, 104, 105, 106, 107, 213, 216, 308. Total—32 hours.

For students with one year of previous training in both typewriting and shorthand: 104, 107, 213, 216, 307, 308, 313. Total—26 hours.

For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 80

words per minute: 213, 216, 307, 308, 313, 407; Management 271. Total—27 hours.

For students with two years of previous training in both typewriting and shorthand, and who can take sustained, new-matter dictation at 100 words per minute: 213, 307, 308, 313, 407; Management 271, 361. Total—27 hours.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 102-3. TYPEWRITING I. An introductory course in touch typewriting aimed at developing a typing rate of at least 30 words per minute. Includes simple business correspondence, tables, and manuscripts. May not be taken for credit by students who have had previous high school or other formal training in typewriting.
- 103-3. TYPEWRITING II. Emphasis on further skill development, on business correspondence, and on other vocational and personal applications of typing skill. Prerequisite: 102, or one semester of high school typing and the ability to type at least 30 words per minute and to prepare simple business correspondence.
- 104-3. TYPEWRITING III. Further skill development, with emphasis on more complicated vocational and personal applications of typing skill. Prerequisite: 103, or one year of high school typing and the ability to type at least 40 words per minute and to type business correspondence, tables, etc. of moderate difficulty.
- 105-4. SHORTHAND I. An introductory course in Gregg shorthand. May not be taken for credit by students who have had previous high school or other formal training in shorthand.
- 106-4. SHORTHAND II. Completion of shorthand theory and introduction to dictation and transcription. Prerequisite: 105, or approximately one semester of shorthand instruction in high school, or equivalent.
- 107-4. SHORTHAND III. Major emphasis on improving dictation and transcription skills. Prerequisite: 106, or one year of high school instruction in shorthand (or equivalent) and the ability to take sustained, new-matter dictation at 60 words per minute.
- 113-1. DUPLICATING. Skills and knowledges in (1) the preparation of master copies and stencils and (2) the operation of liquid and stencil duplicating machines. Prerequisite: 102 or equivalent.
- 213-3. TYPEWRITING IV. Development of advanced skills in typing straight copy, business correspondence, manuscripts, forms, and tables; preparation of copy from rough draft materials; typing master copies for duplicating machines; transcription from machine dictation. Prerequisite: 104 or 1½ to 2 years of high school typing and the ability to type at least 50 words per minute and to prepare business correspondence, tables, manuscripts, forms, etc.

- 216-4. **SHORTHAND IV.** Development of high-level dictation and transcription skills and knowledges. Prerequisites: 107, or 1½ to 2 years of previous high school training in shorthand and transcription (or equivalent) and the ability to transcribe on the typewriter sustained, new-matter dictation taken at 80 words per minute.
- 307-4. **SECRETARIAL PRACTICE.** An advanced course for secretaries, covering such topics as personality and human relationships, office mail, office equipment, travel, sources of information, communications, business reports, and filing. Prerequisites: 213 and 216.
- 308-4. **SHORTHAND V.** Development of advanced dictation and transcription competencies. Prerequisite: 216, or two years of previous high school training in shorthand and transcription (or equivalent) and the ability to transcribe on the typewriter sustained, new-matter dictation taken at 100 words per minute.
- 313-4. **CALCULATING MACHINES.** Operation of basic types of office calculating machines, emphasizing the characteristic uses of each kind of machine in the office. Laboratory practice required.
- 403-3. **TEACHING TYPEWRITING.** Conduct of instruction in typewriting; the programming of activities in typewriting training, methods of instruction, skill-building principles and techniques, selection and preparation of practice materials, standards of achievement, and evaluation of pupils progress. Prerequisite: 213 or equivalent.
- 404-3. **TEACHING SHORTHAND AND TRANSCRIPTION.** Conduct of instruction in shorthand and transcription: the programming of activities in shorthand and transcription training, methods of instruction, skill-building principles and techniques, selection and preparation of practice and homework materials, standards of achievement, and evaluation of pupil progress. Prerequisite: 308 or equivalent.
- 405-3. **TEACHING BASIC BUSINESS SUBJECTS.** Instructional methods and materials for, and the evaluation of pupil progress in, such basic business subjects as general business, consumer education, economic geography, and business law. Prerequisite; consent of the instructor.
- 406-4. **TEACHING CLERICAL PRACTICE AND OFFICE MACHINES.** Instructional methods and materials for, and the evaluation of pupil progress in, clerical practice and office machines. Prerequisites: 213, 313 or equivalent.
- 407-4. **OFFICE MANAGEMENT.** A study of the principles of management as applied to office problems. Emphasis on the role of the office in business management; office organization; physical facilities of the office; office services, procedures, standards, and controls; records management; and office automation, including integrated data processing. Prerequisite: consent of instructor.
- 408-3. **TEACHING BOOKKEEPING AND ACCOUNTING.** Instructional methods and materials for, and the evaluation of pupil progress in, bookkeeping and accounting. Attention also given to the teaching of business arithmetic. Prerequisite: Accounting 253 or equivalent.

Courses on the 500 level are for graduate students only.

- 500-2 to 5. **READINGS IN BUSINESS EDUCATION.** Supervised readings in selected subjects. Prerequisite: consent of instructor and division head.

- 501-2 to 5. INDIVIDUAL RESEARCH IN BUSINESS EDUCATION. Selection and investigation of a problem; use of relevant sources and techniques; collection, evaluation, and interpretation of data; and the writing of a report on the investigation. Prerequisite: consent of instructor and division head.
- 506-4. PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION. A study of the fundamentals of business education; its relation to business, to general and vocational education, and to guidance programs; its history, current status, and trends; special emphasis on objectives and curriculum problems. Prerequisite: consent of instructor.

EDUCATION DIVISION

Administration and Supervision; Elementary Education; Guidance; Health and Physical Education; Industrial Education; Instructional Materials; Nursing; Psychology; Secondary Education; Special Education; Student Teaching

The Education Division prepares teachers for all grades from kindergarten through high school and provides basic training in the fields of psychology and guidance. The division is committed to giving professional training to teachers, supervisors, administrators, and specialists. In its current offerings it broadens its efforts to include provisional work in several specialties in school administration and supervision. For most undergraduate students preparing to teach in high school, the subject matter majors will be taken in other divisions, and the provisional preparation for teaching including student teaching, will be taken in the Education Division.

Professor H. Bruce Brubaker, Ed.D. (Indiana)	1959
Professor Virginia H. Harrison, M.S.N.E. (St. Louis)	1955
Professor Cameron W. Meredith, Ph.D. (Michigan), Head	1959
Professor Clarence W. Stephens, Ed.D. (Indiana)	1952
Professor Mark M. Tucker, Ed.D. (California)	1959
Professor Leonard B. Wheat, Ph.D. (Columbia)	1958
Associate Professor David E. Bear, Ph.D. (Washington University)	1957
Associate Professor Howard V. Davis, Ed.D. (Washington University)	1957
Associate Professor Alfred E. Kuenzli, Ed. D. (Indiana)	1958
Associate Professor John H. Schnabel, Ed.D. (Indiana)	1957
Associate Professor Harry H. Smith, Ed.D. (Washington University)	1958

Associate Professor Myllan Smyers, Ed.D. (Indiana)	1959
Associate Professor Lawrence E. Taliana, Ph.D. (Purdue)	1959
Assistant Professor Rosemarie Archangel, M.A. (Iowa)	1961
Assistant Professor William F. Banaghan, Ph.D. (Purdue)	1959
Assistant Professor Gordon C. Bliss, Ed.D. (Nebraska)	1960
Assistant Professor Regan Carpenter, Ed.D. (Colorado)	1959
Assistant Professor Lawrence Dameron, Ph.D. (Chicago)	1960
Assistant Professor Orval Gust Johnson, Ph.D. (Wisconsin)	1961
Assistant Professor Walter C. Klein, D.H.S. (Indiana)	1961
Assistant Professor Marjorie D. Logan, M.S. (Illinois)	1958
Assistant Professor Babette Marks, M.Ed. (North Carolina)	1957
Assistant Professor Howard C. Nesbitt, Ed.D. (Columbia)	1958
Assistant Professor Richard D. Spear, H.S.D. (Indiana)	1960
Assistant Professor Roy S. Steinbrook, Ed.D. (Indiana)	1960
Assistant Professor Robert H. Steinkellner, Ed.D. (Missouri)	1958
Assistant Professor Raymond Edwin Troyer, Ph.D. (Chicago)	1960
Instructor Thomas D. Evans, M.S. in Ed. (Southern Illinois)	1957
Instructor Betty Jo Kelley, M.S. in Ed. (Southern Illinois)	1959
Instructor Norman E. Showers, M.S. (Southern California)	1957
Instructor David R. Van Horn, M.S. (Oklahoma State)	1957
<hr/>	
Visiting Professor John G. Rockwell, Ph.D. (Chicago)	1959-62
Lecturer Frank L. Eversull, Ph.D. (Yale)	1957-62
Lecturer Alfred D. Curry, M.Ed. (Missouri)	1960

ADMINISTRATION AND SUPERVISION

This area of study 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.

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

COURSE DESCRIPTIONS

Courses on the 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 331-3. THE AMERICAN EDUCATIONAL SYSTEMS. A comprehensive study of the structure, financing, and administration of American public school systems, made from the teacher's point of view.
- 355-4. PHILOSOPHY OF EDUCATION. The philosophical principles of education and the educational theories and agencies involved in the work of the schools.
- 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. 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; how public opinion is formed; current materials from the different channels of communication.
- 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.) Opportunity for teachers, supervisors, and administrators to acquire detailed knowledge of community area resources; produce teaching units, assemble files of resource materials. Visits to business and industries; specialists and consultants enrich the program.

Courses on the 500 level are for graduate students only.

- 500-4. RESEARCH METHODS. Practical training in research and writing techniques in the field of education. Bibliographical materials, footnotes, use of the library. Recommended that students have had Guidance 420 or 422.
- 511-4, 512-4, 513-4. INTERNSHIP PRACTICUM. Courses of instruction relating to the study of theory and practical experience, both being carried on simultaneously in conjunction with a co-operating public school. This course open only to students who have been admitted to the internship program.
- 520-4. ILLINOIS SCHOOL LAW. Study of the legal aspects of Illinois public education with principal emphasis on statutory law and its interpretation by the courts.
- 527-4 to 6. ADMINISTRATIVE PROBLEMS OF SMALL SCHOOLS. A field laboratory course for principals and superintendents, both elementary and secondary, focused upon specific problems presented by the students. Limited to administrators.
- 533-4. SCHOOL BUILDINGS. Various phases of physical-plant design and maintenance of concern to the school administrator.
- 534-4. SCHOOL FINANCE. Fiscal administration of public education at the national, state, and local levels. Prerequisite: 424.

- 535-4. RESEARCH IN PROBLEMS OF ADMINISTRATION. An intensive four-week course for school principals on theory and principles of administration for small schools, special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school accounting, community relationships, supervision, pupil accounting, and evaluation of instructional services.
- 554-4. CONTRASTING PHILOSOPHIES OF EDUCATION. Deals both historically and contemporaneously with the ideologies which have developed from different concepts of education.
- 556-4. SEMINAR IN EDUCATIONAL SUPERVISION. Special research problems in supervision, for advanced graduate students. Prerequisite: 456.
- 563-4. WORKSHOP IN SCHOOL PUBLIC RELATIONS.
- 575A to K-2 to 4. INDIVIDUAL RESEARCH. Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate faculty. By special arrangement.

ELEMENTARY EDUCATION

The Education Division offers undergraduate work leading to the Bachelor of Science in Education degree for majors in kindergarten-primary education and in elementary education. Completion of the requirements for the respective degrees in this division qualifies one for the State Elementary Certificate.

A student registers as either a major in kindergarten-primary education or as a major in elementary education. In addition to general university and Education Division 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, natural science, social science.

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

Following are the requirements for the Bachelor of Science in Education degree with a major in kindergarten-primary education and elementary education.

KINDERGARTEN-PRIMARY EDUCATION

State Minimum Requirements (Statutes or Certifying Board Regulations)		Southern Illinois University Requirements Based Upon, or in Addition to, State Minimum Requirements	
	Hrs.		
I. General Education	109.5		
a. Language Arts	24	English 101, 102, 103, and 300 or 391;	

		plus 6 hours selected from English 205, 206, 209, 211, 212, plus Speech 101 and Speech Correction 428.
b. Natural Science	24	5 hours selected from Botany 101, 202, or Zoology 100, 101, 105; plus 4 hours chemistry or physics; plus 15 hours elective in natural sciences.
c. Social Science (including a course in American History and/or Government)	24	History 201 or 202; Government 190 or 231 or 300; plus 5 hours in social geography; plus 5 hours in economics or sociology; plus hours to equal 24.
d. Mathematics	7.5	8 hours mathematics (4 hours must be mathematics 210).
e. Health and Physical Education	7.5	Health Education 100; plus 3 hours in physical education activity; plus Physical Education for Women 350.
f. Fine and Applied Arts ..	18	Art 120 or Music 100; Art 300; 3 quarters of Music 040; ¹ and Music 300B; plus elective hours to equal 18.
g. General Psychology	4.5	Psychology 201.
II. Education (Professional) ..	24	Courses specified below; plus hours equal to 48 selected from approved professional education electives listed below.
a. Educational Psychology, Child Psychology, Human Growth and Development	3	Guidance 305, or Psychology 301.
b. Teaching and learning techniques in the modern elementary school and curricula problems	3	Elementary Education 316; 337.
c. Student Teaching (Elementary level)	7.5	Student teaching 12 hours (to be done on both kindergarten and primary levels).
Education	3	Education Administration 355
d. Philosophy of		
e. American Public Education	3	Education Administration 331
		Approved professional education electives: All elementary education courses; plus Instructional Materials 417, Instructional Materials 405 or Elementary Education 313, Guidance 305, 422, Psychology 301, Special Education 412, 414, and Speech Correction 428.

¹ The three-hour requirement in Music 040 may be waived by the student's satisfactory passing of a performance test.

III. Total number of hours
required for certification .. 180

Total number of hours for degree: 192
with at least 24 hours in each of these
fields: language arts, natural science, and
social science.

ELEMENTARY EDUCATION

State Minimum Requirements (Statutes or Certifying Board Regulations)		Southern Illinois University Requirements based upon, or in addition to, State Minimum Requirements	
	Hrs.		
I. General Education	108		
a. Language Arts	24 ²	English 101, 102, 103, 391 ³ , plus 6 hours selected from English 205, 206, 209, 211, 212, plus Speech, plus hours to equal 24. 5 hours selected from Botany 101, 131, 202, or Zoology 100, 101, 105; plus 4 hours chemistry or physics; plus 15 hours elec- tive in natural sciences.	
b. Natural Science	24 ⁴		
c. Social Science (including a course in American History and/or Government)	24	History 201 or 202; Government 190 or 231 or 300; plus 5 hours in social geog- raphy; plus 5 hours in economics or sociology; plus hours to equal 24.	
d. Mathematics	6		
e. Health and Physical Education (must include a minimum of 3 hrs. in materials and methods of instruction)	7.5	8 hours mathematics (4 hours must be Mathematics 210). Health Education 100, plus 3 hours in physical education activity; plus 3 hours materials and methods of teaching phys- ical education.	
f. Fine and Applied Arts ..	18		
g. General Psychology	4.5	Art 120 or Music 100; plus 15 hours elec- tive in this field. Psychology 201.	
II. Education (Professional) ..	24	Courses specified below; plus hours equal to 48 selected from approved professional education electives listed below.	
a. Educational Psychology, Child Psychology, Human Growth and Development	3	3 hours selected from Guidance 305 or Psychology 301.	
b. Teaching and learning techniques in the		Elementary Education 314 and 337.	

² Under Language Arts, reading, oral and written expression, grammar, spelling, handwriting, literature for children, and other literature as is commonly found in the courses of study in the elementary schools will be accepted.

³ Students who have completed English 300 will not take English 391.

⁴ Under Natural Science, courses in mathematics (excluding arithmetic), botany, zoology, chemistry, physics, geology, geography, biology, general science, and physiology, or their equivalents in integrated courses, will be accepted. (It is recommended that at least one laboratory course be included.)

modern elementary school and curricula problems	3	
c. Student Teaching (Elementary level)	7.5	Student teaching 8 hours.
d. Philosophy of Education	3	Education Administration 355.
e. American Public Education	3	Education Administration 331.
		Approved professional education electives: All elementary education courses; plus Instructional Materials 417; Instructional Materials 405 or Elementary Education 313, Guidance 305, 422, Psychology 301, Special Education 412, 414, and Speech Correction 428.
III. Total number of hours required for certification	180	Total number of hours for degree: 192 with at least 24 hours in each of these fields: language arts, natural science, and social science.

COURSE DESCRIPTIONS

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 203-3. UNDERSTANDING THE ELEMENTARY SCHOOL CHILD. Concepts needed to understand the child in the elementary school situation. Two hours of lecture and two hours of observation. Prerequisite: Psychology 201.
- 313-4. CHILDREN'S LITERATURE. Emphasizes types of literature, analysis of literary qualities, selection and presentation of literature for children. Not for students who have had English 213. Prerequisite: Guidance 305.
- 314-4. ELEMENTARY SCHOOL METHODS. The fundamental principles of education, the interpretation of current educational theory and practice, the processes of teaching and learning involved in elementary education. Education 314 cannot be substituted for 315, nor 315 for 314. 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 or 315; Guidance 305.
- 350D-8 to 12. KINDERGARTEN-PRIMARY STUDENT TEACHING.

- 350E-4 to 8. ADVANCED KINDERGARTEN-PRIMARY STUDENT TEACHING. Prerequisite: 350D.
- 351D-8 to 12. ELEMENTARY STUDENT TEACHING.
- 351E-4 to 8. ADVANCED ELEMENTARY STUDENT TEACHING. Prerequisite: 351D.
- 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 in instruction, and means of evaluating achievement. Prerequisite: Mathematics 210 or consent of instructor.
- 433-4. WORKSHOP IN ELEMENTARY EDUCATION. Meets needs of in-service teachers in such areas as curriculum adjustment, remedial teaching, child development. No credit if student has had 333 or 390.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. Designed to assist elementary school teachers in integrating foreign languages into their teaching program as well as to encourage high school teachers to introduce or supervise foreign languages or education. Prerequisite: basic language credit.
- 437-4. PROBLEMS IN READING. Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prerequisite: 337. Not open to students having had 540.
- 441-4. TEACHING ELEMENTARY SCIENCE. A workshop course for teachers of elementary school science.
- 442-4. MATERIALS AND METHODS IN ELEMENTARY SCHOOL SCIENCE. Study of the content and the methods of elementary school science.
- 461-4. THE ELEMENTARY SCHOOL CURRICULUM. A critical study of the reorganization, construction, and administration of the elementary school curriculum, and the installation, adaptation, and administration of the revised curriculum. Not open to students having had 460.
- 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.

Courses on the 500 level are for graduate students only.

- 505-4. IMPROVEMENT OF READING INSTRUCTION. First course in the reading sequence; survey of reading problems; aspects of the reading process; modern practices in teaching reading.
- 507-2 to 4. READINGS IN READING. Independent reading; acquaintanceship with the literature and research in reading. Conference periods.
- 514-4. ORGANIZATION AND ADMINISTRATION OF READING PROGRAMS. For reading specialists, principals, supervisors, consultants. Recent trends in elementary and high school reading programs; providing reading instruction for total school population; materials and equipment; in-service training; role of the reading specialist. Problems of class members are studied and discussed. Prerequisite: Elementary Education 461 or Secondary Education 460.

- 515-4. SPECIAL PROBLEMS IN THE TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL. A seminar course which covers important problems in arithmetic in the elementary school. The content may vary slightly from year to year, depending upon the interests of the students enrolled. Prerequisite: 415 or consent of instructor.
- 541-4. SELECTED TEACHING AND CURRICULUM PROBLEMS IN ELEMENTARY SCHOOL SCIENCE. A course to help teachers with the problems of teaching science in the elementary school. Aims, methods, materials, and equipment. Emphasis on grade placement of materials and the use of community resources. No credit for students having had 442.
- 542-4. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The practical bearing of investigation and theory on the improvement of current practices in the teaching of the language arts, other than reading. Attention given to evaluation of teaching materials in these areas.
- 543-4. TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. Organization of material for teaching purposes, techniques of classroom presentation, bibliographies of materials, use of audio and visual aids to instruction, and techniques for evaluating student progress. Readings, lectures, and discussions related to required teaching experience. No credit for students having had 544.
- 557-4. THE ELEMENTARY PRINCIPALSHIP. Designed to meet many of the particular needs of persons interested in qualifying for appointments as elementary school principals. Other than the administrative responsibilities of the elementary principal, such topics as the grouping of pupils, the elementary school's program, and personnel are studied.
- 560-4. KINDERGARTEN-PRIMARY EDUCATION. A survey of current problems and practices in early childhood education for children from four to eight years of age, with emphasis on wide reading in current research literature. Prerequisite: consent of instructor.
- 563-4. ORGANIZATION OF THE ELEMENTARY SCHOOL. An analysis of types of elementary school organization with special attention to influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration to student's professional problems.
- 575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Elementary Education, H. Arithmetic, J. Problems in Kindergarten-Primary, K. Elementary Education Administration and Supervision.

GUIDANCE

The major in guidance is offered only at the graduate level. Students who plan to take such a major at the graduate level should take Guidance 305, 412, and 422 at the undergraduate level. The 400-level courses listed

immediately below may be used as electives by undergraduates majoring in education.

COURSE DESCRIPTIONS

Courses on the 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 305-4. EDUCATIONAL PSYCHOLOGY. Designed to help the prospective teacher understand human development, learning and adjustment, with special emphasis on individual differences, motivation, evaluation, and discipline in classroom situations. 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 deter mental health. Prerequisite: 305.
- 420-4. EDUCATIONAL STATISTICS. The statistics needed by teachers for classroom use, the reading of educational literature, and informal educational research. Includes methods of describing group performance, measures of reliability, and tests of significance. Prerequisite: 305.
- 422-4. EDUCATIONAL MEASUREMENTS I. Study of the philosophy and techniques of measurement. Special attention to the construction and use of teacher-made tests. 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, and cumulative records. Prerequisites: 422, 442.
- 442-4. BASIC PRINCIPLES OF GUIDANCE. Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance services. Prerequisite: 305.
- 485-4 to 9. WORKSHOP IN EDUCATIONAL UTILIZATION OF COMMUNITY RESOURCES. Opportunity for teachers, supervisors, and administrators to acquire detailed knowledge of community area resources; produce teaching units, assemble files of resource materials. Visits to businesses and industries; specialists and consultants enrich the program.

Courses on the 500 level are for graduate students only.

- 501-2 to 6. SPECIAL RESEARCH PROBLEMS. For majors in guidance. Formulating, investigating, and reporting on a problem in the area of guidance. Prerequisites: advanced standing and consent of instructor.
- 511-4. EDUCATIONAL IMPLICATIONS OF LEARNING THEORIES. Survey of the major theories of learning; conditioning, connectionism, and field theory. Emphasizes the implications of these theories for classroom practice. Prerequisite: 305.
- 515-4. PSYCHOLOGICAL ASPECTS OF EDUCATION. Seminar in which each student prepares and presents a paper concerning a specific application of psychological principles in an educational situation. Discussion by class and staff follows each presentation. Prerequisite: consent of instructor.

- 522-4. EDUCATIONAL MEASUREMENTS II. Study of standardized tests and other measurement devices to reveal individual and group characteristics. Emphasizes application and interpretation for counseling, education, and research purposes. Prerequisites: 420, 422, or consent of instructor.
- 525-4. SCHOOL BEHAVIOR PROBLEMS AND THEIR PREVENTION. Etiological factors, differential diagnosis, and methods used in the correction of behavior problems. Consideration of intra-community and extra-community facilities available in treatment programs. Includes in-service field work. Prerequisite: 412.
- 535-4. INTRODUCTION TO INDIVIDUAL MEASUREMENT. Survey of theories and practices in the individual assessment of human behavioral characteristics, to develop understanding and appreciation of these concepts for use in the counseling relationship. Prerequisites: 422 and consent of instructor.
- 536A-4. APPRAISAL OF INTELLIGENCE. (Elementary School Level) Theory and practice in administering advanced individual intelligence tests, such as the WISC. Each student to administer 25 tests to elementary school pupils and to interpret the results. Prerequisites: 535 and consent of instructor.
- 536B-4. APPRAISAL OF INTELLIGENCE. (Adolescents) Theory and practice in administering advanced individual intelligence tests, such as the WAIS. Each student to administer 25 tests to secondary school pupils and to interpret the results. Prerequisites: 535 and consent of instructor.
- 537-4. COUNSELING THEORY AND PRACTICE I. Systematic study of the major approaches to counseling. Observation and practice utilized to supplement didactic discussion. Prerequisite: 442 or consent of instructor.
- 541-4. OCCUPATIONAL INFORMATION AND GUIDANCE. Designed for school counselors, industrial supervisors, and teachers to give them an orientation to, and experience with, occupational information and vocational adjustment. Prerequisite: consent of instructor.
- 543-4. GUIDANCE THROUGH GROUPS. Study of the methods, techniques, and materials for the organization and utilization of groups for guidance purposes. Prerequisites: 412, 442.
- 545A-4. PROBLEMS IN GUIDANCE. A seminar-laboratory course to discuss current problems in guidance as met by guidance workers in the field.
- 562A-4. CHILD DEVELOPMENT IN EDUCATION. How children mature and develop with emphasis upon manipulating the curriculum and other school activities to promote normal healthy development. Prerequisite: 412.
- 562B-4. ADOLESCENT DEVELOPMENT IN EDUCATION. The problems of adolescence with emphasis upon ways in which the school can help adolescents in solving these problems. Prerequisite: 412.

HEALTH EDUCATION

A health education minor of 24 hours is offered by the Edwardsville campuses. The following courses are required for the minor: 100, 205, 300, 311 or 312, 313S or 334S, 350 or 460, 471. Additional courses,

when offered, may be taken in safety education, school health, public health, child growth and development, and emotional health.

Courses constituting a health education minor, for a student majoring in physical education for men, are as follows: 100, 205, 300, 311 or 312, 313S or 334S, and 471. A student majoring in physical education for women takes 100, 205, 311 or 312, 334S, 471, and Physical Education 370 for a minor in health education.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 100-4. HEALTHFUL LIVING. A survey course in personal and community health designed to meet the general health needs of college students. Objective of the course is to present scientific information as a basis for helping the student develop wholesome health attitudes and practices. Prerequisite for all 300 courses.
- 205-4. INTRODUCTION TO HEALTH EDUCATION. Introduction to philosophy and history of health education. The function of the school, the health department, and voluntary agencies in a health education program.
- 300-3. COMMUNICABLE DISEASE. A study of the communicable diseases with emphasis on control and principles of prevention, and application of these principles to the individual and the 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.
- 311-4. CHILD DEVELOPMENT. Physical development of the child, beginning with the study of pregnancy, pre-natal and post-natal care, and the physical development of the child from birth to puberty.
- 312-4. EMOTIONAL HEALTH. Designed for prospective teachers and parents. Emotional health of the teacher and parent in terms of its influence upon the child in the classroom.
- 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.
- 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 HEALTH EDUCATION. Designed to show the prospective teacher fundamental processes, techniques, and material aids involved in elementary school health teaching.
- 400-4. HEALTH APPRAISAL OF 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.

- 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.
- 442S-4. DRIVER EDUCATION METHODS. 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.
- 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.
- 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.
- 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.

PHYSICAL EDUCATION FOR MEN

Courses leading to the Bachelor of Science in Education degree with a major in physical education are offered.

Three hours of physical education are required for all degree students on the Edwardsville campuses of Southern Illinois University as part of the general university requirements for graduation. These courses, 251, 252, and 253, are activities of a group and individual nature with special sections for those using these courses for the general university requirement. These courses should be completed in the freshman and sophomore years. Credit is received for participating in varsity athletics; however, this credit cannot be used to satisfy the general degree requirement or for a physical education major or minor.

CURRICULUM FOR THE MAJOR IN PHYSICAL EDUCATION

The major curriculum consists of a total of forty-eight 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 curricula are designed to meet the requirements of state departments of education and any other agencies which have adopted professional standards.

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

Theory Courses. 101, 303, 305, 341, 350, 354, 355, 365, 370, 376, 381 or 382, 383, 384, Health Education 460. Physiology 209 and 300 are prerequisites to Physical Education 303 and 376.

Practice Courses. 114, 116, 117, 118, 119, and the sections of 151, 152, 153, 261, 262, 263 which are specially designed for majors and minors in physical education. All practice courses should be completed by the end of the sophomore year. Students who cannot swim must audit a beginner's course of instruction before enrolling in 117.

Student Teaching and Observation. Complete and integrated experience in teaching physical education and assisting in coaching under qualified supervisors is provided students in the co-operating schools of the area.

Related Professional Experience. Other valuable experiences are provided majors and minors 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; participation on intercollegiate and intramural athletic teams; serving as officials and managers; assisting in service class testing; attendance at clinics, workshops, conventions, and conferences; reading of professional journals; and working with area recreational and school groups in teaching techniques of various activities.

General Degree Requirements and Education Division Requirements. Requirements for secondary education must be satisfied.

CURRICULUM FOR THE MINOR IN PHYSICAL EDUCATION

Students who wish to minor in physical education must complete at least thirty hours of courses as follows: 101, 341, 350, 354, 370, 376, and six hours from any of 381, 382, 383, and 384. Additionally, minor must complete practice courses 114, 116, 117, 118, 119, and all six of the courses 151, 152, 153, 261, 262, 263 which have special sections for persons majoring or minoring in physical education.

INTRAMURAL ATHLETICS

Intramural athletics are an integral part of the physical education program at the Edwardsville campuses. The intramural program is designed

to allow all male students the opportunity to participate regardless of athletic ability. An Intramural Council of students serves in an advisory capacity to the intramural director. Any male student, not on probation, may participate. Students on probation may petition the Office of Student Affairs for permission to continue in the program. The activities, wherever possible, are scheduled during the student's free hours. The program is financed through the student activity fees.

Activities that are offered include six-man tackle football (with full equipment) at the Alton center. The following are offered at both centers: flag football, volleyball, soccer, basketball, basketball free throw shooting, bowling, badminton, softball, golf, ping pong, horseshoes, and corkball. Other activities will be added as needed and facilities become available.

A student may earn an intramural varsity letter or intramural minor award plaque by earning intramural participation points. An intramural player-of-the-year trophy is presented at the end of the school year.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 101-1. ORIENTATION IN PHYSICAL EDUCATION. Intended to introduce the student to his professional field, to enable him to secure a concept of the role of physical education in total education, and crystallize his thinking in relation to vocational objectives.
- 114-1. METHODS AND MATERIALS OF TEACHING WRESTLING. Fundamental skills, individual and group methods of wrestling instruction. Practice work with recreation and school groups.
- 116-2. METHODS AND MATERIALS OF TEACHING GYMNASTICS. To develop individual techniques in stunts and tumbling, calisthenics, parallel bars, side horse, trampoline, and high bar. Practical work with recreation and school groups.
- 117-1. METHODS AND MATERIALS OF TEACHING SWIMMING. Emphasis on basic strokes, underwater swimming, elementary diving, body and breath control, self-support, and watermanship. If student is non-swimmer, he must audit beginner's swimming course prior to registration for 117. Practical work with recreation and school groups.
- 118-1. METHODS AND MATERIALS OF TEACHING TENNIS. Enables students to acquire, through practice, the knowledge and skills necessary to teach this activity. Basic strokes and singles and doubles play are considered. Practical work with recreation and school groups.
- 119-1. METHODS AND MATERIALS OF TEACHING GOLF. Considers the proper techniques of playing golf including use of the various clubs. Stresses rules of play and social etiquette involved in the game. Practical work with recreation and school groups.
- 151-1. TEACHING OF TEAM GAMES I. Stresses development of skills and

- proper teaching techniques for various team games such as soccer, speedball, touch football, and field hockey. Covers background and historical information for these activities. For majors and minors only.
- 152-1. BASIC RHYTHMS I. Fundamental movements and rhythmic analysis as related to physical education activities. For majors and minors only.
- 153-1. TEACHING OF TEAM GAMES II. Stresses development of skills and proper teaching techniques for various team games such as softball, corkball, baseball, volleyball, and basketball. For majors and minors only.
- 251, 252, 253-1. REQUIRED PHYSICAL EDUCATION. Special sections of these courses are for those students taking physical education to meet the University's general degree requirements. Activities are of an individual and group nature such as tennis, golf, soccer, speedball, touch football, softball, volleyball and basketball. The physical fitness of the individual is stressed through a program of activities designed for the individual. It is strongly recommended that these courses be taken in the freshman year.
- 261-1. TEACHING OF INDIVIDUAL ACTIVITIES I. Covers such activities as paddle tennis, handball, tennis, and such related individual sports. Techniques, background, and evaluation of the fundamentals involved are considered. For majors and minors only.
- 262-1. BASIC RHYTHMS II. Continues from Basic Rhythms I with more involved fundamental movements and rhythmic activities leading up to more advanced co-ordinated activities. For majors and minors only.
- 263-1. TEACHING OF INDIVIDUAL ACTIVITIES II. Deals with activities such as golf, badminton, archery, and swimming. Historical background and development of these activities are also considered. For majors and minors only.
- 254-1. BOWLING. Fundamental skills involved in bowling as well as background and practical application of these skills. Can be used as a substitute for 251, 252, 253 for general degree requirements. Cannot be used by majors and minors as a substitute for the special sections of 251, 252, 253.
- 303-5. KINESIOLOGY. (Same as Physical Education for Women 303.) Study of joint and muscle action as a basis for the mechanical analysis of human physical movement as executed in daily life and as executed in physical education activities and sports. Prerequisite: Physiology 300.
- 305-2. PHYSICAL EDUCATION FOR THE ATYPICAL STUDENT. Deals with the recognition of physical deviations and with the provisions of special or modified physical education or recreational activities for such students. Prerequisites: Physiology 209, 300.
- 331A-2. THEORY OF SWIMMING COACHING. Foundations and principles underlying coaching methods; comparative study of differences in prevailing theories and methods; development of programs of training in pre-season, mid-season, and post-season. Prerequisite: 117.
- 331D-2. THEORY OF WRESTLING COACHING. Prepares students to develop programs of wrestling, including 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; organization and promotion of development programs. Prerequisite: 118.
- 331F-2. THEORY OF GYMNASTIC COACHING. All phases of gymnastics; organization of dual meets, championships, and exhibition teams; practice schedules; care and purchase of equipment; development and evaluation of exercises and routines; techniques of judging. Prerequisite: 116.
- 341-3. PRINCIPLES OF PHYSICAL EDUCATION. The scientific foundations of physical education based on accepted principles of psychology, physiology, sociology, biology, educational method, philosophy, anatomy, kinesiology and related areas.
- 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.
- 350-4. METHODS AND MATERIALS FOR TEACHING PHYSICAL EDUCATION ACTIVITIES IN THE ELEMENTARY SCHOOL. (Same as Physical Education for Women 350.) The organization and conduct of the program, program planning, evaluation of materials, observation and practice in creative rhythms, singing games, folk dancing, and games of low organization. (Required for elementary education.)
- 354-4. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS. The organization and conduct of the total program of physical education including interscholastic athletics based upon accepted educational policies and practices. Emphasis on problems of administration.
- 355-2. ASSISTING TECHNIQUES. A course giving experience in assisting techniques with as varied a program of activities as the student schedule permits; the professional and required classes as well as the intramural program furnishing experiences in officiating and assisting in teaching activities according to the season.
- 365-2. 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.
- 370-4. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. (Same as Physical Education for Women 370.) 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.
- 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. Prerequisite: Physiology 300.
- 381-3. BASEBALL. Theory of coaching baseball plus the various fundamentals and techniques of this activity. Includes organization, administration, teaching techniques, and proper choice and use of the equipment. Practical work with recreation and school groups.
- 382-3. TRACK AND FIELD. Theory of coaching track and field events plus the various fundamentals and techniques of this activity. Includes organization, administration, teaching techniques, and proper choice and use of equipment. Considers the proper setting up and operating of a track and field meet. Practical work with recreation and school groups.
- 383-3. BASKETBALL. Theory of coaching basketball plus the various fundamentals and techniques of this activity. Includes setting up practice sessions, organization, administration, teaching techniques, and proper choice of equipment. Practical work with recreation and school groups.
- 384-3. FOOTBALL. Theory of coaching football plus the various fundamentals and techniques of this activity. Includes discussion of the various formations and styles of play as well as organization, administration, teaching techniques, and proper choice and use of equipment. Practical work with recreation and school groups.
- 400-4. EVALUATION IN PHYSICAL EDUCATION. Historical background and measurement of physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the program; and interpretation and application of results.
- 402-3. ADMINISTRATION OF INTRAMURAL AND EXTRAMURAL ACTIVITIES. Planning extramural programs of sports; planning and coordinating extramural activities commonly associated with physical education.

PHYSICAL EDUCATION FOR WOMEN

Courses leading to the Bachelor of Science in Education degree with a major in physical education are offered. A physical education major consists of forty-eight hours in addition to six activity courses and eight hours of health education.

In addition to the general degree requirements, courses constituting a major in physical education are 303, 308, 321, 322, 323, 350, 351, 352, 353, 354; Health Education 334S, 460, and the required activity courses¹ 101S, 107, 205, 212, 216, 223, 230, and 239. Electives for the physical education major are 214, 215, 222, 254, 255, 317 (choice of three); 208 or 374; 349 or 355.

Thirty hours are required for a minor in physical education. A student

¹A major may take a proficiency examination in any required activity. She then substitutes an unfamiliar activity for the required course.

may minor in elementary school physical education or in secondary school physical education.

A health education minor for a physical education major is Health Education 100, 205, 311 or 312, 334S, 471; Physical Education 370.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

ACTIVITY COURSES

- 101S-1. SOCCER. Skills, team tactics, and rules of soccer.
- 107-1. FUNDAMENTAL RHYTHMS. Elements of modern and folk dance including basic locomotor movement, rhythmic analysis, and dance steps.
- 127-1. FUNDAMENTALS OF BODY MOVEMENT. Exploration and analysis of principles affecting movement; body conditioning, posture and body mechanics, relaxation techniques.
- 204-1. BEGINNING SWIMMING. Physical and mental adjustment to water; strokes and safety devices for the non-swimmer and beginner.
- 205-1. INTERMEDIATE SWIMMING. Intermediate and advanced techniques, strokes, water safety, and diving. Prerequisite: deep-water swimming ability and knowledge of a front and a back stroke.
- 206-1. VOLLEYBALL. Individual and team skills and tactics, including officiating.
- 208-1. AMERICAN SQUARE DANCE AND MIXERS. A course presenting the square dances common in various geographical areas of the United States, including many of the mixers or get-acquainted dances for starting parties.
- 212-1. BASKETBALL. Fundamental techniques, offensive and defensive team play, individual skills.
- 213-1. SOFTBALL. Fundamentals of position play, pitching, batting, and fielding techniques.
- 214-1. ARCHERY. Techniques of target shooting, including care of equipment and safety methods.
- 215-1. BADMINTON. Strokes and strategy for singles and doubles play.
- 216-1. TENNIS. Forehand, backhand, and serve are stressed. Rules and strategy for singles and doubles play.
- 218-1. RECREATIONAL SPORTS. Badminton, duck pins, shuffle board, table tennis, and other recreational sports.
- 222-1. GOLF. Fundamental techniques including the grip, stance, address, forward and backward swing, and follow-through.
- 223-1. FIELD HOCKEY. Stickwork and team tactics for offense and defense play.
- 224-1. TAP DANCING. Fundamental tap steps and routines for the beginner.
- 228-1. DIVING. Techniques of springboard diving.
- 230-1. FOLK DANCING. Fundamental steps and dances of various countries.
- 233-1. MODERN DANCE. Fundamentals of rhythmic factors related to movement, and essentials of choreography.

- 239-1. SOCIAL DANCE. Fundamental steps of ballroom dance including the fox trot, waltz, polka, rhumba, jitterbug, and other currently popular dances. For beginners only.
- 249-1. LACROSSE. Fundamental skills for offense and defense; team strategy; and rules.
- 254-1. BOWLING. Basic techniques, rules, scoring, and strategy of ten-pin bowling.
- 255-1. FENCING. Elements of attack and parry, bouting, and judging.
- 316-1. SWIMMING. Advanced study and perfection of the recognized strokes; safety methods, diving, and fundamentals of synchronized swimming. Prerequisite: 205 or equivalent.
- 317-1. LIFE SAVING AND WATER SAFETY. Techniques of Red Cross life saving and water safety. The Senior Life Saving certificate is awarded upon satisfactory completion of the requirements. Prerequisite: 205 or consent of instructor.
- 377-1. HORSEBACK RIDING.

PROFESSIONAL COURSES

- 025-0. ORIENTATION. A course designated to acquaint students with physical education as a profession.
- 303-5. KINESIOLOGY. (Same as Physical Education for Men 303.) The mechanical analysis of physical education activities through the study of joint and muscle action. Prerequisite: Physiology 300.
- 308-5. METHODS OF TEACHING DANCING. A comprehensive course dealing with each of the various types of dance, including fundamentals, progressions, and composition in each type. Prerequisites: 107, 224, and 233, or equivalent. Offered in alternate years.
- 321-2 to 6. TECHNIQUES OF TEACHING TEAM SPORTS. Analysis of skills, strategy, and methods of teaching team sports. Fall quarter: soccer, speedball, and field hockey. Winter quarter: basketball. Spring quarter: softball and volleyball.
- 322-2 to 6. TECHNIQUES OF TEACHING INDIVIDUAL SPORTS. Analysis of skills, strategy, and methods of teaching individual sports. Fall quarter: archery, badminton, recreational games. Winter quarter: bowling, stunts and tumbling, trampoline, and gymnastics. Spring quarter: golf, tennis, track and field.
- 323-1 to 3. OFFICIATING TECHNIQUES. Study of rules and their interpretation; requirements for ratings given by the United States Field Hockey Association and the Division for Girls' and Women's Sports. Officiating practice required. Fall quarter: field hockey and soccer. Winter quarter: basketball. Spring quarter: volleyball and softball.
- 348-2 to 4. CAMP AND COMMUNITY LEADERSHIP. Fundamentals of scouting, camping, and counseling. A weekend camping trip required.
- 349-2 to 4. CAMPING EDUCATION. Designed to give the potential camp counselor an understanding of the camp; its physical set-up, equipment and necessary routines; its personnel, purposes, traditions, and possibilities.
- 350-4. MATERIALS AND METHODS FOR TEACHING PHYSICAL EDUCATION ACTIVITIES IN THE ELEMENTARY SCHOOL. (Same as Physical Education for Men 350.) For supervisors and teachers of phys-

- ical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts, and tumbling.
- 351-4. RECREATION FOR ATYPICAL 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. Survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. Offered in alternate years.
- 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. Offered in alternate years.
- 354-2. PRINCIPLES OF PHYSICAL EDUCATION. The fundamental principles, aims, objectives of physical education, the place of physical education in the educational program, and the problems of athletics.
- 355-3. TECHNIQUES OF TEACHING SWIMMING. Methods of teaching, analysis of strokes, and the devices for teaching swimming and life saving. Prerequisite: 205 or equivalent and consent of instructor.
- 370-4. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. (Same as Physical Education for Men 370.) The theory of measurement in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required.

INDUSTRIAL EDUCATION

The Edwardsville campuses offer neither a major nor a minor in industrial education. On alternate years a series of related courses will be offered for those desiring training in this area.

COURSE DESCRIPTIONS

Courses on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 494-3 to 4. ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL EDUCATION. Principles and policies governing the administration of industrial education programs in elementary schools and junior and senior high schools; relation of federal and state supervision of industrial education to local administration.
- 495-3. to 4. OCCUPATIONAL ANALYSIS. The fundamental steps for analyzing trades and other occupations, with some thought toward establishing ap-

propriate units of instruction for the apprentice or student. Jobs, operations and essential related information are analyzed.

- 506-4. PROBLEMS OF CO-ORDINATOR. Problems and procedures involved in setting up and operating co-operative part-time and evening school programs.

INSTRUCTIONAL MATERIALS

The Education Division offers an undergraduate minor in library science. Persons trained primarily as teachers may qualify for part-time professional service in a school library by completing a minor of twenty-four hours of work in approved courses.

The required courses constituting a minor in library science are 201, 306, 308, 403, 405, 406. Electives for this minor are 417 and 420.

COURSE DESCRIPTIONS

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 201-2. THE INSTRUCTIONAL MATERIALS APPROACH TO LEARNING. An introductory course to the study of instructional materials. A survey of the history of libraries and audio-visual centers; the complete range of materials of teaching with their unique and common characteristics; the background of the school instructional materials program.
- 306-4. SCHOOL LIBRARIES AS INFORMATION CENTERS. Evaluation, selection, and use of reference sources for elementary and secondary school libraries. Principles and methods of reference service.
- 308-4. SCHOOL LIBRARY TECHNICAL PROCESSES. Organization of library materials for effective service to readers. Acquisition, classification, cataloguing, preparation, preservation, and circulation of materials. Laboratory assignments.
- 400-2. LIBRARY RESEARCH METHODS. Introduction to the use of library materials in graduate research. Includes a survey of scholarly publishing and the use of reference work in various subjects.
- 403-4. SCHOOL LIBRARY FUNCTIONS AND MANAGEMENT. Effective library services in relation to the educational objectives of elementary and secondary school programs; organization, supervision, finance, housing, equipment, standards, and evaluation.
- 405-4. LIBRARY MATERIALS FOR CHILDREN. Study of the aids, methods, and criteria for the selection and use of books and other instructional materials for children in the elementary schools. Open to juniors with consent of instructor.
- 406-4. LIBRARY MATERIALS FOR ADOLESCENTS. A study of the aids, methods, and criteria for the selection and use of books and other instructional materials for students in the high school. Open to juniors with consent of instructor.

- 417-4. AUDIO-VISUAL METHODS IN EDUCATION. Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. Motion pictures, slides, filmstrips, and recordings particularly stressed. Prerequisite: Guidance 305.
- 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, and 405 or 406.

NURSING

The nursing program of the Edwardsville campuses is undergoing re-evaluation. Any further developments will be announced in later bulletins.

PSYCHOLOGY

For the student working toward the Bachelor of Arts degree a major consists of forty-two hours, and a minor consists of twenty-four hours. The following courses can be counted toward the major: Guidance 305, Mathematics 220, Physiology 209.

COURSE DESCRIPTIONS

Courses on the 200 and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students.

- 201-4. INTRODUCTORY PSYCHOLOGY. Introduction to the psychological nature of man, his development, motivations, emotions, learning, thinking, and perceiving.
- 301-4. CHILD PSYCHOLOGY. Development of the human person from infancy to maturity, with emphasis on the early and middle years of childhood. Prerequisite: 201.
- 303-4. ADOLESCENT PSYCHOLOGY. Intensive study of development trends and influences during the adolescent years, with consideration of the special interpersonal problems encountered in this period. Prerequisite: 201.
- 305-4. PERSONALITY DYNAMICS. Exploration of human motivations, personality patterns, and ways of coping with the stresses of modern life. Prerequisite: 201.
- 307-4. SOCIAL PSYCHOLOGY. Introduction to the field of social psychology,

- with emphasis on attitude formation and intergroup relations. Prerequisite: 201.
- 311-4. EXPERIMENTAL PSYCHOLOGY. Introduction to the experimental analysis of behavior. Lecture and laboratory. Prerequisite: 201.
- 320-4. INTRODUCTION TO INDUSTRIAL PSYCHOLOGY. A study of the functions of psychology as a science and as a profession in contemporary business and industry. Prerequisite: 201.
- 407-4. THEORIES OF LEARNING. Consideration of systematic explanations of human and animal learning which have emerged from psychological laboratories. Prerequisite: 201.
- 431-4. PSYCHOPATHOLOGY. The nature, etiology, and treatment of psychological disorders. Observations in a state mental hospital. Prerequisite: 305 or consent of instructor.
- 432-4. MENTAL HYGIENE. An integration of psychological knowledge and principles concerning factors in personal life that tend to facilitate or to deter mental health. Prerequisite: 305 or consent of instructor.
- 437-3. FUNDAMENTALS OF COUNSELING. Introduction to the common assumptions, dimensions, and communicative skills underlying psychological counseling. Prerequisite: 305 or consent of instructor.
- 465-4. GROUP DYNAMICS. Development of principles of group functioning applicable to industry, schools, clinical practice, and community living. Prerequisite: 307 or consent of instructor.
- 479-4. PSYCHOLOGY OF INDUSTRIAL CONFLICT. Consideration of social and psychological factors underlying controversies between workers and management. Prerequisite: 320 or consent of instructor.
- 490-1 to 8. INDEPENDENT PROJECTS. Independent readings and projects in psychology. Prerequisite: consent of instructor.

SECONDARY EDUCATION

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

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

Art	History
Botany	Mathematics
Business	Music
Chemistry	Physical Education
English	Physics
Foreign Languages	Speech
Geography	Zoology
Government	

Students must complete all general degree requirements listed in this bulletin. In the social studies area he must take both American history and government (History 201 or 202 and Government 190 or 231 or 300). No general requirement in foreign language applies to secondary education; however, a reading knowledge of a foreign language is required unless the student's major is in art, business, government, health education, home economics, industrial education, journalism, music, physical education, physics, social studies, or speech.

The major must be at least 48 hours, with a minor of sufficient hours to meet the minimum preparation for teaching in the various fields and subjects (the major and minor being in different fields), or the student may carry a 36-hour major with two approved minors.

In addition to general university, major, and minor requirements, a student in secondary education has certain professional education requirements for certification. The following program meets the state requirements and also offers opportunity for experiences designed to produce maximum teaching effectiveness: Administration and Supervision 331-3, 355-4, Guidance 305-4, Secondary Education 315-4, 352-8, and seven or eight hours of additional professional education courses.

Students working toward the bachelor of arts degree who desire to meet only the minimum state standards for certification are to take the following program in professional education: Administration and Supervision 331-3, 355-4, Guidance 305-4, Secondary Education 315-4, 352-8, and four hours of additional professional education courses.

In either program the student should be familiar with the requirements for admission to student teaching, which are discussed in this bulletin. Also, he should check with his adviser as early as the beginning of the junior year to see that he has met or will meet the requirement of knowing the provisions and principles of the Constitution of the United States and of the state of Illinois.

ILLINOIS CERTIFICATION STANDARDS

Students preparing for certification on the secondary level in the state of Illinois are reminded that the certification standards listed below will be effective September 1, 1961. As presented in the Guide to Supervision, Evaluation, and Recognition of Illinois Schools, Kindergarten through Junior College, Circular Series A, Number 119, issued by the State Superintendent of Public Instruction, the minimum requirements for all members of the instructional staff of a recognized high school are proper certifi-

cation and a baccalaureate degree including at least fifty-two and one-half ($52\frac{1}{2}$) hours of general education, twenty-four (24) hours of professional education, and the specific preparation requirements as listed below for subject matter fields.

Art

Thirty (30) hours in the field including an appropriate distribution in such areas as (1) painting and drawing; (2) two- and three-dimensional design; (3) crafts; (4) art education; and (5) history and appreciation of art

Business Education (Non-reimbursable)

Thirty (30) hours in the field including work in each one of the fields to be taught

English Language Arts

Thirty-six (36) hours in the field, including work selected to meet the demands of the chosen teaching areas, from (1) rhetoric and grammar; (2) American literature; (3) English or world literature; (4) reading guidance; (5) speech; (6) journalism; and (7) dramatics

Foreign Language

Thirty (30) hours in each language field chosen for teaching

Health Instruction

Thirty (30) hours including work in (1) school health education; (2) basic health sciences; and (3) applied health sciences

Mathematics

Thirty (30) hours in the field

Music

Thirty (30) hours in the field including work in (1) applied music; (2) music theory; (3) conducting; (4) history of music; and (5) methods and materials for general public school music, and methods and materials for teaching string and wind instrument classes

Physical Education

Thirty (30) hours in the field including work in (1) team sports; (2) individual activities; (3) rhythms; (4) body mechanics and basic

exercises; (5) organization and administration of physical education classes; and (6) health education

Safety and Driver Education

Twenty-four (24) hours in the field including work in (1) general safety; (2) driver education; (3) traffic safety; (4) governmental safety problems; (5) industrial safety; (6) radiological safety and rescue; and (7) health education, including first aid.

Science (Biological)

Thirty-six (36) hours in the field with the work distributed among the areas of botany, zoology, physiology, and bacteriology. (The work in botany and zoology should be approximately equal in distribution of hours. The college preparation of a teacher of biology should include, in addition to botany and zoology, preparation in economic biology, ecology, entomology, physiology, and bacteriology or a general course in biology which covers these areas.)

Science (Physical)

Thirty-six (36) quarter hours in the field, with approximately one-half of the work in chemistry and one-half in the physical science area. (Work in such physical sciences as geology, astronomy, physics, and physical geography is recommended.)

Science (General)

Thirty-six (36) quarter hours in the field, with approximately one-half of the work in biological science area and one-half in the physical science area

Social Studies

Thirty-six (36) quarter hours in the field including work in (1) world history, (2) United States history, (3) government, (4) economics, (5) sociology, and (6) geography

Speech, See English Language Arts

COURSE DESCRIPTIONS

Courses on the 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 315-4. 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.
- 352D-8 to 12. SECONDARY STUDENT TEACHING.
- 352E-4 to 8. SECONDARY STUDENT TEACHING. Prerequisite: 352D-8.
- 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.
- 470-4. EXTRA-CLASS ACTIVITIES. Student expected to specialize in one extra-class activity in terms of his own interests and needs. Prerequisite: consent of instructor.
- SPECIAL METHODS COURSES. In some fields of study special methodology courses are offered by the faculty of that subject area. See these listings in the fields of art education, business education, English, foreign languages, history, mathematics, music education, physical education and health, science, and social studies.
- 487-4. TEACHING OF NATURAL SCIENCES IN SECONDARY SCHOOLS. Objectives of science education; instruction methods and techniques appropriate for teaching science; desirable equipment, audio-visual aids, and instructional material; development of a course outline and at least one instruction unit. Prerequisite: 315 or consent of instructor.
- 490-4. WORKSHOP IN ECONOMICS EDUCATION. (Same as Economics 490.) Designed to assist elementary and secondary school teachers in promoting economic understanding through the translation of economic principles and problems into classroom teaching materials.

Courses on the 500 level are for graduate students only.

- 505-4. IMPROVEMENT OF READING INSTRUCTION. First course in the reading sequence; survey of reading problems; aspects of the reading process; modern practices in teaching reading.
- 507-2 to 4. READINGS IN READING. Independent reading; acquaintanceship with the literature and research in reading. Conference periods.
- 508-4. SEMINAR: TRENDS IN SELECTED AREAS IN SECONDARY SCHOOLS. For students in advanced graduate work. Individual class members will read basic bibliography related to secondary education and read widely about trends in the area of their own teaching fields. Prerequisites: completion of half or more of the work leading to a master's degree and consent of the instructor.
- 550-4. CORE CURRICULUM IN THE SECONDARY SCHOOL. Designed to help students gain a functional understanding of the core concept. Techniques of selecting materials and the co-operative planning of units of work. Critical study of current practices in the field. Prerequisite: Educational Administration 460.
- 562-4. WORKSHOP IN HIGH SCHOOL CURRICULUM. Designed to permit students to work in groups on problems related to the high school curriculum. Such problems should originate in the schools where the students are or will be employed. The point of view maintained is that procedures should be very democratic. The instructor serves as a co-

ordinator of activity; resource people are used freely. Prerequisite: one graduate course in curriculum.

564-4. HIGH SCHOOL PRINCIPALSHIP. Designed to deal with problems met specifically by the high school principal. Emphasizes his role in relation to guidance, curriculum, schedule-making, extracurricular activities, public relations, budgeting of time, etc. Prerequisite: Administration and Supervision 424 and consent of instructor.

575-2 to 4. INDIVIDUAL RESEARCH. The selection, investigation, and writing of a research topic, under the personal supervision of a member of the departmental graduate staff, in one of the following areas: A. Curriculum, B. Supervision, C. Language Arts, D. Science, E. Reading, F. Social Studies, G. Problems in Secondary Education, H. Problems in Higher Education, J. Problems in Junior College.

SPECIAL EDUCATION

The Education Division offers an undergraduate major in special education leading to certification as teacher of the educable mentally handicapped children.

Students majoring in other areas of elementary education may qualify for this special certificate by completing selected courses in special education. Usually these courses may be taken during the junior and senior years. This arrangement enables a student to qualify for a regular teaching certificate and a special certificate.

COURSE OF STUDY IN SPECIAL EDUCATION

Required courses for a major in special education with specialization in education of the educable mentally handicapped are 410, 412, 413, 414, 420, 428; Psychology 301, 432; Guidance 305, 422; Elementary Education 314, 337; Educational Administration 331; 4-8 hours of student teaching with normal children and 12 hours of student teaching with educable mentally handicapped children.

COURSE DESCRIPTIONS

Courses on the 300 level are for undergraduate students only. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

410-4. PROBLEMS AND CHARACTERISTICS OF THE MENTALLY RE-

- TARDED. Objectives, curriculum, methods, and materials of instruction for slow learners. Emphasis upon the principles of learning as they can be applied to this group. Observations. Prerequisite: Guidance 305 or Psychology 301 or 303.
- 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. Taken concurrently with a problem course in a specific area which 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.
- 417-4. THE ATYPICAL CHILD AND SOCIAL AGENCIES. A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis on services rendered and on 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.
- 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. Etiology and therapy of common speech defects. Open to in-service teachers, seniors, and graduate students in education.
- 513-4. ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SPECIAL CLASSES. Emphasis on the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, special equipment, transportation, co-operating agencies, and legal aspects of the program. Prerequisites: Guidance 305, Psychology 301 or 303.
- 577-4 to 12. PRACTICUM IN SPECIAL EDUCATION. Practical experience in working with atypical children. A minimum of 8 to 12 hours per week in the classroom with atypical children who exemplify this area of specialization. Special research project.

STUDENT TEACHING

The student teaching program at the Edwardsville campuses is administered in co-operation with the public schools of the area. Elementary and secondary teachers in these schools are selected as co-operating

teachers by the superintendent of the district and the University's coordinator of student teaching.

The student is assigned to an elementary or secondary school for a period of twelve weeks. During this period he is under the supervision of the co-operating teacher and the university supervisor. The student spends the major part of each school day with the co-operating teacher in instructional and co-curricular activities. He is inducted gradually into teaching through observation, limited participation, and finally full instructional responsibility. For this program, the student receives eight or twelve hours of credit, which fulfills the student teaching requirements for the bachelor's degree.

In addition to the eight-hour student teaching program, the student is encouraged to enroll for four to eight additional hours of student teaching as an elective in the following quarter. In the four-hour plan, the student devotes one and one-half hours per day to student teaching.

Student teaching courses available at the Edwardsville campuses are listed below:

Elementary Education

350D-8 to 12. Kindergarten-Primary Student Teaching

350E-4 to 8. Kindergarten-Primary Student Teaching Prerequisite: 350D.

351D-8 to 12. Elementary Student Teaching

351E-4 to 8. Elementary Student Teaching Prerequisite: 351D.

Secondary Education

352D-8. Secondary Student Teaching

352E-4 to 8. Secondary Student Teaching Prerequisite: 352D.

STUDENT TEACHING PREREQUISITES

1. Application must be made to the Education Division Office two full quarters before the quarter when the student desires to do his student teaching.

2. The student must have 128 hours with a "C" (3.0) average before beginning work in student teaching and a "C" (3.0) average in his professional education courses.

3. The student in secondary education must have at least 24 hours in the subject which he proposes to teach.

4. Student must have at least eleven hours in professional education courses prior to doing student teaching. Secondary education majors must

have had Educational Psychology, and High School Methods. Elementary education majors must have had Educational Psychology, Elementary School Methods, and Reading Methods. Kindergarten-primary majors must have had Educational Psychology, Kindergarten-Primary Methods, Reading Methods and must also be approved in class piano.

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

6. A student majoring or minoring in English must have completed English 300 with a grade of "C" or better. Other students must have completed English 391 with a grade of "C" or better. Students may pass a proficiency examination in lieu of English 391.

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

8. It is imperative that all students doing student teaching take a physical examination including a tuberculin test or chest X-ray in advance of the quarter when they plan to do their student teaching. Forms for these examinations may be obtained from the Education Division Office.

9. The Education Division strongly recommends a September field experience prior to student teaching.

SEPTEMBER FIELD EXPERIENCE

The September field experience provides an opportunity for a student to participate in the varied activities of opening a new school year. The student makes his own arrangements with a local school district and reports to the assigned school in advance of the first day. In the time set aside for this experience, the student should work with the teacher and principal in routine clerical duties, assist the teacher and pupils with instructional and non-instructional duties, and observe the total school program. The student will have many experiences during the first week of school that he will be unable to get during his student teaching assignment; therefore, to benefit appreciably from this experience a minimum of one week of time should be devoted to it.

Each student is encouraged to participate in this program during the September immediately prior to his student teaching. A letter from the superintendent of the school district certifying this experience should be sent to the Education Division Office.

*FINE ARTS DIVISION**Art; Music; Speech and Theater*

The Fine Arts Division serves as an instrument of the University for the stimulation of creative and professional work in art, music, speech, and drama. Students are provided every opportunity to develop artistic talents for cultural or professional reasons. The division provides service courses and activities for all students who want experience in the fine arts field for either cultural or practical reasons.

Associate Professor Lloyd G. Blakely, Mus.A.D. (Boston)	1958
Associate Professor Herrold E. Headley, Ph.D. (North Texas State)	1958
Associate Professor Andrew John Kochman, Ph.D. (Wisconsin)	
Acting Head	1960
Associate Professor John H. Schnabel, Ed.D. (Indiana)	1957
Associate Professor Edwin B. Warren, Ph.D. (Michigan)	1957
Assistant Professor Clifton Cornwell, Jr., M.A. (Missouri)	1958
Assistant Professor Clinton D. Fjerstad, M.M. (Indiana)	1959
Assistant Professor Robert B. Hawkins, M.A. (Michigan)	1959
Assistant Professor Assen D. Kreteff, Ph.D. (Munich)	1959
Assistant Professor Catherine E. Milovich, M.A. (Columbia)	1959
Assistant Professor John A. Richardson, Ed.D. (Columbia)	1959
Instructor Kenwyn G. Boldt, M.M. (Indiana)	1959
Instructor Glen E. Howerton, M.S. (Fort Hays)	1960
Instructor John D. Randall, B.S. (Illinois Institute of Technology)	1961
Instructor Mary Belle Smith, M.A. (Iowa)	1957
Lecturer-Instructor Evelyn T. Buddemeyer, B.S. (Missouri)	1957
<hr/>	
Lecturer Maud Ellsworth, B.F.A. (Kansas)	1961-62
Lecturer Walter Kemper III, M.F.A. (Kansas)	1961

ART

The art curricula lead to the following degrees: Bachelor of Arts for students who major in art; and Bachelor of Science in Education for students who major in art education.

Undergraduate offerings in art provide both introductory and specialized experiences. Curricula are also planned for those desiring a minor in art and for those interested in art as an avocation.

The Fine Arts Division reserves the right to withhold an example of the work of each student in each class. Such works become a part of a permanent collection from which exhibitions may be prepared.

CURRICULA FOR THE BACHELOR OF ARTS DEGREE

In addition to the general degree requirements, the following requirements must be satisfied.

Required courses for a major in art: 100-15, 326, 327, 328; an additional 38 hours selected from the following: 203, 231, 245, 250, 302, 320, 323, 325, 356, 358, 385, 401, 406, 410, 416, 420, 426.

Required courses for a minor in art: 100-15; an additional 16 hours selected from the following: 230, 231, 245, 250, 302, 325, 326, 327, 328, 358, 385.

CURRICULA FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

Required courses for a major in art education: 100-15, 203-8 or 302-8, 300-4, 326, 327, 328, 365; an additional 22 hours selected from the following courses but no more than 8 hours from any single course: 231, 245, 250, 358, 385.

Required courses for a minor in art education: 100-15, 203-8, 300-4; 4 additional hours selected from the following: 231, 245, 250, 385.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for undergraduate and graduate students.

100-5 to 15. BASIC STUDIO. Three quarter sequence. A comprehensive survey of various technical areas of art. First-hand experience with a number of different media. Required of all art majors and minors and recommended for others interested in basic studio experience. Prerequisite to all studio courses other than 300.

120-3. ART APPRECIATION. Introductory course which examines the relationships between art and life. This course satisfies the general degree requirement.

203-4 to 12. BEGINNING CERAMICS. An exploration of the technical and aesthetic possibilities of the potter's craft. Three quarter sequence. Prerequisite: 15 hours of 100.

- 231-4. JEWELRY. Introductory course. Study of basic techniques used in construction of jewelry with emphasis on a personal and original design experience. Prerequisite: 15 hours of 100.
- 245-4 to 12. FIGURE. Three quarter sequence. A study of the human figure in terms of form, movement, structure, and use in composition accompanied by an exploration of the possibilities of various drawing and painting media. Prerequisite: 15 hours of 100.
- 250-4 to 12. OIL PAINTING. Three quarter sequence. Introductory study of oil painting as a medium of expression. Individual rather than group problems are engaged. Non-majors must secure consent of the instructor before registering. Prerequisite: 15 hours of 100.
- 300-4 to 12. ART EDUCATION. Theory and practice of art activities in the elementary schools with attention to teaching methodology. Designed primarily to meet the needs of elementary education majors.
- 302-4 to 12. BEGINNING AND ADVANCED CERAMICS. Three quarter sequence. Similar to 203 with higher level of achievement expected. Advanced subject matter adjusted with reference to number of hours previously earned in ceramics. Prerequisite: 203 or consent of instructor.
- 320-4 to 12. ADVANCED PAINTING. Three quarter sequence. Composition with transparent watercolor as well as work with oils and other media. Prerequisite: 250 and consent of instructor.
- 323-4. ADVANCED FIGURE. For art majors. Offered during spring quarter only. Prerequisite: 12 hours of 245.
- 325-2 to 12. STUDIO. Advanced independent study and research. Media of the student's selection. Approval of the instructional staff is required for selection of project and procedure.
- 326-4, 327-4, 328-4. HISTORY OF WORLD ART I, II, III. A study of painting, sculpture, and architecture from prehistoric to modern times, emphasizing the social and intellectual content of the major periods and significant styles. Prerequisite: art major or consent of instructor.
- 356-3. THEORY OF ART. A survey of literature in theory of art and its influence and relationship to art criticism and practical work. Prerequisite: 120 or a major in art.
- 358-4 to 12. PRINTS. An introduction to printmaking as a medium. Studio projects in intaglio, relief, and planographic processes. Prerequisite: 245 or 250.
- 365-4. ART EDUCATION IN THE SECONDARY SCHOOLS. For art education majors preparing to teach on secondary level; includes studio projects designed to develop awareness of technical and aesthetic needs of high school students, reading and discussion of literature, planning of curriculum.
- 385-4 to 12. WEAVING. Three quarter sequence. Development of understanding of two and four harness loom and essential processes in weaving simple and pattern textiles. Prerequisite: 15 hours of 100.
- 401-2 to 12. RESEARCH IN PAINTING. Projects undertaken combine academic research of a historical nature with technical experimentation on the part of the painter. The project is stated in writing and submitted for approval and evaluation to a committee constituted of two art instructors and a third faculty member. Prerequisite: consent of the art faculty.

- 406-2 to 12. STUDIO IN PAINTING. Advanced independent study to be carried out under the committee established for 401. Prerequisite: 4 hours of 401.
- 410-2 to 12. RESEARCH IN PRINTS. Identical to 401 except for medium. Prerequisite: 12 hours of 358 or consent of art faculty.
- 416-2 to 12. STUDIO IN PRINTS. Advanced independent study to be carried out under the committee established for 410. Prerequisite: 4 hours of 410.
- 420-2 to 12. RESEARCH IN POTTERY. Identical to 401 except for medium. Prerequisite: 12 hours of 385 or consent of art faculty.
- 426-2 to 12. STUDIO IN POTTERY. Advanced independent study under the committee established for 420. Prerequisite: 4 hours of 420.

MUSIC

During the academic year the music staff of the Fine Arts Division brings to the campus a series of distinguished musicians who join the faculty and students for a period of workshops, seminars, and performances. The series has included such artists as Sigurd Rascher, saxophonist; Leonard Smith, cornetist; and Sidney Foster, pianist. In addition to the several public performances of the major musical ensembles, a recital series is provided.

In addition to its major courses, the music staff offers service courses in music to students in the other divisions of the University. Its major curricula lead to the following baccalaureate degrees in music: Bachelor of Arts, for students in Liberal Arts who desire a specialization in music as part of their general cultural education and Bachelor of Music, for students in the Division of Fine Arts, with specialization in music performance or in music education.

GRADUATE COURSES

In co-operation with the Education Division and the Graduate School, the Fine Arts Division offers courses in music leading to the Master of Science in Education degree. For additional information concerning the graduate program refer to the Graduate School bulletin.

GENERAL REQUIREMENTS IN MUSIC

All full-time music majors and minors must maintain a satisfactory membership in either a university band, orchestra, or chorus each quarter of their attendance. Prior to graduation, part-time students must accumulate 12 hours of credit in band, orchestra, or chorus.

Students in the Bachelor of Music curricula with specialization in music performance must present a half-recital in their junior year and a full recital in their senior year. Students in the Bachelor of Music curriculum with a specialization in music education are encouraged to present a half-recital in their junior year and are required to present a half-recital in their senior year.

Attendance at all campus recitals is required of music majors. A deficiency in recital attendance for any one quarter will result in the student's being placed on probation the following quarter.

Each candidate for the Bachelor of Music degree must pass a proficiency examination in piano as early as possible in his course of study. A student with no previous preparation in piano should elect class piano during his freshman and sophomore years. If he fails to meet the basic piano requirements at the end of this time, he must continue in class piano without credit until he passes the test. The student is expected to demonstrate piano facility as follows:

1. Ability to sight read music of the type found in a community song book.
2. Play from memory the following: (a) *The Star-Spangled Banner*, keys of B-flat and A-flat, (b) *America*, keys of G and F.
3. Ability to harmonize at sight, improvising a simple piano accompaniment, songs, requiring the use of I, IV, and V chords and simple modulation; also to transpose the songs and harmonizations to other keys.
4. Ability to sight read fairly fluently simple accompaniments, vocal or instrumental, and simple piano compositions of the type used for elementary school rhythmic activities.
5. Sight read a combination of any two lines of a four-part vocal score of literature used in a secondary school choral program. Vocal-choral majors in music education are to sight read the entire four-part score.
6. Ability to play all major and minor scales.
7. Ability to play short works, from memory, in both contrapuntal and harmonic styles.

A student with specialization in music education must also pass a proficiency test in voice or elect class voice until he can pass the proficiency test. The student is expected to demonstrate, through the singing of simple songs, basic principles of singing: breathing, posture, good intonation, diction, and range.

It is the responsibility of each student, with the assistance of his adviser and instructors, to meet these minimum requirements.

BACHELOR OF ARTS DEGREE

The curriculum for the music major working toward the Bachelor of Arts degree is designed for students who wish to specialize in music as part of their general cultural education. It is also designed to provide a background training for those who may plan to pursue advanced studies in such fields as music criticism and aesthetics.

Including the general degree requirements, the following program is suggested:

	<i>Hours</i>
Social Studies	24
Humanities	18
Biological Sciences	9
Mathematics and Physical Sciences	12
Physical Education	3
French or German	24
Electives	6
	—
Total	96

Required Music Courses

	Music Major	Music Minor
Music 101, 102, 103	6	6
Music 105, 106, 107	12	12
Music 205, 206, 207	12	
Music 330, 331, 332	6	
Music 326, 327, 328	6	
Performance Major	24	12
Ensemble	12	6
Electives	18	6
	—	—
Total	96	42

BACHELOR OF MUSIC DEGREE

General degree requirements of the University should be met during the first two years according to one of the following two plans. *Plan I* is recommended for the student with specialization in music performance. This plan is also suggested for those students desiring to major in probable

future specializations in music theory-composition, music history-literature, or church music.

Plan II is suggested for student specializing in music education.

Plan I

REQUIREMENTS	HOURS	COURSES
Social Studies	10	Economics 205, Geography 100, Government 190, History 101, 102, 103, Sociology 101 (work in two of the five areas)
Humanities	46-58	
English	9	English 101, 102, 103
Literature	6	English 209, 211, or 212
Speech	4	Speech 101
Language ¹	12-24	French 101, 102, 103; German 101, 102, 103
Art	3	Art 120
Music History-Literature	12	Music 101, 102, 103; 330, 331, 332
Biological Science	4	Health Education 100
Physical Science	4	Activity courses
Physical Education	3	Physics 101

Plan II

Social Studies ²	15	Economics 205, Geography 100, Government 190 or 231, History 201 or 202, Sociology 101 (work in three of the five areas)
Humanities	34-46	
English	9	English 101, 102, 103
Literature	6	English 209, 211, or 213
Speech	4	Speech 101
Language ³	12	French 101, 102, 103, or German 101, 102, 103
Art	3	Art 120
Music History-Literature	12	Music 101, 102, 103, 330, 331, 332
Biological Science	4	Health Education 100
Physical Science	4	Physics 101
Physical Education	3	Activity courses

¹Voice majors in music performance must take one year each of French and German. Students in performance specializations other than voice and those with probable future specializations in music theory-composition, music history-literature, or church music, should consult with their adviser as to the sequence to be followed in languages.

²American History 201 or 202 or Government 190 is required of the student with specialization in music education.

³One year of French or German is recommended for the student with vocal-choral emphasis in music education. Modern language is not required of the student with instrumental, or combined choral-instrumental specialization in music education.

PIANO

To enter the four-year degree course in piano, the student should be grounded in reliable technique. He should play all major and minor scales correctly in moderately rapid tempo, also broken chords in octave position in all keys, and should have acquired systematic methods of practice. He should be able to read simple music at sight.

The student should have studied some of the standard etudes, such as Czerny, *Op. 299, Book I*; Heller, *Op. 46 and 47* (according to the individual needs of the pupil); Bach, *Little Preludes*; a few Bach two-part inventions and compositions corresponding in difficulty to Haydn, *Sonata No. 11, G Major, No. 20* (Schirmer); Mozart, *Sonata in C Major, No. 3, F Major, No. 13* (Schirmer); Beethoven, *Variations on Nel cor piu, Sonata Op. 49, No. 1, Op. 14, Nos. 1 and 2*; Schubert, *Impromptu Op. 142, No. 2*.

ORGAN

To enter the four-year degree course in organ the student should be grounded in reliable technique. He first must have completed the requirements for admission to the piano major or the equivalent organ performance.

VOICE

The applicant should give evidence of ability to sing simple standard or classic art songs with adequate tone quality and intonation.

Generally, the amount of required repertoire for each quarter will depend upon the amount of credit for which the student is enrolled.

If the student is enrolled for two hours of credit, he will sing six new songs with musical accuracy, one of which will be sung in English; and three of the six are to be sung from memory.

If the student is enrolled for four hours of credit, he will sing eight new songs with musical accuracy, two of which will be sung in English; and five of the eight are to be sung from memory.

Voice Committee Examinations

The following requirements must be met when the student has his quarter examination:

1. The student will sing, from memory, one song of his own choice.
2. He must be prepared to sing any portion of any of the memorized songs at the request of any faculty member.

3. The student should be prepared to sing in English at least one song from the quarter's repertoire, whether memorized or not.

4. He must bring printed music for all songs studied during the quarter.

STRING INSTRUMENTS

Requirements for admission: two-octave major and minor scales and arpeggios; basic studies and simple solos to demonstrate cantelena style and technical ability. For information concerning repertoire for violin, viola, violincello, and string bass, please apply to the Fine Arts Division.

WIND INSTRUMENTS

The candidate shall show evidence of:

1. Basic development in embouchure and articulation.
2. Knowledge of fingering and alternates.
3. Satisfactory tone quality and control.
4. Ability to play major scales through four flats and four sharps, at 144 eighth notes per minute, and the chromatic scale both slurred and articulated.
5. Minimum two-octave range.
6. Ability to play a simple song demonstrating musicianship which includes phrasing and expression.
7. Previous study in the equivalent of the Rubank Advanced Method.
8. Previous ensemble experience in band or orchestra.
9. Ability to play at sight representative literature which is characteristic of the instrument. For information concerning repertoire for flute, oboe, clarinet, saxophone, bassoon, trumpet, french horn, trombone, and tuba, please apply to the Fine Arts Division.

PERCUSSION INSTRUMENTS

The candidate shall demonstrate satisfactory performing ability in at least one of the following areas of percussion performance: snare drum, xylophone-marimba, and timpani.

These competencies include:

1. The ability to perform a solo,
2. The ability to perform an excerpt from a book in which the applicant has studied that will demonstrate musicianship and technical skill,

3. The ability to play at sight representative literature which is characteristic of the instrument.

4. Previous ensemble experience in band or orchestra.

Additional competencies for snare drum include basic knowledge of rudiments and the performance of a Sousa march or the equivalent.

Additional competencies for xylophone-marimba include the ability to play major scales through 4 flats and 4 sharps in one octave.

Additional competencies for timpani include basic knowledge of timpani techniques and a thorough knowledge of range of each timpano.

MUSIC EDUCATION CURRICULUM

Courses required for the major for a student seeking the Bachelor of Music Education degree are Music (music theory) 105, 106, 107, 205, 206, 207, 309, 310, 311, 326, 411 or 443, 442; (music-literature) 330, 331, 332; (music education) 330A, 303, 305I, 305V, 318, 319, 320; (applied music) 12 quarters of major ensemble, 12 quarters of major instrument or voice. Some prerequisites for student teaching are piano proficiency or piano class (maximum of 12 hours), voice proficiency or voice class (maximum of 1 hour), and 2 quarters each of class woodwinds, brass, and strings.

All candidates for the Bachelor of Music Education degree must meet the general degree requirements.

For the education requirements, please see the Education Division in this bulletin.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students. Those on the 500 level are for graduate students only.

Theory Courses

105-4, 106-4, 107-4. THEORY OF MUSIC. Fundamentals of music through sight singing, dictation, written, and keyboard harmony.

200-3. FUNDAMENTALS OF MUSIC. A one-quarter course in the rudiments of music designed for those with little or no musical background, recommended as a course preliminary to 300, Music Education-Elementary, for nonmusic majors. Prerequisite: piano proficiency.

205-4, 206-4, 207-4. THEORY OF MUSIC. Continuation of 105, 106, 107. Ad-

- vanced harmonic techniques, modulation, altered chords, chromatic harmony, and introduction to contemporary harmonic principles. Prerequisite: 107.
- 309-2, 310-2, 311-2. ORCHESTRATION I, II, III. The techniques of writing for orchestra and band. Practical work in scoring. Performance of scores by university ensembles. Prerequisite: 207.
- 312-2, 313-2. COMPOSITION I, II. Original composition in the smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite: 207.
- 314-2. COMPOSITION III. Original composition in the larger forms. Prerequisite: 313.
- 326-2, 327-2, 328-2. ANALYSIS I, II, III. Detailed analysis of all important musical forms and styles from plain song through the 12-tone technique. To be taken concurrently with 330, 331, 332. Prerequisite: 207.
- 441-2. SIXTEENTH-CENTURY COUNTERPOINT. Analysis and creative writing in the style of Palestrina and his contemporaries. Prerequisite: 207.
- 442-2. EIGHTEENTH-CENTURY COUNTERPOINT. Analysis and creative writing in the contrapuntal-harmonic technique of Bach and his contemporaries. Prerequisite: 207.
- 443-2. CANON AND FUGUE. Analysis and creative writing of the larger imitative forms. Prerequisite: 442.
- 502-3. HISTORY AND ANALYSIS OF MUSICAL STYLE. Study of style in relation to evolution of musical materials.

History and Literature Courses

- 100-3. MUSIC UNDERSTANDING. An introductory course designed for non-music majors or for prospective music majors with background deficiencies. Emphasis on background, purpose, and structure of representative compositions.
- 101-2, 102-2, 103-2. INTRODUCTION TO MUSIC LITERATURE AND HISTORY. Designed to develop a technique for intelligent listening and to introduce the student to the important composers, periods, styles, and forms in music history. Required of all music majors and minors; non-music majors may enroll with consent of instructor. Prerequisite to all courses in music history and literature.
- 315-3. OPERATIC LITERATURE. A survey of operatic literature from its beginning to the present day. Live and recorded music augments the discussions.
- 330-2, 331-2, 332-2. MUSIC HISTORY AND LITERATURE. An integrated course devoted to the development of musical thought and literature from the early Greek and Roman periods through the Renaissance. Music 331 is a continuation of 330 through the seventeenth, eighteenth, and early nineteenth centuries. Music 332 is a continuation of 331. Wagner, the rise of nationalism, late nineteenth- and twentieth-century composers. Prerequisites: 101, 102, 103.
- 353-3. ORGAN LITERATURE. A study of the literature for the organ with emphasis upon music for the church service.

- 411-3. SYMPHONIC LITERATURE. A study of the development of the symphony and the symphonic poem. Prerequisites: 330, 331, 332.
- 412-3. CHORAL LITERATURE. The literature of the larger vocal forms such as the cantata and oratorio. Prerequisite: 330, 331, 332.
- 413-3. CHAMBER MUSIC LITERATURE. Study of chamber music from the Renaissance to the present. Prerequisites: 330, 331, 332.

Church Music Courses

- 347-3. CHURCH MUSIC I. Study of the great liturgies of all denominations: early Christian, Catholic, Greek Orthodox, Jewish, Anglican, Lutheran, and Protestant, together with their historical and contemporary significance.
- 348-3. CHURCH MUSIC II. Study of the music used in the contemporary church with an emphasis upon the anthem and the choral response.
- 349-3. CHURCH MUSIC III. (Hymnology) Survey of the great hymns of the ages, their history, interpretation and significance.

Music Education Courses

- 300-3. MUSIC EDUCATION—ELEMENTARY. Teaching music in the elementary grades. For nonmusic majors only. Prerequisite: 200 or equivalent.
- 301-3. MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. Music in the elementary school curriculum, grades K-6. Analysis of instructional materials, development of rhythmic and melodic expressions, creative, instrumental, listening activities. Creating a musical environment in the classroom. For music majors only.
- 302-3. MUSIC EDUCATION IN THE JUNIOR HIGH SCHOOL. Curriculum, organization, and administration of choral, instrumental, and general music classes; resource units; the adolescent voice. Prerequisite: 301.
- 303-3. MUSIC EDUCATION IN THE SENIOR HIGH SCHOOL. Curriculum, organization, and administration of choral, instrumental, and general music classes. Prerequisite: 302.
- 318-2. CONDUCTING—GENERAL. Fundamental conducting patterns, size of beats, use of each hand; conducting experience with laboratory groups both choral and instrumental; discussion and study of musical terminology.
- 319-2. CONDUCTING—CHORAL. Continued conducting experience through laboratory group; study of rehearsal techniques, balance, blend, and the relationship of parts to the total ensemble; evaluation and analysis of literature suitable for school groups of all levels of ability. Prerequisite: 318.
- 320-2. CONDUCTING—INSTRUMENTAL. Continued conducting experience through laboratory group; study of rehearsal techniques, balance, blend, and the relationship of parts to the total ensemble; evaluation and analysis of literature suitable for school groups of all levels of ability. Prerequisite: 318.
- 451-2. THE TEACHING OF GENERAL CLASSROOM MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL.

- 455-2. WORKSHOP FOR ELEMENTARY MUSIC EDUCATION
 461-2. TEACHING TECHNIQUES AND MATERIALS FOR THE INTER-MEDIATE LEVELS. Piano or voice. Designed to meet the needs of piano or voice specializations in the Bachelor of Music or the Master of Music degree programs. Problems of private studio, teaching and college-level teaching are studied.
 462-2. TEACHING TECHNIQUES AND MATERIALS FOR THE ADVANCED STUDENT. Piano or voice. Continuation of 461.

Courses on the 500 level are for graduate students only.

- 550-2. ORGANIZATION AND ADMINISTRATION OF THE MUSIC EDUCATION PROGRAM—ELEMENTARY.
 553-3. SEMINAR IN CHORAL MATERIALS AND TECHNIQUES.
 554-3. SEMINAR IN INSTRUMENTAL MATERIALS AND TECHNIQUES.
 560-2 to 3. SEMINAR IN MUSIC EDUCATION. A study of trends, current practice, philosophies of music education.

UNDERGRADUATE MUSIC PERFORMANCE COURSES

Ensembles:

- 001-1. UNIVERSITY BANDS.
 002D-1/2. UNIVERSITY CHORUS.
 002C-1. COLLEGIATE SINGERS.
 003-1. UNIVERSITY SYMPHONY ORCHESTRA.
 345-1. MADRIGAL SINGERS.
 346-2 to 12. OPERA WORKSHOP.
 355-1. CHAMBER MUSIC. String ensemble, quartet.
 365-1. CHAMBER MUSIC. Woodwind and brass ensemble.

Private instruction is offered in the following areas of applied music. Credit varies from one to four hours. Consult with adviser for details of credit and requirements.

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|------------------|------------------|
| 011. VIOLIN | 031. PERCUSSION |
| 012. VIOLA | 041. PIANO |
| 013. CELLO | 051. FRENCH HORN |
| 014. STRING BASS | 052. TRUMPET |
| 021. FLUTE | 053. TROMBONE |
| 022. OBOE | 054. TUBA |
| 023. CLARINET | 055. BARITONE |
| 024. BASSOON | 061. VOICE |
| 025. SAXOPHONE | 071. ORGAN |

Class instruction is offered in all areas of applied music. These courses include the minimum instruction required for passing the proficiency examinations in piano and voice and they offer practical training in the basic principles of playing the instruments of the orchestra and band. They also include introductory techniques and methods for teaching instrumental and vocal groups in the elementary and secondary schools. Each course is offered for one hour of credit each quarter.

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|--------------------|-------------------------|
| 010a. CLASS VIOLIN | 010d. CLASS STRING BASS |
| 010b. CLASS VIOLA | 020a. CLASS FLUTE |
| 010c. CLASS CELLO | 020b. CLASS OBOE |

020c. CLASS CLARINET	050b. CLASS TRUMPET
020d. CLASS BASSOON	050c. CLASS TROMBONE
020e. CLASS SAXOPHONE	050d. CLASS TUBA
030. CLASS PERCUSSION	050e. CLASS BARITONE
040. CLASS PIANO	060. CLASS VOICE
050a. CLASS FRENCH HORN	

GRADUATE APPLIED MUSIC COURSES

Candidates for the master's degree who wish to choose applied music courses as electives will take the 400-series course in their major instrument or voice for two hours of credit per quarter.

Elective courses in applied music in major instrument or voice:

471-2 to 8. PRIVATE PIANO
472-2 to 8. PRIVATE VOICE
473A-2 to 8. PRIVATE VIOLIN
473B-2 to 8. PRIVATE VIOLA
473C-2 to 8. PRIVATE VIOLONCELLO
473D-2 to 8. PRIVATE BASS VIOL
474A-2 to 8. PRIVATE FLUTE
474B-2 to 8. PRIVATE OBOE
474C-2 to 8. PRIVATE CLARINET
474D-2 to 8. PRIVATE BASSOON
474E-2 to 8. PRIVATE SAXOPHONE
475A-2 to 8. PRIVATE TRUMPET
475B-8 to 8. PRIVATE FRENCH HORN
475C-2 to 8. PRIVATE BARITONE
475D-2 to 8. PRIVATE TROMBONE
475E-2 to 8. PRIVATE TUBA
476-2 to 8. PRIVATE ORGAN

SPEECH AND THEATER

Required courses constituting a major in speech: 101, 102, 103, 202, and additional courses to total 48 hours. All speech majors and minors working for a secondary education degree must take 306.

Required courses constituting a minor in speech: 101, 102, 103, 202, and additional courses to total 24 hours.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

Speech Courses

101-4. PRINCIPLES OF SPEECH. Development of an understanding of basic

- principles and proficiency in the skills involved in everyday communications. Prerequisite to all other courses in speech except 108, 201, 303, 340, 428, unless by consent of instructor and the division.
- 102-4. PUBLIC SPEAKING. Analysis of audience motives and reactions stressed in the approach to speech preparation for typical public speaking situations.
- 103-4. ORAL INTERPRETATION. A basic course for speech majors, teachers, preachers, and those interested in the analysis of good literature and the oral communication of the literature to an audience.
- 104-4. TRAINING THE SPEAKING VOICE. Designed for those students who desire to improve their voice and articulation.
- 201-2. PARLIAMENTARY LAW. How to conduct a meeting. Study and practice of the rules of parliamentary procedure.
- 202-3. PRINCIPLES OF DISCUSSION. Principles and methods of group discussion. Current problems used as materials for discussion.
- 205-3. PRINCIPLES OF ARGUMENTATION AND DEBATE. Principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Prerequisites: Speech 101, 102 or 202.
- 209-1. FORENSIC ACTIVITIES. Not more than three hours of credit, and no more than two each year, to be secured for participation in forensic activities. No credit in excess of 9 hours allowed for forensic and dramatic activities courses.
- 213-4. SPEECH COMPOSITION. Rhetorical techniques of public address. One major speech prepared, with every possible refinement. Prerequisite: Speech 102.
- 257-4. FUNDAMENTALS OF BROADCAST WRITING.
- 273-2. BASIC RADIO PRODUCTION.
- 301-4. PERSUASION. Psychological principles involved in influencing individuals and groups. Prerequisites: Psychology 201 and 12 hours of speech, or consent of instructor.
- 303-4. BUSINESS AND PROFESSIONAL SPEAKING. Speaking needs of business and professional people. Technical reports and lighter types of speaking included in the types studied. Primarily for adult and extension classes.
- 306-4. TEACHING SPEECH IN SECONDARY SCHOOLS. Philosophy of speech education, and effective teaching of speech through curricular and extracurricular work. Required of majors and minors working for a secondary education degree in the Education Division. Prerequisite: 16 hours of speech.
- 393-2. RADIO, TV, AND SOCIETY.
- 407-4. HISTORY OF AMERICAN PUBLIC ADDRESS I. Critical studies of American speakers; a study of selected speakers and speeches which reflect the dominant social and political ideas in American history. A lecture, reading, and discussion course.
- 408-4. PSYCHOLOGY OF SPEECH. Nature and development of speech, its basic psychology, and the part speech plays in personality development.
- 413-4. HISTORY OF AMERICAN PUBLIC ADDRESS II. A continuation of 407; may be taken independently.
- 428-4. SPEECH CORRECTION FOR THE CLASSROOM TEACHER.

- 449-4. GENERAL SEMANTICS. Study of the relationships between spoken language and reality and case studies of communications breakdowns.

Theater Courses

- 106-4. INTRODUCTION TO THE THEATER.
 111-3, 112-3, 113-3. STAGING TECHNIQUES. Lectures and practical experience in all phases of dramatic production in connection with departmental public presentations. A year course for majors; for nonmajors one quarter is prerequisite to all courses numbered over 200.
 204-4. ACTING. Basic techniques of acting in all dramatic media. Emphasis on expression through bodily action and movement.
 208-1 to 3. DRAMATIC ACTIVITIES. Credit to be earned by participation in public performances.
 308-1 to 3. DRAMATIC ACTIVITIES. Same as 208. Majors may elect up to twelve hours of 208 and/or 308.
 310-3. CHILDREN'S THEATER.
 312-4. STAGE DESIGN. The design of settings for the stage and other dramatic media.
 313-4. HISTORY OF THEATER.
 402-4. DIRECTING. Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or to aid in directing one-act plays and major productions.

HUMANITIES DIVISION

English; Foreign Languages; Journalism; Philosophy

The Humanities Division provides instruction in the intellectual disciplines of English and other languages, of literature, and of ideas. The division is concerned with instruction in the reading, writing, and speaking of English and other languages, the development of an understanding and appreciation of literature, and the concomitant recognition of its civilizing values. The division guides advanced students in methods of studying the works, men, and movements that make up literary and intellectual history. All students are encouraged to think and to write rationally, imaginatively, and responsibly as they learn to identify persistent human problems and their classic and current solutions.

Professor William T. Going, Ed.D. (Michigan)	1957
Professor Nicholas T. Joost, Ph.D. (North Carolina), Head	1958
Associate Professor James C. Austin, Ph.D. (Western Reserve)	1960
Associate Professor Milton B. Byrd, Ph.D. (Wisconsin)	1958
Associate Professor Robert W. Duncan, Ph.D. (Cincinnati)	1957

Associate Professor Paul F. Guenther, Ph.D. (North Carolina)	1960
Associate Professor Charles S. Hensley, Ph.D. (Missouri)	1960
Associate Professor Ruth J. Kilchenmann, Ph.D. (Southern California)	1958
Associate Professor Gerald J. T. Runkle, Ph.D. (Yale)	1959
Associate Professor Raymond J. Spahn, Ph.D. (Northwestern)	1957
Associate Professor Jack B. Thomas, Ph.D. (Indiana)	1958
Assistant Professor Bertrand Ball, Jr., Ph.D. (Southern California)	1959
Assistant Professor A. Edwin Graham, Ph.D. (Princeton)	1959
Assistant Professor Ann Elizabeth Jones, Ph.D. (Michigan)	1961
Assistant Professor Charles Parish, Ph.D. (New Mexico)	1959
Assistant Professor Marion A. Taylor, Ph.D. (Iowa)	1958
Assistant Professor Myron W. Taylor, Ph.D. (Washington University)	1959
Assistant Professor Jules Zanger, Ph.D. (Washington University)	1960
Instructor John I. Ades, M.A. (Cincinnati)	1958
Instructor Vernon T. Hornback, M.A. (St. Louis)	1959
Instructor Robert Murdoch, M.A. (Washington University)	1957
Instructor W. Winslow Shea, A.B. (Yale)	1958
Instructor Gladys Roberta Steinman, M.A. (Illinois)	1957
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Lecturer Albert S. Carter, Jr., M.A. (Princeton)	1959-62
Lecturer Donald E. Dolton, M.A. (Oklahoma State)	1959-62
Lecturer Herman A. Driefke, M.A. (Washington University)	1959-62
Lecturer Garry N. Murphy, M.A. (Cincinnati)	1960-62
Lecturer Peter L. Simpson, M.A. (St. Louis)	1959-62
Lecturer Robert G. Stanley, M.S. (Kansas State)	1959-62

ENGLISH

The English major is forty-eight hours. Fifteen of these are represented by 101, 102, 103, and two courses from the 200 series. The major should also complete the general degree requirements as soon as possible.

In the junior year the major should have 300, 302, 309, 310, 316, 317. English 300 is a prerequisite to student teaching for English majors and minors. The remaining junior-senior courses should be chosen so that they include at least one course of each of the seven groups listed below:

Poetry: 320, 321, 330, 370, 405.

Drama: 360, 361, 365, 366, 463, 464.

Fiction: 308, 335, 354, 355, 457, 458.

The Elizabethan age: 360, 365, 366, 424.

The seventeenth-eighteenth century period: 314, 315, 354, 361, 370, 431.

The nineteenth century: 308, 320, 321, 326, 355.

The twentieth century: 330, 335, 405, 406, 408, 457, 458, 463.

This minimum major should be supplemented in various ways by adding period surveys like 314, 315; advanced composition 390, 392, 492, 493; language studies 400, 403; criticism 407, 469; teaching English 485; membership in the English Club; and supplementary reading. The major must have four hours in philosophy or psychology and one year of foreign

language, preferably German or French (at least nine hours). Two years would be preferable.

The major should consult the departmental senior adviser as soon as he knows that he will major in English, and should thereafter have his registration approved by this adviser each quarter. Deviations from the generally prescribed major requirements should not be made without prior approval.

The English minor is 26 hours, prescribed as follows: from freshman work, 2 hours; from sophomore work, 6 hours; 300; 309 and 310; 302 and 316, or 316 and 317.

Students beyond the freshman level who desire additional instruction in understanding and writing the English language should consider (1) auditing or repeating for credit English 101, 102, or 103; or (2) enrolling in English 390 or 391. The student should be guided by the descriptions of these courses and by the advice of the English staff.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Students can proceed to the 200 level only after completing the sequence of 100-level courses and can proceed to the 300 level only after completing the 200-level requirements. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

101-3, 102-3, 103-3. COMPOSITION. Expository writing, with emphasis upon language and usage. Analysis of readings that illustrate the various types of required compositions, including the research paper. 101 prerequisite to 102; 102 prerequisite to 103.

- 205-3. INTRODUCTION TO POETRY. Readings in nondramatic verse with emphasis upon understanding of content, types, and techniques as well as upon competence in analysis and evaluation.
- 206-3. INTRODUCTION TO DRAMA. The form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays read.
- 209-3. INTRODUCTION TO WORLD LITERATURE. A reading of masterpieces of world literature of various periods.
- 211-3. INTRODUCTION TO FICTION. An examination of the novel and the short story; designed to acquaint the student with the important aspects of artistic excellence in this form.
- 212-3. INTRODUCTION TO MODERN LITERATURE. Principal forms, ideas, and writers of the literature of America and England in the twentieth century. Especially recommended to majors in other fields than English.
- 300-4. PRINCIPLES OF ENGLISH GRAMMAR. Required of majors and minors in English. Majors and minors other than in English should take 391. Credit not allowed for both courses.
- 302-4. ENGLISH LITERATURE TO 1550. Required of English majors.
- 308-4. AMERICAN NOVEL. Emphasis on Cooper, Hawthorne, Melville, Twain, James, Dreiser, and Crane.
- 309-4. A SURVEY OF AMERICAN LITERATURE TO 1860.
- 310-4. A SURVEY OF AMERICAN LITERATURE SINCE 1860.
- 314-4. SEVENTEENTH-CENTURY LITERATURE.
- 315-4. EIGHTEENTH-CENTURY LITERATURE.
- 316-4. ENGLISH LITERATURE, 1550 to 1750. Required of majors.
- 317-4. ENGLISH LITERATURE AFTER 1750. Required of majors.
- 320-4. EARLY NINETEENTH-CENTURY POETRY.
- 321-4. VICTORIAN POETRY, 1830 to 1880.
- 326-4. NINETEENTH-CENTURY PROSE. English nonfiction prose of the last century.
- 330-4. MODERN BRITISH POETRY.
- 335-4. THE SHORT STORY.
- 354-4. DEVELOPMENT OF THE ENGLISH NOVEL. From Defoe through Scott.
- 355-4. THE VICTORIAN NOVEL.
- 360-4. ENGLISH DRAMA TO 1642.
- 361-4. RESTORATION AND EIGHTEENTH-CENTURY DRAMA.
- 365-4. SHAKESPEARE. The chief comedies and histories.
- 366-4. SHAKESPEARE. The chief tragedies.
- 369-4. HISTORY OF LITERARY CRITICISM. The ideas and techniques of criticism, from Aristotle to the end of the nineteenth century.
- 370-4. MILTON.
- 390-3. ADVANCED COMPOSITION. Expository writing.
- 391-3. USAGE IN SPOKEN AND WRITTEN ENGLISH. The essentials of grammar and the "common decencies." Prerequisite to student teaching, except for English majors and minors, who take 300.
- 392-3. PROFESSIONAL WRITING I. Introductory course for undergraduates. Prerequisite: consent of instructor.
- 400-4. STRUCTURAL LINGUISTICS. An analysis of the structure of modern

- English, to supplement the student's traditional approach to grammar with a knowledge of the contemporary structural approach to language.
- 402-4. CHAUCER.
- 403-4. THE ENGLISH LANGUAGE. A history. Knowledge of German a desirable preparation for the course.
- 406-4. AMERICAN DRAMA. The rise of the theater in America, with reading of plays, chiefly modern.
- 407-4. LITERARY CRITICISM IN THE UNITED STATES.
- 408-4. INTELLECTUAL BACKGROUND OF AMERICAN LITERATURE. The relationship of basic ideas in America to American Literature. Prerequisite: 309 or 310.
- 413-4. ENGLISH LITERATURE, 1660-1744.
- 431-4. AMERICAN LITERATURE TO 1789.
- 457-4. CONTEMPORARY BRITISH FICTION. Outstanding figures, influences, and trends in the British novel and short story since 1900.
- 458-4. CONTEMPORARY AMERICAN FICTION. Trends and techniques in the American novel and short story since 1914.
- 463-4. MODERN BRITISH DRAMA.
- 467-4. STUDIES IN PROSE STYLE. Analysis of the methods and devices used by prose writers to obtain aesthetic and emotional effects.
- 468-4. AESTHETICS OF LITERATURE. The basic principles of literary composition and appreciation in the lights of recent aesthetic theory.
- 469-4. MODERN CRITICISM.
- 485-4. PROBLEMS IN THE TEACHING OF ENGLISH. Aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.
- 486-2 to 8. WORKSHOP IN HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 487-2 to 8. WORKSHOP IN JUNIOR HIGH SCHOOL ENGLISH. Intensive workshop study in lectures, laboratory, conferences, to arrive at agreement on the teaching of English in junior high school. Curriculum, materials, methods, aims. Directed by competent authorities in the field.
- 492-4. PROFESSIONAL WRITING II. Prerequisites: 392, consent of instructor.
- 493-4. PROFESSIONAL WRITING III. Prerequisites: 492, consent of instructor.
- 499-2 to 6. READINGS IN ENGLISH. For English majors only. Only four hours may be taken in any one quarter. Prerequisite: consent of division.

Courses on the 500 level are for graduate students only.

- 501, 502, 503-4 to 8. INDIVIDUAL AMERICAN WRITERS. Each course the intensive study of an American author selected for that quarter.
- 521, 522, 523-4 to 8. INDIVIDUAL ENGLISH WRITERS.

JOURNALISM

The Edwardsville campuses offers neither a major nor a minor in

Journalism. The following courses, however, may be elected by any student who desires elementary specialized training in this field.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students.

- 103-3. NEWS. Study of the newspaper story with experience in writing and rewriting news; the fundamentals of copyreading.
- 201-3, 202-3, 203-3. NEWS WRITING AND EDITING I, II, III. How to cover assignments and write news stories; preparation of copy for publication; writing headlines, laboratory experiences.
- 330-3. EDITORIAL WRITING. The work and responsibility of the editor and editorial writer with emphasis upon editorial writing and thinking. Editorial problems, methods, policies, and style.
- 370-3. PRINCIPLES OF ADVERTISING. Advertising fundamentals in relation to modern business activities; economic and social aspects, research, media, appeals, production, schedules. Prerequisite: Economics 205.
- 391-3. FEATURE WRITING.

FOREIGN LANGUAGES

For a major in a language, a student in education must complete 38 hours exclusive of 101, 102, and 103; and a student seeking the Bachelor of Arts degree, 42 hours exclusive of 101, 102, and 103, in addition to general degree requirements. At least one English and one history course numbered 300 or above should supplement the language major. A minor consists of twenty-four hours of the language exclusive of 101, 102, and 103.

A student in education who is majoring or minoring in a foreign language must take a course in advanced conversation (220-4), a course in advanced composition (French 351 or 353, German 304, Spanish 351), and 486, Materials and Methods for Teaching Foreign Languages.

Students taking work in any 101, 102, 103 language series should note that 101 and 102 will not be counted as electives toward graduation unless 103 is also completed.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

General Foreign Language Courses

399-2 to 6. READINGS. For foreign language majors only. Divisional con-

- sent required. No more than four hours may be taken in any one quarter.
- 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 at the elementary level. Prerequisite: basic language credit. To count as foreign languages or education.

French Courses

- 101-4, 102-4, 103-4. ELEMENTARY FRENCH. Reading, grammar, conversation, and oral drill. 101 open to students who have no previous work in French. Prerequisite for 102: 101 or one year of high school French.
- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Grammar; composition; oral practice; rapid reading of modern authors. Prerequisite: 103 or two years of high school French.
- 220-2 to 6. FRENCH CONVERSATION. Conversation based largely on topics either of current or cultural interest. Prerequisite: 103.
- 301-3. THE FRENCH NOVEL OF THE EIGHTEENTH AND NINETEENTH CENTURIES. Lectures, collateral reading, and reports. Prerequisite: 153.
- 302-3. SEVENTEENTH- AND EIGHTEENTH-CENTURY DRAMA. Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatics. Prerequisite: 301 or consent of instructor.
- 303-3. FRENCH LYRIC POETRY. French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Prerequisite: 302 or consent of instructor.
- 304-3. FRENCH CONTEMPORARY NOVEL. Study of the novel from 1889 to the present, with emphasis on the symbolist, regional, psychological, and sociological novels. Detailed study of Proust or Gide.
- 305-3. FRENCH CONTEMPORARY DRAMA. Study of French Drama from Dumas fils to the present, with emphasis on the *pièce à thèse*, the *théâtre libre*, symbolist drama, and the drama of modern social problems.
- 311-4, 312-4, 313-4. SURVEY OF FRENCH LITERATURE. A study of the important currents of French literature from the beginning to the present time. Prerequisite: 153.
- 340-2. FRENCH LITERATURE OF THE SIXTEENTH CENTURY. Rabelais, Montaigne, the memoir writers, Marot, The Pleiade, and d'Aubigny.
- 351-4. ADVANCED COMPOSITION. Rapid grammar review, study of idiomatic construction; weekly themes. Course conducted in French.
- 353-4. ADVANCED COMPOSITION AND CONVERSATION. Oral and written composition of a practical nature for advanced students; intensive study of idiomatic expression and current usage.

German Courses

- 101-4, 102-4, 103-4. ELEMENTARY GERMAN. 101 open to students who have no previous work in German. 102 open to those who have had 101 or one year of high school German.

- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Grammar review and expansion; reading in modern prose; conversation and composition. Prerequisite: 103 or two years of high school German.
- 220-2 to 6. ADVANCED GERMAN CONVERSATION. Conversation based on topics of current interest; extensive use of German newspapers, periodicals, and records. Prerequisite: consent of instructor.
- 251-4. SCIENTIFIC GERMAN. Study of vocabulary and sentence construction as commonly found in German scientific writings. Prerequisite: one year of college German or equivalent.
- 301-4, 302-4. SURVEY OF GERMAN LITERATURE. The historical development of German literature; lectures, reading of representative authors.
- 303-4. GERMAN "NOVELLE" IN THE NINETEENTH AND TWENTIETH CENTURIES. A study of representative works after 1800, with emphasis on the literary movements of that time.
- 304-5. KULTURGESCHICHTLICHE AUFSATZE UND SPRECHUEBUNGEN. Advanced composition and conversation based on the history of German civilization. Required for prospective teachers of German.
- 311-4, 312-4. INTRODUCTION TO GERMAN CLASSICAL LITERATURE. Lessing, Goethe, Schiller. Reading and discussion of representative works.
- 313-4. GERMAN DRAMA IN THE NINETEENTH CENTURY. Reading and discussion of representative works.
- 401-2. GOETHE'S FAUST, PART I. The Faust legend and early Faust books and plays; the genesis of Goethe's Faust; reading of Part I.
- 402-2. GOETHE'S FAUST, PART II. Reading of Part II; study of Goethe's *Weltanschauung*.
- 403-3. GERMAN BALLADS AND LYRICS. A selective study of the foremost examples of German balladry and lyric poetry.

Latin Courses

- 151-4. INTERMEDIATE COURSE.
- 152-4. CICERO'S ESSAYS.
- 153-4. LIVY.

Russian Courses

- 101-4, 102-4, 103-4. ELEMENTARY RUSSIAN. Pronunciation; reading of elementary texts, oral practice; composition.
- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Reading of classical and modern narrative prose; oral practice and sight reading; advanced composition. Prerequisite: 103.

Spanish Courses

- 101-4, 102-4, 103-4. ELEMENTARY SPANISH. 101 open to students who have no previous work in Spanish. Prerequisite for 102: 101 or one year of high school Spanish.
- 151-3, 152-3, 153-3. INTERMEDIATE COURSE. Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite: 103 or two years of high school Spanish.

- 220-2 to 6. SPANISH CONVERSATION. Conversation based on topics either of current or cultural interest. Prerequisite: 103.
- 301-3. SPANISH NOVEL OF THE NINETEENTH AND TWENTIETH CENTURIES. Study of representative novels and authors from the Regionalists to the present time. Prerequisite: 153.
- 302-3. SPANISH DRAMA OF THE EIGHTEENTH AND NINETEENTH CENTURIES. Reading of selected plays of the chief dramatists from Moratin to the generation of 1898. Prerequisite: 301 or consent of instructor.
- 311, 312, 313-4. SURVEY OF SPANISH LITERATURE. A survey, continuing down to the present day. Lectures and reading of representative authors. Prerequisite: 153.
- 315-3. ARTE Y CULTURA. Conducted in Spanish. Informal class discussions of reports of students on present-day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prerequisite: 220 or consent of instructor.
- 351-3. ADVANCED COMPOSITION. Daily themes based on Spanish models, with free composition once a week. Class discussions.
- 360-8. STUDY-TOUR OF MEXICO. Two weeks of lectures and intensive conversational drill on campus; four weeks in Mexico. Series of lectures by Mexican teachers during residence in Mexico City and on excursions in the country. Final week on campus for completion of individual projects and reports. Prerequisite: advanced standing in Spanish.
- 415-3. SPANISH PHONETICS. Analysis of the sounds of Spanish, their manner of production, and special drill in connected passages of prose and poetry.

PHILOSOPHY

The four-hour requirement in either philosophy or psychology for the Bachelor of Arts degree may be satisfied by taking the two 100-level courses or any single 200- or 300-level course with the exception of 355. Prerequisites apply only where specifically stated.

The minor consists of 24 hours, of which no more than 4 may be in 100-level courses. Minors are required to include the history of philosophy sequence (381, 382, 383) and at least 4 hours in logic or philosophy of science (120, 121, 305, or 324).

COURSE DESCRIPTIONS

Courses on the 300 level are for juniors and seniors only, except where consent is granted by the instructor.

- 120-2. PRACTICAL LOGIC I. Study and practice in elementary semantics, language analysis, and deduction. Except for students in associate degree program in business, credit is given only if 121 has been completed.

- 121-2. PRACTICAL LOGIC II. Study and practice in deduction, induction, and the scientific method. Prerequisite: 120.
- 200-4. TYPES OF PHILOSOPHY: AN INTRODUCTION. Survey of the traditional branches and problems of philosophy, such as religion, metaphysics, epistemology, ethics, political theory, aesthetics, and history.
- 240-4. ETHICS. Study of significant ethical theories concerned with such problems as the nature of right and wrong, individual and social values.
- 300-4. ELEMENTARY METAPHYSICS. Presentation of answers to the most general problems of existence. An attempt to unify all scientific approaches to reality through the laying down of common principles.
- 301-4. PHILOSOPHY OF RELIGION. An analysis of problems in the psychology, metaphysics, and social effects of religion. Among topics discussed are the nature of mystical experience, the existence of God, and problems of suffering, prayer, and immortality.
- 302-4. WORLD RELIGIONS. An historical and comparative study of the principal religions of the world. Particular attention is given to such non-Christian faiths as Hinduism, Buddhism, and Islam.
- 305-4. PHILOSOPHY OF SCIENCE. A nontechnical discussion of philosophic problems as they emerge from the various sciences, with readings from works addressed to the lay public.
- 324-4. SYMBOLIC LOGIC. Use of symbols as tools for analysis and deduction. Study of truth tables, Boolean Expansions, propositional calculus and quantifiers, logic of relations, and their functions in logistic systems.
- 342-4. SOCIAL AND POLITICAL THEORY. Philosophical analysis of social values and their expression in governmental organization.
- 355-3. PHILOSOPHY OF EDUCATION. Survey of theories of education and their relationships to educational policies and practices, as elucidated by the great teachers. Satisfies the education requirement, Education 355, but does not satisfy the philosophy-psychology requirement for the Bachelor of Arts degree.
- 360-4. PHILOSOPHY OF ART. The significance of art as a human activity, its nature and standards as seen in the problems of criticism, and the relation of art to other forms of knowledge.
- 381-4. GREEK AND EARLY CHRISTIAN PHILOSOPHY. Presocratics, Plato, Aristotle, early Christians, and others.
- 382-4. MEDIEVAL AND EARLY MODERN PHILOSOPHY. Problems of medieval philosophy and their restatement in the seventeenth and eighteenth centuries. Aquinas, Descartes, Locke, and others.
- 383-4. RECENT PHILOSOPHY. Kant, Hegel, Schopenhauer, Mill, Bergson, Dewey, Russell, and others.
- 386-4. AMERICAN PHILOSOPHY. A survey of American philosophic thought from colonial days to the present, with emphasis on such recent thinkers as Peirce, James, Royce, Dewey, and Santayana. Prerequisites: 382, 383.
- 484-4. ANCIENT AND MEDIEVAL POLITICAL THEORIES. (Same as Government 484.) A study of outstanding political theories of the ancient and medieval periods, including theories of Aristotle, Plato, Cicero, St. Augustine, and Thomas Aquinas.
- 485-4. RENAISSANCE AND RATIONALIST POLITICAL THEORIES. A

study of the important political theories from the Renaissance to the end of the eighteenth century, including the theories of Machiavelli, Hobbes, Rousseau, Locke and Burke.

486-4. CONTEMPORARY POLITICAL THEORIES.

487-4. AMERICAN POLITICAL IDEAS. (Same as Government 487.) An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our government system.

SCIENCE AND TECHNOLOGY DIVISION

*Applied Science and Pre-engineering; Botany; Chemistry;
Mathematics; Physics and Astronomy; Zoology and Physiology*

The Science and Technology Division contributes to the general education of all students by offering basic courses in mathematics and the physical and life sciences. The division provides a basic program in applied science and pre-engineering. For more advanced students the division seeks to develop an understanding of methods and disciplines that will help equip the student to make a living in areas embracing nature, technology, and industrial processes.

In addition to the general degree requirements, students in the Science and Technology Division must have the following:

1. Four hours of philosophy or psychology.
2. Reading knowledge of a foreign language. This ordinarily requires nine hours of university study or its equivalent.
3. Proficiency in English as demonstrated by an examination at the end of the junior year.

The Science and Technology Division offers curricula leading to the Bachelor of Arts degree and the Bachelor of Science in Education degree.

Professor Kermit G. Clemans, Ph.D. (Oregon), Head	1959
Professor William C. Shaw, Ph.D. (Iowa State)	1959
Professor Eric A. Sturley, Ed.D. (Columbia)	1958
Associate Professor Marinus P. Bardolph, Ph.D. (Iowa)	1957
Associate Professor Myron C. Bishop, M.A. (Ohio State)	1958
Associate Professor Harry D. Brown, Ph.D. (Columbia)	1961
Associate Professor Laurence R. McAneny, Ph.D. (Kansas)	1957
Associate Professor William J. Probst, Ph.D. (Iowa)	1958
Associate Professor Donald Plotte Squier, Ph.D. (Stanford)	1961
Assistant Professor George R. Arnold, M.S. (Illinois)	1953

Assistant Professor Ralph William Axtell, Ph.D. (Texas)	1960
Assistant Professor William C. Bennewitz, Ph.D. (Illinois)	1960
Assistant Professor Harold E. Broadbooks, Ph.D. (Michigan)	1957
Assistant Professor Joseph S. Davis, Ph.D. (Iowa)	1959
Assistant Professor Ray Gwillim, M.S. (Illinois)	1957
Assistant Professor Donal G. Myer, Ph.D. (Ohio State)	1958
Assistant Professor Clellie Oursler, Ph.D. (Illinois Inst. of Tech.)	1959
Assistant Professor Irwin H. Parrill, Ph.D. (Iowa)	1958
Assistant Professor David G. Rands, Ph.D. (Iowa)	1959
Assistant Professor Lloyd Kenneth Williams, Ph.D. (California)	1961
Assistant Professor Jesse Edmund White, Ph.D. (Indiana)	1959
Instructor Emery R. Casstevens, B.S.E.E. (U.S. Naval Academy)	1959
Instructor Florence A. Fanning, M.A. (Illinois)	1957
Instructor Donald Q. Harris, M.A. (Missouri)	1958
Instructor Lyman S. Holden, M.A. (Ohio State)	1958
Instructor Paul H. Phillips, M.S. (Southern Illinois)	1959
Instructor Frederick W. Zurheide, M.S. (Southern Illinois)	1958
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Lecturer Dale F. Blount, B.S. (Rockhurst)	1960
Lecturer Robert Dale Stallard, M.S. (Arkansas)	1961

APPLIED SCIENCE AND PRE-ENGINEERING

At the present time, courses in applied science and pre-engineering on the Edwardsville campuses are limited to minimum requirements for a pre-engineering program. No major or minor program is available in this area.

On the Carbondale campus the Department of Applied Science (embracing fields of solid and fluid mechanics, civil architecture, and electricity) offers through the School of Technology a complete course of study leading to the Bachelor of Science degree. The first two years follow the requirements of leading engineering schools, and the third and fourth years provide a program in applied science of a general nature. Rapid advances in technology make it desirable for a student to obtain such a broad background before specialization. The degree offered is comparable to a general engineering degree.

In addition to the general degree requirements, required courses constituting a major in applied science on the Carbondale campus are Applied Science 000, 101, 205, 206, 260, 261, 262, 263, 300, 301, 302, 311,

312, 313, 315, 316, 318, 320, 321, 331, 332, 333, 334, 335, 336, 340, 342, 343, 344, 346, 347, 361, 363; Industrial Education 227; Mathematics 113, 251, 252, 253, 305, 306; Chemistry 111, 112, 113; Physics 211, 212, 213; Economics 205; Speech 101; History 202; Government 101, Sociology 101.

Applied science courses available at the Edwardsville campuses are as follows: 101, 205, 206, 260, 261, 262, 263, 264, 300, 301, and 302.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students.

- 101-3. ENGINEERING DRAWING I. Orthographic projection, sections and conventions, dimensioning, auxiliary views, freehand lettering and sketching, and use of instruments.
- 205-3. ENGINEERING DRAWING II. A continuation of 101. Auxiliary views, threads, and fasteners, dimensioning, working drawings, intersections and developments, and charts and graphs. Prerequisite: 101.
- 206-4. DESCRIPTIVE GEOMETRY. Graphical solution of problems involving the understanding of the space relationships of points, lines, and planes; intersections and developments. Prerequisites: 101, Mathematics 112.
- 260-3. ANALYTICAL MECHANICS (STATICS). Resultants of force systems, algebraic and graphical conditions of equilibrium of force systems; analysis of forces acting on members of trusses, forces due to friction; centroids. Prerequisites: registration in Mathematics 251 and Physics 211.
- 261-3. ANALYTICAL MECHANICS (DYNAMICS I). Displacement, velocity, and acceleration of a particle; translation, rotation; plane motion. (Kinematics). Prerequisite: 260.
- 262-3. ANALYTICAL MECHANICS (DYNAMICS II). Solutions using the principles of force, mass and acceleration, work and energy, and impulse and momentum. (Kinetics). Prerequisite: 261.
- 263-4. SURVEYING I. Use and care of surveying instruments. Fundamental principles of surveying, computations, land surveying, topographic surveying. Two hours lecture, six hours laboratory. Prerequisites: 101, Mathematics 112 or equivalent.
- 264-4. SURVEYING II. Topographic surveying, field astronomy, route surveying, introduction to photogrammetry. Two hours lecture, six hours laboratory. Prerequisite: 263.
- 300-3. THERMODYNAMICS I. The study of fundamental energy concepts and the laws of thermodynamics, availability of energy, properties of gases, vapors and gas-vapor mixtures, flow and non-flow processes. Prerequisites: Mathematics 253, Physics 213.
- 301-3. THERMODYNAMICS II. Engine cycles and applications to internal combustion engines, gas turbines, steam turbines, jet devices, air compressors, and air engines. Combustion, refrigeration and air conditioning. Heat transfer principles. Prerequisite: 300.
- 302-3. HEAT TRANSFER. Dimensional analysis and its application to the

theory of heat transfer. Mathematical and graphical methods of analyzing problems in conduction, convection, and radiation. Particular attention to the applications of heat transfer principles used in various processes. Prerequisite: 301.

BOTANY

In addition to the general degree and Science and Technology Division requirements, a major in botany includes the following requirements: minimum of nine courses including 101, 202, 203, 310, and 320; one year of chemistry; and one year of either French or German. One year of physics is suggested. Prospective majors are urged to consult with a departmental counselor.

Required courses constituting a minor in botany: minimum of five courses including 101, 202, and 203.

Students in the Education Division who major or minor in botany must meet the same requirements as those listed for majors and minors in the Science and Technology Division.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 101-5. GENERAL BOTANY. An introductory study of the morphology, anatomy, and physiology of the seed plants including vegetative and sexual reproduction. Laboratory and field studies.
- 131-5. FIELD BIOLOGY. A course in methods of identification of various plants and animals and location of source material suitable for teaching nature study. Primarily for those planning to teach in primary and rural schools. Five Saturday field trips and laboratory studies. Cost to student about \$5.00.
- 202-5. GENERAL BOTANY. A study of representative plants of the major plant groups; classification; evolution of the plant kingdom. Laboratory, and one all-day (required) field trip. Student cost about \$5.00. Prerequisite: 101 or consent of instructor.
- 203-5. TAXONOMY OF LOCAL SEED PLANTS. A study of the principles of classification and the use of manuals, with reference to local ferns and flowering plants. Laboratory. Student cost about \$5.00. Prerequisite: 101 or 202.
- 310-5. PLANT ANATOMY. An introduction to cell division, development, and maturation of the structures of the vascular plants. Laboratory. Prerequisites: 101, 202.

- 315-3. PLANT GENETICS. A general course involving principles of evolution and heredity. Prerequisite: 101 or 202 or consent of instructor.
- 320-5. ELEMENTS OF PLANT PHYSIOLOGY. A study of the functions of plants and their relation to the various organs. Laboratory. Prerequisites: 101, 202.
- 321-3. ELEMENTARY BOTANICAL MICROTECHNIQUE. Methods of preservation and preparation of plant materials for examination by the light microscope. Laboratory. Prerequisite: consent of instructor.
- 350-4. PLANTS IN RELATION TO MAN. A study of the basic relationships of plants to man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance.
- 390-2 to 4. READINGS IN BOTANY. A course of individually assigned readings in classical botanical literature; both oral and written reports required; open only to undergraduate students. Prerequisites: major or minor in botany, consent of instructor.
- 391-2 to 5. SPECIAL PROBLEMS IN BOTANY. Individual laboratory or field work under supervised direction. Both written and oral discussions required; open only to undergraduate students. Prerequisite: major or minor in botany, consent of division.
- 403-3. HISTORY AND PRINCIPLES OF PLANT TAXONOMY. Important concepts in plant classification through the ages, and study of the International Code of Botanical Nomenclature. Consideration of the functions of genetics, evolution, morphogenesis, and ecology in taxonomy. Prerequisite: 203 or consent of instructor. May be repeated.
- 404-5. THE ALGAE. A study of the structure, development, and relationships of the algae. Laboratory. Prerequisites: 101, 202.
- 405-5. THE FUNGI. A study of the structure, development, and relationships of the fungi. Problems of economic and scientific interest stressed. Laboratory. Prerequisites: 101, 202.
- 411-5. THE BRYOPHYTES AND PTERIDOPHYTES. Structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies. Laboratory. Prerequisites: 101 or 102, 202.

CHEMISTRY

For the Bachelor of Arts degree, a major in chemistry consists of a minimum of 48 hours. One year each of inorganic, analytical, organic, and physical chemistry provides the minimum requirement. Eight additional hours in Chemistry 432 and 446 are recommended. Also required are one year of calculus (mathematics minor), four quarters of physics, and a reading knowledge of German, Russian, or French. A student majoring in chemistry must maintain a 3.0 average in chemistry for admission to any chemistry courses beyond the freshman level.

A chemistry minor requires 27 hours including 111, 112, 113, 221 or 331, 341, and 342.

Chemistry majors in the Education Division must have a minimum of 36 hours including 111, 112, 113, 221, 331, 341, 342, 461, and 332, 343, or 462.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 101-4. GENERAL CHEMISTRY. A survey course for students who wish only to satisfy the general degree requirements in physical science. A terminal course for non-science majors. Composition and states of matter, valence, formulas and equations, compounds, elements, and related topics. Three lectures and four laboratory periods per week.
- 111-5. CHEMICAL PRINCIPLES AND INORGANIC CHEMISTRY. For chemistry majors and minors and all pre dental, pre-engineering, and premedical students. Atomic structure, valence, formulas and equations, gases, liquids, solids, and related topics. Four lectures and four laboratory periods per week.
- 112-5. CHEMICAL PRINCIPLES AND INORGANIC CHEMISTRY. Continuation of 111. Four lectures and four laboratory periods per week. Prerequisite: 111.
- 113-5. INORGANIC AND QUALITATIVE ANALYSIS. Continuation of 112. Theory of qualitative identification of the cations. Three lectures and six laboratory periods per week. Prerequisite: 112.
- 221-3. QUALITATIVE ANALYSIS. Theory and method of analytical detection of cations and anions. Simple water-soluble and acid-soluble salts and more complex mixtures analyzed in the laboratory. Two lectures and three laboratory periods per week. Prerequisites: 113, knowledge of logarithms.
- 331-3. INTRODUCTORY QUANTITATIVE ANALYSIS. Volumetric and gravimetric analysis, theory and methods. Two lectures and three laboratory periods per week. Prerequisite: 221.
- 332-4. QUANTITATIVE ANALYSIS. Continuation of 331. Two lectures and six laboratory periods per week. Prerequisite: 331.
- 341-4. ORGANIC CHEMISTRY. For chemistry majors. The hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Three lectures and three laboratory periods per week. Prerequisite: 113.
- 342-5. ORGANIC CHEMISTRY. Amides, amines, complex acids, stereoisomerism, sugars, starches, proteins, and introduction to aromatic compounds. Three lectures and six laboratory periods per week. Prerequisite: 341.
- 343-5. ORGANIC CHEMISTRY. Aromatic compounds, polynuclear compounds and natural products, dyes, polymers, and heterocyclic compounds. Three lectures and six laboratory periods per week. Prerequisite: 342.
- 375-0 to 1. SENIOR SEMINAR. Open to majors in junior year for no credit. Required each quarter of senior year for majors.
- 411-3. INTERMEDIATE INORGANIC CHEMISTRY. Modern inorganic chem-

- istry involving atomic structure, chemical bonds, complexes and chelate structures, and chemistry of familiar and less familiar elements. Three lectures per week. Prerequisite: 331.
- 412-4. INORGANIC PREPARATION.
- 432-4. INSTRUMENTAL ANALYTICAL TECHNIQUES. Theory and practice of common instrumental analytical measurements. Two lectures and six laboratory periods per week. Prerequisites: 331, 461.
- 446-4. QUALITATIVE ORGANIC CHEMISTRY. Separation and identification of organic compounds by classical methods. Two lectures and six laboratory periods per week. Prerequisite: 343.
- 460-5. THEORETICAL CHEMISTRY. A one-quarter course on the traditional aspects of physical chemistry without the requirement of calculus. 4 lecture and 3 laboratory hours per week. Prerequisites: 331, 306 or 343, and one year of physics or consent of instructor.
- 461-4. PHYSICAL CHEMISTRY. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Three lectures and three laboratory periods per week. Prerequisites: 343, Mathematics 253, Physics 213.
- 462-4. PHYSICAL CHEMISTRY. Continuation of 461, including a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Three lectures and three laboratory periods per week. Prerequisite: 461.
- 463-4. PHYSICAL CHEMISTRY. Continuation of 462, including chemical thermodynamics, the quantum theory, photochemistry, nuclear structure, atomic structure, and molecular structure. Three lectures and three laboratory periods per week. Prerequisite: 462.
- 490-2. CHEMICAL LITERATURE. A description of the various sources of chemical information and the techniques for carrying out literature searches as well as an introduction to nomenclature. 2 lecture hours per week. Prerequisites: 306, 331, 343, reading knowledge of German or consent of instructor.

MATHEMATICS

Courses in mathematics are provided for three types of students: (a) those whose major interest is in working with mathematics, (b) those whose principal interest (such as social, biological, and physical science, engineering, or teaching) would require the use of mathematical concepts and methods, and (c) those who wish to broaden their cultural and educational outlook.

Students who have taken college preparatory mathematics in high school and who rank high on the mathematics placement examination should normally enroll in 113 as their first college course in mathematics. Students with less preparation may start with 112. Students with only one and one-half years of high school algebra and one year of plane geometry

should enroll in 111. Mathematics 106 is recommended for all students who have not had high school algebra or who rank low on the mathematics placement examination. No credit is allowed for 106 if it is taken after credit is earned in 111.

A student may take a major or minor in mathematics either in the Science and Technology Division or in the Education Division. The requirements in each case are listed below. Deviations from these requirements should have the approval of the mathematics department. A student majoring in mathematics may be required to attend special lectures or seminars during his senior year.

SUGGESTED CURRICULUM IN THE SCIENCE AND TECHNOLOGY DIVISION

In addition to the general degree and the Science and Technology Division requirements, majors in mathematics must meet the following requirements: 113, 251, 252, 253 (a student need not take any of these courses in which he can demonstrate competence); at least twenty-four hours in mathematics courses numbered 300 or above, including 320 and 321; Physics; 211, 212, 213. The selection of mathematics electives should be discussed with representatives of the department. Majors who are working to receive a teaching certificate are required to take 311, 320, 321, 335, and 336.

Requirements for a minor in mathematics are 113, 251, 252 or demonstrated competence, and at least three hours in mathematics courses beyond 252. For a teaching certificate in mathematics, 320 and seven hours in other courses beyond 252 are required.

SUGGESTED CURRICULUM IN EDUCATION

In addition to the general degree and Education Division requirements, majors in mathematics must meet the following requirements: 113, 251, 252 (A student need not take any of these courses in which he can demonstrate competence.); at least nineteen hours in mathematics courses beyond 252 including 311, 320, 321, 335, and 336; Physics 211; and a reading knowledge of a foreign language. Requirements for a minor in mathematics are 113, 251, 252 or demonstrated competence, and at least seven hours in mathematics courses beyond 252, including 320.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students.

Those on the 400 level are for both undergraduate and graduate students.
Those on the 500 level are for graduate students only.

- 100-0. ELEMENTARY MATHEMATICS. Remedial and review work in elementary mathematics, including arithmetic and beginning algebra.
- 106-4. GENERAL MATHEMATICS I. An introduction to the real number system and selected topics from intermediate algebra including topics on business application. A student will not receive credit for 106 if he has had three semesters of algebra in high school or any other college mathematics. (Prerequisite: two semesters of high school mathematics, satisfactory score on placement test, or consent of the instructor.)
- 107a-4. GENERAL MATHEMATICS II. Modern ideas in mathematics. Prerequisite: 106 or intermediate algebra in high school.
- 107b-4. GENERAL MATHEMATICS II. Mathematics of finance. Prerequisite: 106 or intermediate algebra in high school.
- 111-5, 112-5. ELEMENTARY ANALYSIS I, II. Beginning sequence for mathematics majors and minors, pre-engineering students, etc., who can not qualify for 113. Includes topics selected from sets, logic, real number system, college algebra, and trigonometry. Prerequisite: three semesters of high school algebra and satisfactory score on placement test, or 106.
- 113-5. CALCULUS AND ANALYTIC GEOMETRY I. Beginning course for mathematics majors and minors, pre-engineering students, etc. Includes topics selected from analytic geometry, elementary differential calculus, and elementary integral calculus. Prerequisite: college preparatory mathematics in high school and high score on placement examination, or 112.
- 210-4. THE TEACHING OF ELEMENTARY MATHEMATICS. A professional treatment of the subject matter of arithmetic methods and a study of trends and current literature on the teaching of arithmetic. For elementary education majors only. Prerequisite: 106.
- 220-4. ELEMENTARY STATISTICS. A basic introduction to the simpler problems of statistical inference. Descriptive statistics, probability distributions, estimation of parameters and tests of significance, and regression and correlation. Prerequisite: 106 or consent of instructor.
- 251-4, 252-4, 253-4. CALCULUS AND ANALYTIC GEOMETRY II, III, IV. Continuation of 113. Includes differential and integral calculus, applications, introduction to solid analytic geometry, infinite series. Prerequisite: 113.
- 305-3, 306-3. DIFFERENTIAL EQUATIONS I, II. Classical methods of solving ordinary differential equations including Laplace transform techniques. Prerequisite: 253 or concurrent enrollment.
- 311-3. THE TEACHING OF SECONDARY MATHEMATICS. A study of the nature and objectives of the secondary mathematics curriculum. Particular attention is given to the means of introducing new ideas into the high school program. For students preparing to be certified teachers of secondary mathematics. Prerequisite: 320.
- 313-4. SOLID ANALYTIC GEOMETRY. Prerequisite: 113.
- 320-3, 321-3, 323-3. FUNDAMENTAL CONCEPTS OF ALGEBRA I, II, III. Introduction to abstract algebraic structures, including groups, rings, and fields. Attention is given to classical theory of numbers and polynomials.

- The second course is devoted to a study of matrices, including an investigation of simultaneous linear systems. Prerequisite: 251.
- 324-3. VECTOR ANALYSIS. Prerequisite: 253.
- 335-3, 336-3. CONCEPTS OF GEOMETRY I, II. An elementary introduction to various geometric systems to acquaint the student with the interrelationship between geometries of current interest. Topics include axiom systems, introduction to synthetic projective and analytic projective geometry, projective definition of co-ordinate systems, affine geometry, Euclidean geometry, and non-Euclidean geometry. Prerequisite: 252 or consent of instructor.
- 395-2 to 8. READING IN MATHEMATICS. Supervised reading in selected subjects. Prerequisite: 12 hours of 300- or 400-level mathematics, "B" average in mathematics, and consent of division.
- 400-3. HISTORY OF MATHEMATICS.
- 408-3. BOUNDARY VALUE PROBLEMS. Characteristic functions, orthogonal functions, self-adjoint equations, and certain partial differential equations of physics. Prerequisite: 306.
- 410-3, 411-3, 412-3. STATISTICAL ANALYSIS I, II, III. An introduction to the principles and techniques of statistical inference. Elements of probability theory. Population, sample and sampling distributions. Estimation and testing hypotheses on means and variances. Analysis of enumeration data. Regression and correlation. Analysis of variance and covariance. Non-parametric Methods. Topics in experimental design. For students in fields using statistical methods. Will not normally be counted on a mathematics major.
- 415-4. NON-EUCLIDEAN GEOMETRIC PRINCIPLES. An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry. Prerequisite: 252.
- 425-3. THEORY OF NUMBERS. Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, and congruence of numbers. Prerequisite: 251.
- 430-4. PROJECTIVE GEOMETRY. Introduction to the fundamental concepts of projective geometry, including study of conics and polar systems of conics. Prerequisite: 251.
- 433-3. THEORY OF POINT SETS.
- 452-3, 453-3, 454-3. ADVANCED CALCULUS. A precise presentation of the fundamental concepts of analysis, *i.e.*, limits, continuity, differentiation, integration. Major topics include partial differentiation, vector analysis, Riemann-Stieltjes integrals, infinite series, and improper integrals. Prerequisite: 253.
- 455-4. PROGRAMMING FOR DIGITAL COMPUTERS. An intensive course in digital computer programming based upon the IBM 650 computer. Topics include computer organization and characteristics; machine language coding; flow charts, sub-routines; optimum and symbolic coding; compilers and interpretive systems. Prerequisite: consent of instructor.
- 460-4. MODERN GEOMETRY. Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line,

theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite: 20 hours of college mathematics.

475-3. NUMERICAL METHODS. An introduction to approximation methods including finite differences and interpolation; numerical differentiation and integration; curve fitting, numerical solution of algebraic, transcendental, and differential equations. Prerequisites: 305, or 253 and consent of instructor.

480-3, 481-3, 482-3. PROBABILITY AND STATISTICS. An introduction to probability theory and the mathematical methods used in obtaining procedures for various problems of statistical inference. Topics include the algebra of probabilities, discrete and continuous distributions, limit theorems, sampling distributions, principles of statistical estimation, and testing hypotheses. Prerequisite: 253.

Courses on the 500 level are for graduate students only.

501-3, 502-3, 503-3. REAL VARIABLES. A basic course in mathematical analysis. The real number system; fundamental theorems in limits and continuity; open, closed, compact, and connected sets in Euclidean and metric spaces; the Riemann and the Riemann-Stieltjes integrals and functions of bounded variation; infinite series; uniform continuity; uniform convergence of series and improper integrals; arcs and curves; implicit function theorem; multiple integrals. The third quarter presents the general theory of measure and integration from an abstract point of view. Additive classes of sets, Borel sets, measurability, measure and outer measure; integrable functions, convergence theorems; absolute continuity and the Radon-Nikodym theorem; Fubini's theorem. Prerequisite: 454.

520-1 to 4. MODERN ALGEBRA I. Intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary systems of algebra. Uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups.

521-1 to 4. MODERN ALGEBRA II. A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields.

PHYSICS AND ASTRONOMY

Undergraduate courses in physics may be taken as a major by students working toward the Bachelor of Arts degree and the Bachelor of Science in Education degree.

Courses constituting a major in physics for the Bachelor of Arts degree include 211, 212, 213, 301, 302, 303, 305, 306, 307, 314, and two of the following: 310, 405, 414; Mathematics through Mathematics 253 and three of the following: Mathematics 305, 306, 324, 408, 452, 453, 454; and Chem-

istry through Chemistry 113. German 101, 102, 103, and additional physics, mathematics, and chemistry courses are recommended.

Courses constituting a major in physics for the Bachelor of Science in Education degree include 211, 212, 213, 301, 302, and four additional physics courses in the 300 or 400 series.

A minor in physics includes 211, 212, 213 (or 101, 102, 103 with consent of the physics faculty) 301, 302, and one additional physics course in the 300 or 400 series.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 level are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 101-4, 102-4. SURVEY OF PHYSICS. Mechanics, waves, sound, and light in 101; heat, electricity, atoms, and nuclei in 102. To satisfy science requirements of students whose chief interests are not in physical science. Includes laboratory in addition to lecture-demonstrations. Pre-engineering, mathematics, and physical science majors should take 211, 212, and 213.
- 103-4. PROBLEMS IN ELEMENTARY PHYSICS. A quantitative amplification of the principles of physics. The course is designed to fulfill, along with 101, 102, the pre-medical requirements. Prerequisite: 101, 102, Mathematics 112.
- 211-5. UNIVERSITY PHYSICS (Mechanics and Sound) Physics 211, 212, and 213 together constitute a thorough course in basic physics for science, pre-engineering, and mathematics majors. Includes laboratory. Prerequisite: Mathematics 113 or concurrent enrollment.
- 212-5. UNIVERSITY PHYSICS. (Electricity and Magnetism) Continuation of 211. Prerequisites: 211; Mathematics 151 or concurrent enrollment.
- 213-5. UNIVERSITY PHYSICS. (Heat and Light) Continuation of 211 and 212. Prerequisites: 211; Mathematics 252 or concurrent enrollment.
- 301-4, 302-4. MECHANICS. Intermediate mechanics using vector notation. Emphasis on kinematics and particle dynamics. Prerequisites: 211; Mathematics 253 or concurrent enrollment.
- 303-5. HEAT. Temperature measurement, specific heats, phase changes and other heat phenomena, the laws of thermodynamics, and an introduction to kinetic theory and statistical mechanics.
- 305-4, 306-4. INTRODUCTION TO ELECTRIC THEORY I, II. Electrostatic fields in vacuum and in matter, electromagnetic fields and induction, linear circuits with direct and alternating currents, and electromagnetic radiation. Prerequisites: 212, Mathematics 253.
- 307-2. ELECTRIC MEASUREMENTS. A laboratory course illustrating basic electrical and magnetic properties and emphasizing precision in their measurement. Prerequisite: 306 or concurrent enrollment.

- 310-5. **LIGHT.** Light propagation and optical instruments; reflection, refraction, interference, diffraction, and polarization of light. Prerequisite: 213.
- 314-5. **ATOMIC PHYSICS.** Atomic structure, thermionics, the photoelectric effect, gas discharges, optical spectra, x-rays, mass spectra, and introduction to nuclear physics. Prerequisites: 212, 213; Mathematics 253 or concurrent enrollment.
- 316-5. **HISTORY OF PHYSICS.** The historical development of physical concepts and theories, including some contemporary physical research. Designed particularly for students planning to teach. Recommended for juniors and seniors in lieu of 101 or 102.
- 405-5. **ELECTRONICS.** Alternating current theory, including circuit analysis by the use of complex numbers; various types of electronic tubes and electronic devices, and their use in circuits which are frequently encountered in experimental physics, including power supplies, amplifiers, oscillators, electronic meters, relays, and scalars. Prerequisites: 305, 306.
- 414-5. **NUCLEAR PHYSICS.** Theories of nuclear structure, nuclear reactions, radiation and radioactivity, medical and research applications as tracers and in dating, nuclear energy with emphasis on peaceful applications. Prerequisite: 212, 213.
- 420-2 to 5. **SPECIAL PROJECTS I.** Each student is assigned a definite investigative topic. Adapted to advanced undergraduate students. Prerequisites: 301, 305, 306.
- 440-3. **INTRODUCTION TO QUANTUM MECHANICS.** A survey of quantum mechanics featuring the methods of Schrodinger and Heisenberg. Applications to fundamental problems such as the harmonic oscillator and the hydrogen atom. Prerequisite: consent of instructor.
- 450-5. **INTRODUCTION TO SOLID STATE PHYSICS.**

Courses on the 500 level are for graduate students only.

- 501-5. **METHODS OF THEORETICAL PHYSICS I.** A survey of classical theoretical physics, with emphasis on advanced dynamics. Vector analysis used throughout. Prerequisites: 301, 302, 305, 306, Mathematics 305, 306.
- 502-5. **METHODS OF THEORETICAL PHYSICS II.** A continuation of 501, with emphasis on hydromatics, thermodynamics, statistical mechanics, and kinetic theory of gases. Prerequisite: 501.
- 503-5. **METHODS OF THEORETICAL PHYSICS III.** A continuation of 502, with emphasis on electrodynamics including radiation theory. Prerequisite: 502.

Astronomy Courses

- 201-4. **INTRODUCTION TO ASTRONOMY.** Uses of astronomy, reference systems, time, instruments, solar and galactic systems and satellites. Includes evening observations in addition to lecture-demonstrations.

ZOOLOGY AND PHYSIOLOGY

A minimum of forty-eight hours of zoology is required for a major.

Required courses constituting a major in zoology are 100, 102, 103, 202, 401, and any two of the following courses: 300, 303, 306, 310, 313, 461. However, teachers in in-service training may substitute 402 or 403 in lieu of one of the latter courses.

A minimum of twenty-four hours of zoology is required for a minor, including Zoology 100, 102, 103 and at least nine additional hours. At least one course above the 100 level must have a laboratory.

Reading knowledge or three quarters of a foreign language (preferably French, German, or Russian) is required of all majors; six quarters of one such language are recommended.

Zoology majors are required to have three quarters of chemistry and two quarters of physics.

Recommendations for majors in zoology include organic chemistry, three quarters of physics, three quarters of botany; two quarters of mathematics, one quarter of physiology, and one quarter of microbiology.

Zoology majors or minors who expect to enter such professions as teaching, fish and wildlife management, dentistry, medicine, veterinary medicine, or allied fields should consult with the division concerning their programs.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students.

Zoology Courses

- 100-5. PRINCIPLES OF ANIMAL BIOLOGY. Introduction to the major principles underlying the study of zoology. Lectures on principles of animal classification, organization of matter into cells, tissues, organs, and organ systems, heredity, ecology, animal distribution, organic evolution, economic zoology, and conservation. Laboratory work designed to illustrate the above principles. Satisfies general degree requirement in zoology.
- 102-5. GENERAL INVERTEBRATE ZOOLOGY. Studies of typical representatives of the various kinds of invertebrate animals. Relationships, structure, and natural history are emphasized. Prerequisite: 100.
- 103-5. GENERAL VERTEBRATE ZOOLOGY. Studies of fishes, amphibians, reptiles, birds, and mammals, with special emphasis on the amphibious type. Evolutionary development, structure, and natural history are emphasized. Prerequisite: 100.
- 202-5. COMPARATIVE ANATOMY. Comparative studies of the organ systems of vertebrate animals, with emphasis on the phylogeny and evolution of these organs. Prerequisites: 102, 103.

- 300-5. VERTEBRATE EMBRYOLOGY. Development of the individual and the relationship of this development to vertebrate phylogeny; chicken and pig used as types. Prerequisite: 202.
- 303-4. GENERAL ORNITHOLOGY. Recognition of birds and study of their songs, nests, migratory habits, and other behavior. Field trips cost ten to twenty-five dollars per student. Prerequisite: 100 or equivalent.
- 306-4. ENTOMOLOGY. Principles of the structure, classification, and life histories of insects. Prerequisite: 102.
- 310-5. ANIMAL ECOLOGY. Habitats, relations, formations, and associations of animals. Field trips cost ten to twenty-five dollars per student. Prerequisites: 102, 103.
- 313-3. EVOLUTION. Principles and processes of the evolution of living things, including the development of present-day man. Prerequisite: one year of biology.
- 314-4. HEREDITY AND EUGENICS. Principles of heredity in relation to man. Prerequisite: 100 or Botany 101.
- 321-5. HISTORICAL TECHNIQUES IN ZOOLOGY. Prerequisite: one year of biological sciences or approval of instructor.
- 322-2 to 5. PROBLEMS IN ZOOLOGY. Research on zoological problems. Prerequisites: 4.25 average, senior standing, and consent of the division. (Credit does not satisfy any part of the requirements for a minor in zoology.)
- 335-5. FIELD ZOOLOGY.
- 382A- $\frac{1}{2}$. ZOOLOGY SEMINAR FOR SENIORS.
- 382B- $\frac{1}{2}$. ZOOLOGY SEMINAR FOR SENIORS.
- 382C- $\frac{1}{2}$. ZOOLOGY SEMINAR FOR SENIORS.
- 401-5. GENETICS. (Same as Microbiology 402.) Principles of inheritance including genetic mechanisms, mutation, and selection. Prerequisite: twelve hours of biological science.
- 402-4. NATURAL HISTORY OF INVERTEBRATE ANIMALS. Observation, identification, and life histories of common invertebrate animals. A course designed for teachers. Prerequisites: 100, 102.
- 403-4. NATURAL HISTORY OF VERTEBRATE ANIMALS. Observation, identification, and life histories of common vertebrate animals. Designed for teachers. Prerequisites: 100, 103.
- 407 (500)-5. PARASITOLOGY. Collection of parasitic animals, identification, morphology, life history, and control measures. Prerequisite: 102.
- 461-4. MAMMALOLOGY. Taxonomic groups, identification, and natural history of mammals. Prerequisite: 103.
- 480-3. ZOOGEOGRAPHY.

Physiology Courses

- 209-5. INTRODUCTION TO PHYSIOLOGY. A survey of the functions of the human body. Designed for students in various fields desiring a basic but comprehensive knowledge of human physiology. Three lectures and two laboratory periods per week.
- 300-4. HUMAN ANATOMY. Lectures and demonstrations of bones, joints, muscles, and nerves. Designed for majors in physical education.

*SOCIAL SCIENCES DIVISION**Geography; Government; History; Sociology and Anthropology*

The Social Sciences Division offers courses designed to enable the student to achieve an understanding and appreciation of civilization viewed in historical perspective, and thereby equip him for participation in the duties and responsibilities of citizenship. His studies give him insights and understandings which enable him to live more constructively with others in his family, community, and nation and provide him with a better understanding of social organizations, technologies, and the nature and variety of spiritual beliefs.

Professor Seymour Z. Mann, Ph.D. (Chicago)	1960
Associate Professor Richard C. Baker, Ph.D. (Columbia)	1957
Associate Professor Hyman H. Frankel, Ph.D. (Illinois)	1957
Associate Professor Kurt Glaser, Ph.D. (Harvard)	1959
Associate Professor Melvin E. Kazeck, Ed.D. (Columbia)	1958
Associate Professor S. D. Lovell, Ph.D. (Ohio State)	1957
Associate Professor Allan James McCurry, Ph.D. (Cornell)	1960
Associate Professor Patrick W. Riddleberger, Ph.D. (California)	1960
Associate Professor Herbert H. Rosenthal, Ph.D. (Harvard), Head	1955
Associate Professor Elliott M. Rudwick, Ph.D. (Pennsylvania)	1960
Associate Professor Donald L. Taylor, Ph.D. (Duke)	1959
Associate Professor Jack B. Thomas, Ph.D. (Indiana)	1958
Assistant Professor Robert F. Erickson, Ph.D. (Illinois)	1959
Assistant Professor James Martin Haas, Ph.D. (Illinois)	1961
Assistant Professor Stanley B. Kimball, M.A. (Denver)	1959
Assistant Professor Mary Megee, Ph.D. (Chicago)	1959
Assistant Professor Gunter W. Remmling, Ph.D. (Berlin)	1958
Assistant Professor Virgil L. Seymour, M.A. (Southern Illinois)	1957
Assistant Professor Ernest L. Schusky, M.A. (Chicago)	1960
Assistant Professor John W. Snaden, Ph.D. (Michigan)	1959
Assistant Professor Philip E. Vogel, Ph.D. (Nebraska)	1959
Instructor Richard Edwin Guffy, M.S. (Northwestern)	1960
Instructor Clare Blanche Jarard, M.A. (Iowa)	1957
Instructor Eleanor Anne Schwab, M.A. (New York)	1961

Lecturer Carmen W. Harper, M.A. (Southern Illinois)	1960-62
Lecturer Noah Lucatz, M.A. (Glasgow)	1961-62
Lecturer Jane Ann Schuskey, M.A. (Chicago)	1961-62

GEOGRAPHY

In the field of geography, the student may work toward either a Bachelor of Science in Education degree or a Bachelor of Arts degree depending upon his objective:

1. Bachelor of Science in Education—for preparation to teach geography in the elementary or secondary schools, or (with further preparation) in the junior college; or as a part of preparation to teach either social science or physical science in the elementary or secondary schools.

2. Bachelor of Arts—for a thorough knowledge of geography, in preparation for civil service appointment as a geographer, or for demands of private organizations requiring the services of geographers, meteorologists, or cartographers.

For the Bachelor of Arts degree, the student majoring in geography needs to present a minor in another field. Forty-two hours of geography are required for a major; twenty-four hours are required for a minor.

For the Bachelor of Science in Education degree, forty-eight hours of geography are required for a major if the student offers only one minor; only forty-two hours are required for a major if he offers two minors. Twenty-four hours are required for a minor.

One year of foreign language is required of all geography majors.

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

Those expecting to teach high school commercial or economic geography with a minimum of preparation must have twelve hours of college geography. Students should meet this requirement by taking 100, 210 or 211, 324, and 405.

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

SUGGESTED CURRICULUM FOR THE BACHELOR OF ARTS DEGREE

In addition to the general degree requirements and the Social Sciences Division requirements, required courses constituting a major in geography

are 100, 101, 210, 212, 310, 312, 314. Additional courses recommended for a major in geography are 324, 416.

SUGGESTED CURRICULUM FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE

In addition to the general degree requirements and the Education Division requirements, required courses constituting a major in geography are 100, 101, 210, 212, 310, 312, 314, 324. Additional courses recommended for a major in geography are 343, 416.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students.

- 100-5. CULTURAL GEOGRAPHY. A world survey course which stresses man's relationship to his physical environment. Designed to provide an understanding of the people of the world and their work as related to the land and its resources. Satisfies social studies requirement.
- 101-5. PHYSICAL GEOGRAPHY. A study of the earth's physical surface, the areal differences and relationships of its landforms, water resources, soils, natural vegetation, and economic minerals. World distribution patterns of physical elements, their relationships to each other, and their importance to man. Meets needs of prospective teachers of nature study and natural, social, and general science. Field trip and laboratory work.
- 210-4. ECONOMIC GEOGRAPHY. A study of economic production types or occupations, such as grazing, fishing, farming, lumbering, mining, manufacturing, and transportation.
- 211-5. ECONOMIC GEOGRAPHY. Designed to show the relationship between physical environment and the economic life of people. Emphasis on economic-geographic factors of world distribution of resources, methods of production, and transportation of important commodities of industry and commerce. Primarily for students majoring in business administration and economics.
- 212-3. MAP READING AND INTERPRETATION. Properties of maps and air photos, their uses and sources. Maps as means of expression in scientific investigation. Units on the use and interpretation of maps, map symbols, and map projections. Laboratory.
- 310-4. METEOROLOGY. Study of weather, and the factors and conditions influencing it, its importance to man. Emphasis placed on agriculture, aviation, business, industry, and everyday understanding of weather. Most recent findings in weather science studies. Of value to persons interested in weather bureau service. Prerequisite: 100 or consent of instructor.
- 311-4. GEOGRAPHY OF SOILS. The nature, source, and origin of soil material; soil development and soil use. Geographic distribution and significance of soil as an element of the environment. Prerequisites: 100, 101 or consent of instructor.

- 312-4. REGIONAL CLIMATOLOGY. Principles of climatology; physical bases for the differentiation of climatic types; description and interpretation of climatic regions. Prerequisite: 100 or consent of instructor.
- 313-3. GEOGRAPHY OF ILLINOIS. Acquaints the student with the regional concepts of our state, the distribution of climate, vegetation, soil, land-forms, and mineral resources; interrelates agriculture, manufacturing, industry, and population distribution, interpreted within a regional framework. Prerequisite: 100 or consent of instructor.
- 314-4. GEOGRAPHY OF ANGLO-AMERICA. A systematic regional treatment of North America, north of Mexico. An introduction to a regional study of geography. Prerequisite: 100 or consent of instructor.
- 315-4. GEOGRAPHY OF EUROPE. An intensive study of regions, with stress on their description, interpretation, and utilization. Emphasis on interdependence of political units. Prerequisite: 100 or consent of instructor.
- 316-4. GEOGRAPHY OF SOUTH AMERICA. A study of the regions and resources of the South American countries as they are related to national and international problems.
- 318-4. GEOGRAPHY OF ASIA. A study of the countries of Asia, except the Asiatic portion of the U.S.S.R., emphasizing the relationship between the problems of the population and the resource base.
- 319-4. HISTORICAL GEOGRAPHY OF THE UNITED STATES. Study of elements of the geographic environment that have been important in the discovery, exploration, settlement and the development of the United States.
- 321-2. GEOGRAPHY OF AUSTRALIA. A study of the only continent which lies far beyond the periphery of the land hemisphere; its unusual climatic and economic conditions; its importance in the British Empire; and its vital place in the economic and political life of the Pacific.
- 322-3. GEOGRAPHY OF THE PACIFIC. Description and analysis of the complex physical and cultural structure of the Pacific islands composing Melanesia, Micronesia, and Polynesia. Emphasis will be placed upon the strategic significance of the area.
- 323-3. GEOGRAPHY OF THE NEAR EAST. A regional approach to the study of the nations of southwest Asia and the Arab nations of Africa. Appraisal of the resources of these nations and the importance of these areas to the rest of the world.
- 324-4. RESTORATION AND CONSERVATION OF NATURAL RESOURCES. Survey of major resources of the United States with stress on problems of conservation and restoration. Emphasis on water, mineral, forest, grass, soil, wildlife, scenic, and recreational resources. Field trips.
- 343-4. TEACHING OF GEOGRAPHY. Presentation and evaluation of geography teaching methods. Geographic literature, illustrative materials, and teaching devices are emphasized.
- 402-4. THE SOVIET UNION. A study of the U.S.S.R. based on both a systematic and a regional approach. Appraisal of the natural-resource base of Russia as well as an estimate of her industrial and agricultural strength. Prerequisite: 100 or consent of instructor.
- 404-4. ADVANCED ECONOMIC GEOGRAPHY I (AGRICULTURAL). A functional study of the bases, interrelationships, and geographic distribu-

- tion of agricultural production. Prerequisites: 100, 210, or consent of instructor.
- 405-4. ADVANCED ECONOMIC GEOGRAPHY II (INDUSTRIAL). A functional study of the bases, interrelationships, and geographic distribution of industries. Prerequisites: 100, 210, or consent of instructor.
- 406-4. TRADE AND TRANSPORTATION. The pattern of modern transport networks and trade routes; the importance of trade routes; the importance of trade and transportation as geographic factors. Prerequisites: 100, 210, or consent of instructor.
- 411-4. URBAN GEOGRAPHY. The urban population: environment, development, and distribution; geographic factors related to the origin, structure, and functions of urban centers. Prerequisites: 100, 210, or consent of instructor.
- 413-3 to 4. GEOGRAPHY OF THE CARIBBEAN LANDS. A regional approach to the study of the lands bordering the Caribbean. Appraisal of the natural-resource base of the various countries. Prerequisite: 100 or consent of instructor.
- 416-4. CARTOGRAPHY. Instruction and practice in the basic techniques of map-making; consideration and solution of problems involved in the construction of maps; problems in map reproduction. Prerequisite: 100 or consent of instructor.
- 417-3. AIR PHOTO INTERPRETATION. Techniques in the use of air photos as source material for research in the physical and social sciences. Laboratory. Prerequisite: 212 or consent of instructor.
- 420-4. GEOGRAPHY OF AFRICA. A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Prerequisite: 100 or consent of instructor.
- 424-4. REGIONAL PROBLEMS IN CONSERVATION. The distribution, use, and interrelationship of the resources in the various resource management regions of the United States, the conservation techniques applied to them, and the problems of public policy in their effective management. Prerequisites: 100, 324, or equivalent.
- 430-4. PHYSIOGRAPHIC PROVINCES OF NORTH AMERICA. Designed to give the students an appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisites: 100, 210, and advanced standing.
- 435-4. GEOGRAPHY OF LANDFORMS. The use of various geographic aids in the development of landform concepts. Descriptions of the more common landforms with special emphasis on the United States. Research paper required. Prerequisite: 101.
- 440-2 to 4. READINGS IN GEOGRAPHY. Supervised readings in selected subjects. Hours and credit to be arranged. Prerequisites: 100, 210, and advanced standing.
- 444-4. POLITICAL GEOGRAPHY. An examination of the world political pattern that is superimposed on the physical earth. Particular attention to world powers and critical areas.
- 450-3 to 15. TRAVEL STUDY COURSES. Designed chiefly for in-service

teachers and for others whose work needs enrichment through travel. Prior to departure from campus, intensive supervised study and/or readings relative to areas or countries to be visited. Written report due within six weeks after completion of study in the field. Not open for credit to graduate students in geography. Prerequisite: 100 or equivalent.

- 470-4. URBAN PLANNING. (Same as Government 470.) Basic problems of planning in the urban community. Includes the administrative and physical principles involved in the planning of urban land use. Emphasis on research techniques, design principles, and government instrumentalities in the planning process. Prerequisite: consent of instructor.

GOVERNMENT

An undergraduate major for a student working toward the Bachelor of Science in Education degree consists of thirty-six hours, and forty-two hours for a student working toward the Bachelor of Arts degree. Twenty-four hours are required for a minor. A major or minor is recommended for persons planning to teach civics or government courses, and for those planning to qualify for the study of law or for public service. Students majoring in government are urged to take as much work as possible in other social sciences. A year of foreign language is required of all government majors working toward the Bachelor of Arts degree. Government 190 is required of all majors and does not count toward the minimum number of hours required for a major.

The major should take a minimum of one course in each of the areas of specialization listed below. No student should take more than 20 hours in any area of specialization.

AREAS OF SPECIALIZATION

American Government and Politics 232, 330, 340, 380, 406, 415, 420, 435.

Public Law 305, 315, 495, 496.

Public Administration 360, 361, 461, 465, 470, 473.

International Affairs 243, 370, 371, 373, 390, 391, 453, 456, 457.

Political Theory 484, 485, 486, 487.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 190-5. AMERICAN GOVERNMENT. A general survey of national, state, and local governments. Includes the national and state constitutional principles as required by Illinois law.
- 232-4. STATE AND LOCAL GOVERNMENT. A survey of the structure and functions of American state and local governments. Prerequisite: 101, 190 or 231.
- 243-3. INTRODUCTION TO AMERICAN FOREIGN POLICY. The significance of foreign policy as related to American citizens. Prerequisite: 101, 190 or 231.
- 305-4. DEVELOPMENT OF THE AMERICAN CONSTITUTION. The evolution of the United States constitutional system. Recommended for pre-law students. Prerequisite: 101, 190 or 231.
- 315-3. ADMINISTRATION OF JUSTICE. The organization and work of the American judicial system. Recommended for pre-law students. Prerequisites: 101, 190 or 231.
- 321-1 to 6. READINGS IN GOVERNMENT. Consent of instructor required.
- 330-2. ILLINOIS GOVERNMENT. The development and functioning of government in Illinois. Prerequisite: 101, 190 or 231.
- 340-3. THE LEGISLATIVE PROCESS. A study of the principles, organization, and work of American legislative bodies. Prerequisite: 101, 190 or 231.
- 360-4. INTRODUCTION TO PUBLIC ADMINISTRATION. Nature of public administration in the United States, basic administrative practices, the peculiar governmental systems; major issues in public administration. Prerequisite: 101, 190 or 231.
- 361-3. SELECTED PROBLEMS IN PUBLIC ADMINISTRATION AND POLICY FORMULATION. Intensive examination of problem areas illustrating administrative and management practices in public service and demonstrating linkages between politics and administration in our political system. Prerequisite: 360.
- 370-4. INTERNATIONAL RELATIONS. A study of world politics—the causes of international conflict and the conditions of peace. Prerequisite: 101, 190 or 231.
- 371-4. PROBLEMS OF AMERICAN FOREIGN POLICY. An analysis of selected problems in the field of American foreign policy. Prerequisite: 101, 190 or 231.
- 373-3. INTERNATIONAL POLITICS OF EUROPE. National-state system in Europe; foreign politics of major states; nationalism as a source of conflict; Soviet expansionism; progress toward European security and unification. Prerequisite: 370.
- 380-4. POLITICAL PARTIES. The development and work of American political parties. Prerequisite: 101, 190 or 231.
- 390-5. PRINCIPLES OF COMPARATIVE AND FOREIGN GOVERNMENTS. A comparative study of the various political systems of European democracies and governmental systems derived therefrom. Prerequisite: 101, 190 or 231.
- 391-3. COMPARATIVE GOVERNMENT. A comparative study of the political systems of the Soviet Union, the West German Republic, Italy, and at least one other European state. Prerequisite: 101, 190 or 231.
- 406-4. AMERICAN CHIEF EXECUTIVE. President and governor. A study of

- the origin and background of the presidency and the governorship; qualifications, nomination and election, succession and removal, the organization of the executive branch and the powers and functions of the president and governor. Prerequisite: 190.
- 415-3. **POLITICAL BEHAVIOR.** An analysis of the nature of public opinion and methods of influencing political behavior. Major attention given to studying basic psychological attitudes and behavior. Prerequisite: 101, 190 or 231.
- 420-4. **PRESSURE GROUPS AND PROPAGANDA.** An analysis of interest groups and their techniques of political propaganda. Prerequisite: 101, 190 or 231.
- 435-4. **GOVERNMENT AND BUSINESS.** General survey of regulation of business by government; regulatory measures and procedures; regulation of labor and agriculture, public ownership; impact of pressure groups on government. Prerequisite: 101, 190 or 231.
- 453-3. **SOVIET GOVERNMENT AND POLITICS.** An intensive study and research exercise in the government and politics of the Soviet Union. Prerequisite: 390 or consent of instructor.
- 456-4. **GREAT BRITAIN AND THE BRITISH EMPIRE.** An intensive study and research exercise in the governments and politics of the British Commonwealth of Nations. Prerequisite: 390 or consent of instructor.
- 457-4. **GOVERNMENT AND POLITICS IN THE NEAR AND MIDDLE EAST.** Iran, Iraq, Syria, Lebanon, Egypt, Jordan, Saudi Arabia, etc. Prerequisite: 101 or 190 or 231.
- 461-4. **ORGANIZATIONAL THEORY AND PUBLIC ADMINISTRATION.** Examination of sociology of organizations, the significance of bureaucracy and large scale organizations, administrative theories and their application and relevance to public administration. Prerequisite: 360 or concurrent registration with 360.
- 465-3. **LOCAL GOVERNMENT AND PUBLIC ADMINISTRATION.** Problems and issues at local governmental level. Emphasizes administrative approaches, special problems in intergovernmental relationships, and the developing tasks related to urban expansion and growth. Prerequisite: 360.
- 470-4. **URBAN PLANNING.** (Same as Geography 470.) Basic problems of planning in the urban community. Includes the administrative and physical principles involved in the planning of urban land use. Emphasis on research techniques, design principles and governmental instrumentalities in the planning process. Prerequisite: consent of instructor.
- 473-3. **METROPOLITAN STUDIES AND RESEARCH.** Examination of the reorganization movement related to improvement and restructuring of government in metropolitan areas. Review and evaluation of special problems in research methodology. Prerequisite: 360 or consent of instructor.
- 484-4. **ANCIENT AND MEDIEVAL POLITICAL THEORIES.** (Same as Philosophy 484.) A study of outstanding political theories of the ancient and medieval periods, including theories of Aristotle, Plato, Cicero, St. Augustine, and Thomas Aquinas. May be counted as government or philosophy. Prerequisite: 6 hours of government.

- 485-4. RENAISSANCE AND RATIONALIST POLITICAL THEORIES. (Same as Philosophy 485.) A study of the important political theories from the Renaissance to the end of the Eighteenth Century, including the theories of Machiavelli, Hobbes, Rousseau, Locke, and Burke. May be counted as government or philosophy. Prerequisite: 6 hours of government.
- 486-4. CONTEMPORARY POLITICAL THEORIES. A study of the important political theories since 1800, including the theories of Marx, Hegel, and John Stuart Mill. May be counted as government or philosophy. Prerequisite: 6 hours of government.
- 487-4. AMERICAN POLITICAL IDEAS. (Same as Philosophy 487.) An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. May be counted as government or philosophy. Prerequisite: 6 hours of government.
- 495-4. CONSTITUTIONAL LAW I. A study of the constitutional law of the United States with emphasis on cases dealing with the framework of our federal system. Prerequisite: 101, 190 or 231.
- 496-4. CONSTITUTIONAL LAW II. A study of the constitutional law of the United States with emphasis upon cases dealing with the framework of American liberties. Prerequisite: 101, 190 or 231.

Courses on the 500 level are for graduate students only.

- 512 SEMINAR IN PUBLIC ADMINISTRATION. Prerequisite: consent of instructor.
- 530-1 to 12. INTERNSHIP IN PUBLIC AFFAIRS. A course involving field work in the office of a governmental agency: city, county, state, and national or international. Under certain circumstances it might be in the office of a political party organization or in that of some organized pressure group. Prerequisite: consent of instructor.

HISTORY

Students who intend to make history their major field should consult with a member of the history faculty at the time of registration. Forty-two hours are required for a student working toward a Bachelor of Arts degree with a major in history. Forty-eight hours and one minor or thirty-six hours and two minors are required for a student working toward a Bachelor of Science in Education degree with a major in history. All history majors must take 101, 102, 103, 201, 202, and 452. At least half of the work of a major must be on the 300 and 400 levels, and care should be taken to distribute the work in the fields of American and European history. A year of work in a foreign language is required of all history majors.

Twenty-four hours are required for a minor in history, and must include 101, 102, 103, 201, and 202. Students in education wishing to use a history minor should take twelve hours each in the European and American fields.

Two quarters of history 101, 102, 103 will meet the general degree requirement except in education. Five hours of United States history are required for graduation in education. History 201 or 202 will meet this requirement.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level are for both undergraduate and graduate students. Those on the 500 level are for graduate students only.

- 101-3, 102-3, 103-3. SURVEY OF WESTERN CIVILIZATION. Designed primarily for freshmen as a study of the development and evolution of western civilization. Course 101 covers material from the ancient period to 1000; 102: 1000-1815; and 103: 1815 to the present. Required of all history majors and minors.
- 201-5. THE UNITED STATES TO 1865. A general survey of the political, social, intellectual, and economic development of the United States to 1865. Course 201 includes national and state constitutional principles as required by Illinois law. Required of all history majors and minors. Prerequisite: sophomore standing.
- 202-5. THE UNITED STATES SINCE 1865. Continuation of 201. Either 201 or 202 to count toward graduation requirements in education. Required of all history majors and minors. Prerequisite: sophomore standing.
- 305-3. HISTORY OF GREECE. Political, social, economic, and cultural developments from the Aegean period to the establishment of Hellenistic civilization. Prerequisite: freshman survey.
- 306-3. HISTORY OF ROME. Political, social, economic, and cultural developments from the Etruscan period to the fall of the Empire in the West. Prerequisite: freshman survey.
- 308-3. HISTORY OF ILLINOIS. Political, social, economic, and cultural history of the state from 1818 to the present. Recommended for prospective teachers. Prerequisites: 201 and 202.
- 309-4. THE NEGRO IN AMERICA. The role of the Negro in America from the seventeenth century to the present with emphasis on the period since 1865. Prerequisite: 201 or 202.
- 311-3. MEDIEVAL HISTORY. Europe from the fall of Rome to the Renaissance. Prerequisite: freshman survey.
- 312-3. CENTRAL EUROPE IN THE NINETEENTH CENTURY. An analysis of the rise of nationalism with emphasis on Germany and Italy and of the problems of the Austro-Hungarian Monarchy. Prerequisite: freshman survey.
- 314-3. THE AGE OF ABSOLUTISM AND THE ENLIGHTENMENT. An examination of the major developments in European history from 1648 to 1789. Prerequisite: freshman survey.
- 322-4, 323-4, 324-4. ENGLISH HISTORY. A study of the institutional and

- cultural development of the English people from the earliest times to the present. 322: Celtic Britain to 1603; 323: 1603-1815; 324: since 1815. Prerequisite: freshman survey.
- 330-3. THE REVOLUTION AND THE CONSTITUTION. A detailed examination of the period 1763 to 1789 in United States history. Prerequisite: 201.
- 352-3. COLONIAL LATIN AMERICA. With a preliminary view of the major Indian cultures and the era of discovery and exploration, this survey emphasizes the political, economic, social, and cultural aspects of Latin-American life through the wars of independence. Prerequisite: freshman survey.
- 353-3. INDEPENDENT LATIN AMERICA. A survey of historical patterns and problems in the national life of twenty American countries, from independence to the present. Prerequisite: freshman survey.
- 354-3. LATIN AMERICA IN WORLD AFFAIRS. A survey of the international role of Latin America with emphasis on the economic, diplomatic, and military record from the Treaty of Tordesillas to membership in the United Nations. Prerequisite: freshman survey.
- 365-4. HISTORY OF CHINESE CIVILIZATION. A survey of the development of Chinese civilization from prehistoric times to the present. Prerequisite: freshman survey.
- 367-3. INTRODUCTION TO FAR EASTERN CIVILIZATION. (Oriental Civilization I.) A broad survey of Far Eastern history and culture up to the nineteenth century. Prerequisite: freshman survey.
- 368-3. THE FAR EAST AND MODERN IMPERIALISM. Discussion of Far Eastern international relations against the background of modern imperialism, 1800-1941. Prerequisite: freshman survey.
- 369-3. THE CONTEMPORARY FAR EAST. Rise of Communist China; post-war problems in the Far East; the cold war; and the problems of new nations. Prerequisite: freshman survey.
- 372-3. RUSSIAN HISTORY TO 1905. The Kievan and Muscovite background; main currents in Imperial Russia. Prerequisite: freshman survey.
- 373-3. RUSSIAN HISTORY SINCE 1905. Decline and fall of the Russian Empire, the revolution, and the subsequent development of the Soviet Union. Prerequisite: freshman survey.
- 401-3. THE OLD SOUTH. A study of the South from the colonial period to the Civil War. Prerequisite: 201.
- 402-3. THE NEW SOUTH. A history of the South since 1860. Prerequisite: 202.
- 405-3. CIVIL WAR AND RECONSTRUCTION. The political and economic background of the war, the military aspects of the conflict, and the course and consequences of reconstruction. Prerequisites: 201, 202.
- 410-2 to 5. SPECIAL READINGS IN HISTORY. Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand.
- 411-3, 412-3, 413-3. INTELLECTUAL HISTORY OF THE UNITED STATES. Study of the economic, social, and political thought that has influenced the development of the nation. Prerequisites: 201, 202.
- 415-3. THE AGE OF THE RENAISSANCE. The Renaissance in Italy and its development in other sections of Europe. Prerequisite: freshman survey.
- 416-3. THE AGE OF THE REFORMATION. An analysis of the period which

- produced the Protestant and Catholic Reformations. Prerequisite: freshman survey.
- 420-3. THE FRENCH REVOLUTION. An intensive study of the period 1789 to 1815. Prerequisite: freshman survey.
- 425-3. AMERICAN COLONIAL HISTORY. Founding of the American colonies and the development of their institutions to 1763. Prerequisite: 201.
- 428-4. AGE OF JACKSON. Origins, background, and development of that phase of American democracy associated with the Jacksonian era. The political, social, and economic history of the years 1824-44 will be considered in detail. Prerequisite: 201.
- 436-3. RECENT UNITED STATES HISTORY. An analysis of the major developments in twentieth century America from 1900 to 1929. Prerequisite: 202.
- 437-3. RECENT UNITED STATES HISTORY. Continuation of 436 covering the period from 1929 to the present. Prerequisite: 202.
- 440-3. AMERICAN DIPLOMACY TO 1898. A general consideration of American foreign policies. Prerequisites: 201, 202.
- 441-3. AMERICAN DIPLOMACY SINCE 1898. Continuation of 440. Prerequisite: 202.
- 442-3, 443-3, 444-3. HISTORY OF THE WEST. A series of three courses that provide an intensive study of the influence of the frontier on United States history. Prerequisites: 201, 202.
- 450-3. EUROPE SINCE 1914. Political and cultural developments in twentieth century Europe with emphasis on international relations. Prerequisite: freshman survey.
- 452-3. HISTORICAL RESEARCH AND THESIS WRITING. A methods course in research principles which requires the preparation of a research paper. Required of all majors. Prerequisite: senior standing.
- 454-3. BIOGRAPHY IN AMERICAN HISTORY. Outstanding leaders and their contributions to the history of the United States. Attention to historical writers who specialize in biography. Prerequisite: a course in United States history.
- 490-3. HISTORY IN THE SECONDARY SCHOOL. A methods course for prospective teachers.

Courses on the 500 level are for graduate students only.

- 500-3 to 9. HISTORY SEMINAR. Research methods applied to the various history fields.
- 519-5. THE AGE OF JEFFERSON. Rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon social, economic, and political programs of Republicans and Federalists; the clash of mercantile and agrarian interests.

SOCIOLOGY AND ANTHROPOLOGY

Sociology offers major and minor programs for those working for a Bachelor of Arts degree and a Bachelor of Science in Education degree.

A sociology major with a specialization in social work is also offered.

This program is intended primarily for students who plan to enter a professional school of social work.

Requirements for a general sociology major: a minimum of four hours in psychology, social anthropology, and statistics; a minimum of forty-two hours in sociology including 101, 312, 321, 400, 407, 451, with the remaining hours to be taken in courses whose second digit in the course number is 0 through 7. A background course in zoology is also recommended.

Requirements for a major in sociology with a specialization in social work: a minimum of four hours in economics, psychology, social anthropology, and statistics; a minimum of eight hours in government in the area of American national, state, and local government; a minimum of forty-two hours in sociology including 101, 102, 321, 333, 340, 373, 380, 383, 481, and 482.

Sociology majors working toward a Bachelor of Science in Education degree must have (1) forty-eight hours of sociology, with one minor which should be in a field other than the social sciences or (2) thirty-six hours in sociology, with two minors, one of which should be in another social science. The following specific courses are required of majors: Sociology 101, 102, 321, 333, 340.

COURSE DESCRIPTIONS

Courses on the 100, 200, and 300 levels are for undergraduate students. Those on the 400 level may be taken by undergraduate and graduate students.

Anthropology

- 110-4. WAYS OF MANKIND. Anthropology as a science and a profession. Survey of human origins, prehistory, world ethnography. The significance of anthropology in the world today.
- 300-4. MAN'S PLACE IN NATURE. Man as a biological being, his relationships to other living things, human origins and development, the concept of race and races of mankind, human genetics, and normal human variation.
- 304-4. THE ORIGINS OF CIVILIZATION. The conditions that produced the early high culture of both Old and New Worlds. A study of the complex environmental and cultural factors that led to the rise and fall of early civilizations.
- 308-4. PEOPLES AND CULTURES OF THE OLD WORLD. The varieties of people and customs in Asia, Africa, Europe, and the Pacific Islands. The biological and cultural history of man in the Old World from the earliest known times to the present day.
- 310-4. MAN AND CULTURE. The nature of culture and cultural process. The

interrelationships between culture and man as an individual and as a group, with emphasis on the cultural point of view as an aid in understanding human actions and reactions in the world today.

- 314-4. INDIANS OF NORTH AMERICA. A survey of North American Indian cultures as they have existed within historic times.
- 409-4. ANTHROPOLOGY AND MODERN LIFE. The uses of anthropology in the present-day world. How the anthropologist aids the administrator, businessman, government official, and other specialists.
- 470-3. SOCIAL ANTHROPOLOGY. Theory and method in community study; functional analysis, cultural themes and values in both primitive and modern cultures.

Sociology

Courses in sociology are listed according to fields. The second digit in a course number indicates its field. As follows:

- 00-09 General Sociology
- 10-19 Methodology and Research Techniques
- 20-29 Social Psychology
- 30-39 Social Organization and Structure
- 40-49 Family
- 50-59 Sociology of Knowledge
- 70-79 Special Fields
- 80-89 Applied Fields

General Sociology and Theory

- 101-5. INTRODUCTORY SOCIOLOGY. Scientific study of human society and the various means by which individuals and groups adjust to each other and to their physical and social environment.
- 102 (202)-5. SOCIAL PROBLEMS. An analysis of selected contemporary social problems in their social and cultural setting such as crimes, suicide, mental illness, the vices, family disorganization, with emphasis upon their extent and significance.
- 306 (331)-4. SOCIAL CONTROL. The means and principles of social controls; social institutions as factors in control; techniques of directing social action. Prerequisite: 101.
- 396-1 to 5. READINGS IN SOCIOLOGY. Supervised reading in selected subjects. Prerequisite: consent of instructor.
- 400 (460)-2. CURRENT SOCIOLOGY. Students read, report on, and evaluate content of leading sociological journals. Prerequisite: eight hours of sociology.
- 406 (500)-3. SOCIAL CHANGE. Processes of social change in the modern world; culture lag and conflict of norms; individual and social problems arising from conflicting systems of social values and cultural norms. Prerequisite: eight hours of sociology.
- 407-4. INTEGRATED SOCIOLOGY. Designed for senior students with a sociology major. Integration of sociological concepts and principles: society and culture, the human group, social norms and patterns, status and roles, organization, structure and function, and social change. Prerequisite: 15 hours of sociology.

Methodology and Research Techniques

- 312-5. SOCIOLOGICAL RESEARCH. Part played by research in the development of sociology as a science. Application of scientific method to social data. Types of research. Prerequisites: 101 and four hours of statistics.

Social Psychology

- 320-4. RACE AND MINORITY GROUP RELATIONS. Racial and cultural contacts and conflicts, causes of prejudice; status and participation of minority groups; national and international aspects of minority problems. Prerequisite: 101.
- 321-4. SOCIALIZATION OF THE INDIVIDUAL. The process of socialization in infancy, childhood, and adolescence; development of habits; attitudes, sentiments; emergence of the self; integration of the individual and society. Prerequisite: 101.
- 322 (330)-3. PROPAGANDA AND PUBLIC OPINION. Techniques and characteristics of propaganda; methods of measuring public opinion. Prerequisite: 101.
- 424 (405)-4. COLLECTIVE BEHAVIOR. The behavior of people in large groups; collective interstimulation and emotions; crowds, audiences, and publics; mass stimuli and mass response. Prerequisite: 321 or 322 or consent of instructor.
- 426 (355)-4. SOCIAL FACTORS IN BEHAVIOR AND PERSONALITY. How group situations and values affect behavior and shape personality; development of concepts, role-concepts, attitudes, values; theories of motivation; self-concepts; conflicting social values in relation to individual motivation. Prerequisite: 321 or Psychology 305 or consent of instructor.
- 427(381)-4. PERSONALITY AND SOCIAL ADJUSTMENT. Basic mechanisms of adjustive behavior; concepts and criteria of personal integration and social adjustment; varieties of adjustive and non-adjustive behavior; theories of personal organization and disorganization; selected problems. Prerequisite: 321 or Psychology 305 or consent of instructor.

Social Organization and Structure

- 333 (375)-4. COMMUNITY ORGANIZATION. Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 101.
- 335 (311)-4. URBAN SOCIOLOGY. The rise, development, structure, culture, planning, and problems in early and modern cities. Prerequisite: 101.
- 338 (325)-4. INDUSTRIAL SOCIOLOGY. Social organization and processes within the formal and informal structure of the industrial unit; research and experimental materials concerning social determinants of morale, status, and role of the worker. Prerequisite: 101.

Family

- 241 (203)-4. MARRIAGE AND PARENTHOOD. The social psychology of dating, courtship, and family relations; evaluation of research findings;

problems of applying scientific principles to changing overt behavior. Prerequisite: 101.

- 340 (310)-4. THE FAMILY. The family in historic and contemporary society; evolution of the modern family; changes in family functions, structures, and roles. Prerequisite: 101.

Sociology of Knowledge

- 351 (318)-4. SOCIOLOGY OF RELIGION. Function of religious institutions in society and their relationship to other major social institutions; role in social control and group solidarity. Prerequisite: 101.
- 450-4. SOCIAL THOUGHT I: BEFORE 1800. Ancient background of Western social thought; development of modern social thought. Prerequisite: general background in history.
- 451 (455)-4. SOCIAL THOUGHT II: THE SOCIOLOGICAL MOVEMENT. Rise and development of scientific social thought in Western society. Prerequisite: background in nineteenth-century history or literature.
- 452-4. SOCIAL THOUGHT III: TWENTIETH CENTURY. A survey of important trends in contemporary social thought.
- 453-4. SOCIAL MOVEMENTS. A sociological study of modern social movements; social and cultural backgrounds, forms of expression and organization; social structure of social movements, their role and function in modern society. Prerequisite: eight hours of sociology.

Special Fields

- 371(314)-4. POPULATION AND MIGRATION. Quality and quantity of population, problems of growth, composition, distribution differential fertility, international and internal migration, and control of numbers and quality. Prerequisite: 101 or equivalent in economics, geography or government.
- 372 (315)-4. CRIMINOLOGY. The nature of crime; criminal statistics; causal factors; theories and procedures in prevention and treatment. Prerequisite: 101.
- 373 (301)-4. JUVENILE DELINQUENCY. Nature of juvenile delinquency; factors contributing to delinquent behavior; treatment and prevention. Prerequisite: 101.
- 374 (313)-3. SOCIOLOGY OF EDUCATION. Methods, principles, and data of sociology applied to the school situation; relation of the school to other institutions and groups; may be counted either as sociology or education. Prerequisite: 101.

Applied Fields

SOCIAL WORK, REHABILITATION

- 380 (235)-4. INTRODUCTION TO SOCIAL WORK. The historical development, philosophy, and theory forming the basis for the professional practice of social work; processes developed and the specialties within each of them; personal and educational requirements for the career opportunities available. Prerequisite: 101.

- 383 (337)-4. INTRODUCTION TO INTERVIEWING. Theory and practice of interviewing as a means of gaining information, and of understanding and imparting the same. Focus is on the interview as a tool in social work, but principles are generally applicable. Prerequisite: 101 or Psychology 201.
- 472-4. TREATMENT AND PREVENTION OF CRIME. Principles of penology; history of punishment and prisons; criminal law, police function, criminal courts; the prison community; the juvenile court and related movements. Prerequisite: 372.
- 481-4. PROCESSES IN SOCIAL WORK. Theory, rationale, and practice of casework, group work, social welfare organization, and the roles of supervision, administration, and research in relation to each. Case material study and discussion with field observation and practice. Prerequisite: 380 or consent of instructor.
- 482-3. SOCIAL WORK IN SELECTED AGENCIES. Study of representative literature on casework in family, psychiatric, medical, school, military, child welfare, correctional settings, and others. Case material study and discussion with field observation and practice. Prerequisite: 481.

FAMILY COUNSELING

- 484 (403)-3. SURVEY COURSE IN MARRIAGE COUNSELING. Survey and analysis of the field of marriage counseling; assessment of current practices and techniques in terms of contemporary sociological theory. Prerequisites: 241 and consent of instructor.

COMMUNITY SERVICE

- 388-3 to 6. WORKSHOP IN INTER-GROUP RELATIONS. Designed to provide theoretical and practical understanding of cultural, social, and psychological factors associated with inter-group tension. Participants concentrate their efforts on problem-solving activities related to their occupational, professional, or civic interests. Resource and consultative staff from the academic areas of education, psychology, sociology, and social work.

GRADUATE COURSE OFFERINGS

Dean of the Graduate School Willis G. Swartz, Ph.D. (Iowa) 1930

Assistant to the Dean for Graduate Advisement

Leonard B. Wheat, Ph.D. (Columbia) 1958

The purpose of graduate course offerings is to make available to advanced students courses and other work which will increase their competencies in particular fields. Development of the power of independence investigation is especially sought. The association of mature and beginning

scholars is an important aspect of graduate work and is encouraged. Major study may be done in educational administration, elementary education, guidance and counseling, instructional supervision, secondary education, and special education. Graduate courses in other areas are offered at various times during the school year.

TECHNICAL AND ADULT EDUCATION

Dean of Technical and Adult Education Ernest J. Simon, M.S. (Illinois)	1950
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Supervisor E. R. Casstevens, B.S. (U.S. Naval Academy)	1959
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Assistant Supervisor Dale F. Blount, B.S. (Rockhurst)	1960
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An adult education program consisting of noncredit courses in various industrial, technical and general education fields is offered.

Adults may register for these courses regardless of educational background. Occasionally, prerequisites may be established for specific courses because of their nature. The classes cover a wide range of interest and activities and are being developed further to meet other needs.

These courses are taught by University faculty members as well as outstanding industrial, professional, and business leaders. The practical, functional approach is used by the instructors. In many instances, the University co-operates with groups representing management, labor, and others as well as with individual industrial and municipal organizations. Courses are then planned and offered to meet the specific needs of these groups. Programs and course offerings are announced as they develop.

REGISTRATION FOR TECHNICAL AND ADULT EDUCATION COURSES

It will be necessary for interested students to preregister for the course or courses of their choice in order to make arrangements for the various sections of classes. The time and place of registration at each location is the subject of special announcement. Interested students should address the Supervisor, Industrial and Technical Programs, Southern Illinois University, Edwardsville, Illinois, for specific information regarding registration.

VETERANS

A veteran who has a legal resident of Illinois at the time of entrance into service may attend under an Illinois Military Scholarship, which will satisfy his tuition charge. If the veteran has already been awarded such a scholarship by the University, he should bring the award letter with him at the time of registration. If he has not been awarded one he must bring a copy of his separation papers showing place of residence at the time of entering the service.

COURSES

The following courses of the industrial management program are offered at the Granite City High School, the Alton center, and the East St. Louis center. Occasionally the course content may be modified to meet the needs of the industrial area.

COST CONTROL. Shows the foreman and supervisor how to hold costs down and helps them to understand the resulting benefits to the company, its employees, its customers, and supervisory personnel. Outlines factors which influence cost problems at the foreman's level of supervision, such as training, salvage, tools, material, maintenance, changes in production methods, time studies, budgets, overhead, reports, effect of competition.

EFFECTIVE SPEAKING FOR SUPERVISORS. Designed to help the foreman see his over-all communications responsibilities in relation to all of his contacts and duties in industry. Involves the fundamentals of speaking, such as choosing a topic, gathering and organizing material, analyzing the audience, effective presentation, correct pronunciation of commonly mispronounced words, persuasive motivation, and chalk talk including demonstration. Emphasis is on conference and individual speech situations.

INDUSTRIAL ECONOMICS. A survey of the American economic structure in which terms such as economics, production, wealth, and income are defined. The relationship between wages, prices, profits, and production is studied. Other topics of discussion include inflation and the price level, unemployment, economics and determination of prices, interest and profits.

INDUSTRIAL ENGINEERING. An introduction to the basic elements of industrial engineering, including job evaluation, time and motion study, methods analysis and improvements, work simplification and other related items.

INDUSTRIAL REPORT WRITING. A study of the types of reports common to an industrial situation and practice in preparing written reports, memoranda and interdepartmental communications that command attention. Special emphasis is given to practice writing.

INDUSTRIAL SAFETY. A course covering such essential topics as accident distribution, appraising employee attitudes, promoting employee interest in the safety program, plant layout, production planning and proper maintenance of plant equipment.

LABOR-MANAGEMENT RELATIONS I. Investigates the development of collective bargaining in union-management relations and studies the initiation, negotiation, approval, and administration of contract provisions. The main provisions of agreements—wages, grievance settlements, working conditions, management and union security—are included.

LABOR-MANAGEMENT RELATIONS II. A discussion of actual cases in labor-management relations in industry. This includes case problems in grievance handling, contract negotiations, disciplinary action, joint projects, incentive plan administration, seniority matters, working conditions, and the like. Emphasis is on current problems and trends.

IN-PLANT PROGRAM

On request by individual industries or other organizations, the University will prepare special non-credit programs of instruction to be put on in-plant. These courses are presented by the University faculty or by outstanding consultants in the area. On some occasions Industrial Management Program courses are presented in-plant to night shift people who could not otherwise attend these courses. In-plant courses have been particularly effective because they can be tailored to the specific needs of the plant or organization involved. Some of the organizations who have used this service are listed along with representative courses.

American Zinc Company	Conference Leadership
Dow Metal Products	Reading Improvement
Granite City Engineering Depot	Technical Report Writing
Granite City Steel Company	Coaching and Counseling
	Metallurgy
	Supervisor and His Job
Laclede Steel Company	Industrial Report Writing
	Industrial Safety
Monsanto Chemical Company	Effective Speaking for Supervisors
	Industrial Report Writing
Owens-Illinois Glass Company	Reading Improvement
A. O. Smith Corporation	Advanced English
	English Grammar
	Industrial Report Writing
	Labor-Management Relations
	The Supervisor and His Job
Union Starch and Refining Company	Conversational Spanish
United Steel Workers of America	Leadership for Unions

TECHNICAL PROGRAM

This program provides instruction of a technical and specialized nature not otherwise available in this area. Instructors are provided who have specialized and distinguished themselves in the field being covered. Courses may be offered to fill a current need or to help satisfy a continuing need.

A continuing program for the trucking industry is the Traffic Management Program. Still being expanded, this program consists at present of four courses offered at the East St. Louis center only.

RATES AND TARIFFS I. A study of the basic structure of tariffs and the related fundamentals; the classification of commodities; rules and regulations; the kinds of tariffs; the functions of interstate and intrastate regulatory bodies and the actual checking of rates and charges.

RATES AND TARIFFS II. A continuation of the study begun in Rates and Tariffs I. This course deals with the same topics but does so in more detail.

TRAFFIC MANAGEMENT I. Advanced rate making, bureau procedure, transportation regulations and general traffic matters.

TRAFFIC MANAGEMENT II. A continuation of general traffic matters and coverage of Interstate Commerce Commission law.

