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Southern Illinois University Edwardsville

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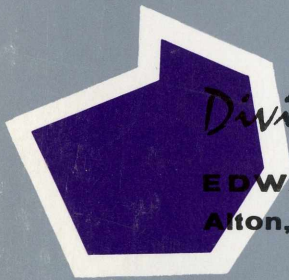
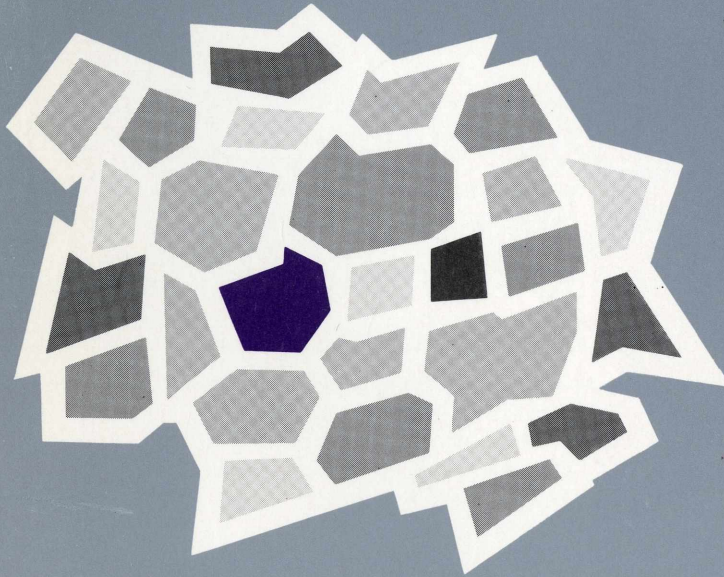
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Southern Illinois University

Bulletin



Divisional Announcements

EDWARDSVILLE CAMPUS 1962-64
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.

Edwardsville Campus

Announcements for 1962-1964



SOUTHERN ILLINOIS UNIVERSITY BULLETIN
Volume 5 Number 5 April 17, 1963
Second-class postage paid at Carbondale, Illinois. Published by Southern Illinois University, monthly except semimonthly in April, June, and September.

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

General Information
Financial Assistance
Summer Session (Carbondale)
Summer Session (Edwardsville)
Schedule of Classes (Carbondale)
Schedule of Classes (Edwardsville)
Divisional Announcements (Edwardsville)
Graduate School
College of Education
College of Liberal Arts and Sciences
School of Agriculture
School of 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 Campus. 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, 1963-1964

Revised January 1963

1963 SUMMER SESSION

Session Begins	Monday, June 17
Independence Day Holiday	Thursday, July 4
Final Examinations (8-week Session)	Wednesday–Thursday, August 7–8
Summer Commencements	Friday, August 9
Final Examinations (Summer Quarter)	Monday–Saturday, August 26–31

1963 FALL QUARTER

New Student Week	Sunday–Tuesday, September 22–24
Quarter Begins	Wednesday, September 25
Thanksgiving Vacation	Wednesday, 12 noon–Monday, 8 A.M. November 27–December 2
Final Examinations	Wednesday–Tuesday, December 11–17

1964 WINTER QUARTER

Quarter Begins	Thursday, January 2
Final Examinations	Wednesday–Tuesday, March 11–17

1964 SPRING QUARTER

Quarter Begins	Wednesday, March 25
Memorial Day Holiday	Saturday, May 30
Final Examinations	Thursday–Wednesday, June 4–10
Commencement (Edwardsville)	Thursday, June 11
Commencement (Carbondale)	Friday, June 12

Summer classes begin on Tuesday, June 18. During the fall, winter, and spring quarters, classes begin on the second day of the quarter.

The University

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

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

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

In 1949 the Belleville Residence Center was established and the Alton and East St. Louis residence centers in 1957. In 1958 the Southwestern Illinois Residence Office was created to co-ordinate and direct the University's educational activities in the Madison-St. Clair counties area. As a result of substantial purchases of land by the citizens of the area, a new campus at Edwardsville, co-ordinate with the campus at Carbondale, is now being developed.

LOCATION

Carbondale is located at the intersection of Highways U.S. 51 and Illinois 13 and is served by the Illinois Central Railroad.

The new campus site southwest of Edwardsville is on By-pass 66, but

temporarily instruction is carried on at Alton and East St. Louis. The facilities of the former Shurtleff College have been leased by the University for the operation of the Alton Center. The East St. Louis Center is located in the former East St. Louis high school building on Tenth and Ohio streets.

SESSIONS

The nine-month academic year is divided into three quarters. The fall quarter opens near the middle of September and closes just prior to the Christmas vacation period. The winter quarter begins early in January and ends around 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 regular quarters, there are a two-month summer session and a full summer quarter which begin immediately following the close of the spring quarter. The summer session consists of a comprehensive program of courses offered by most departments and divisions of the University. In addition to the courses which run the full two or three months, there are workshops and short courses of lesser duration.

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

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

Edwardsville Campus

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 By-pass 66. The central administrative offices of the Edwardsville Campus are housed on this site.

In Alton eight permanent buildings form the nucleus of a 40-acre campus. Eleven 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 a city block 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. Faculty offices are located in nearby temporary buildings.

PROGRAMS OF INSTRUCTION

The academic organization of the Edwardsville Campus comprises a general studies program and six major divisions of instruction, with a number of programs in each division.

BACHELOR'S DEGREE PROGRAMS

The six academic divisions of the Edwardsville Campus prepare students for the following degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Education (B.S. in Ed.), and Bachelor of Music (B. Mus.). Programs leading to these degrees are described in subsequent chapters of this bulletin.

PREPROFESSIONAL PROGRAMS

Preprofessional students may obtain, subject to certain conditions, a bachelor's degree after three years' work (144 quarter hours) at 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 concentration 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.

Students working toward the Bachelor of Science in Agriculture degree may attend the Edwardsville Campus their freshman year and transfer to the Carbondale Campus for the completion of the degree. In preparing for one of the agricultural professions, the student should follow closely the appropriate curriculum as suggested in the School of Agriculture bulletin.

Students working toward a Bachelor of Science degree in home economics may attend the Edwardsville Campus their freshman and sophomore years and transfer to the Carbondale Campus for the completion of the degree. In preparing for this degree, the student should follow closely the appropriate curriculum in the School of Home Economics bulletin.

GRADUATE PROGRAMS

For information concerning programs leading to master's degrees and the Doctor of Philosophy degree, refer to the Graduate School issue of the *Southern Illinois University Bulletin*.

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 independent 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 and supervision, elementary education, guidance, secondary education, and special education. Graduate courses in other areas are also available.

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

ADMISSION TO THE UNIVERSITY

All inquiries concerning admission to the Edwardsville Campus of Southern Illinois University should be directed to the Registrar's Office, Southern Illinois University, Edwardsville, Illinois. Application for admission and transcripts of high school and previous college work should be in the Registrar's Office at least thirty days in advance of the desired entrance date. Applications for admission may be submitted earlier if desired. High school seniors should apply for admission at the beginning of the last semester of the senior year.

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 should refer to the Graduate School bulletin and consult with the graduate adviser in the Graduate Office at the Alton or East St. Louis center.

For regulations and procedures see the General Information issue of the *Southern Illinois University Bulletin*.

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 Edwardsville Campus 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 sessions for the new freshmen are held during the summer and as part of New Student Orientation each fall. Each new transfer student should plan to meet with his adviser prior to initial registration; appointments can be initiated by calling the office of Academic Advisement.

REGISTRATION INFORMATION

Registration for classes on the Edwardsville Campus is completed at the enrollment division of the Registrar's Office at the Alton and East St. Louis centers. Southern uses a system of advance registration in which the period of time from the third through the tenth week of each quarter is used for registration for the following quarter. All students are expected to take advantage of the advance registration period. A new student may also register on the opening day of each quarter.

Registration for any session of the University is contingent upon being eligible for registration. Thus a registration including the payment of tuition and fees may be considered invalid if the student is declared to be ineligible to register due to scholastic reasons. The same situation may exist due to financial reasons or to disciplinary reasons if certified to the registrar by the Director of Student Affairs.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Each candidate for the degree must complete 192 hours of credit in approved courses. At least 64 hours must be in 300-level courses or above. Each student must have a C average and grades not lower than C in sub-

jects aggregating at least three-fourths of the work. A C average is required in the field of concentration. 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 of work (144 hours) earned at Southern or 48 senior college hours earned at Southern, 16 of which may be earned in extension.

Every bachelor's degree candidate is expected to meet the University's general requirements and to follow the recommendations of his academic unit. The general requirements have been undergoing intensive study with a view to giving the students further options and providing them with a more effective background not only for their professional careers but also for their standing as citizens in the communities to which they go after graduation. This study has resulted in the initiation of a new General Studies program. During the period of transition from the old program to the new, students who have begun their work in the old program will continue in it. Courses to satisfy the old requirements will continue to be available for several quarters after the inauguration of the new program. The first of the General Studies courses were available for the 1962 fall quarter. The new requirements are outlined below. The old are summarized in the 1961-62 General Announcements bulletin.

OUTLINE OF GENERAL STUDIES REQUIREMENTS

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

Specific courses available in these areas are described in the General Information bulletin and listed in the Schedule of Classes.

There are three ways in which partial requirements of the General Studies program may be met without taking the courses specifically designed to meet those requirements. They are waivers, advanced-standing assignments, and proficiency examinations. These are described in the General Information bulletin.

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

Because of the importance of written and oral communication, each full-time student must enroll each quarter in English Composition until the required sequence has been satisfactorily passed. A transfer student will be granted English proficiency credit only in those composition courses in which he has 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.)

CONCENTRATION REQUIREMENTS

Every degree candidate is expected to follow the basic program set out here, plus the advanced work recommended by the division in which he expects to concentrate as indicated in the following pages of this bulletin. 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 degree requirements can be waived.

EXCEPTIONS

A student 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 student's record.) In some cases, more advanced work may be substituted for the required courses listed. A student who transfers in his junior or senior year may substitute senior college courses in most areas for the freshman and sophomore courses listed previously.

APPLICATION FOR GRADUATION

Every degree candidate should signify his intention to graduate by making application for graduation no later than the first week of his last quarter in attendance before the desired graduation date. Therefore, a person desiring to graduate in the June commencement must make application for graduation during the first week of the spring quarter. The application forms are available in the Registrar's Office.

BACHELOR OF ARTS DEGREE REQUIREMENTS

In addition to the University's general requirements for a bachelor's degree, a person working toward a Bachelor of Arts degree must have the following:

1. A reading knowledge of a foreign language, ordinarily requiring 9 hours of university study or its equivalent.
2. A course in either philosophy or psychology (or a General Studies equivalent in those fields).
3. A primary concentration of at least 42 hours and a secondary concentration of at least 24 hours. Some areas of concentration require more than the minimum number of hours.

Business Division

Accounting; Economics; Management; Marketing; Secretarial and Business 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
Professor Leo Cohen, Ph.D. (California)	1959
Associate Professor Mary Margaret Brady, Ed.D. (New York)	1957
Associate Professor John E. Dwyer, M.B.A. (Chicago)	1962
Associate Professor John J. Glynn, Ph.D. (St. Louis)	1957
Associate Professor John V. Meador, Ph.D. (Iowa)	1962
Associate Professor Richard J. Milles, M.S. in C. (St. Louis)	1960
Associate Professor Joe R. Small, M.B.A. (Kansas)	1958
Assistant Professor Donald P. Bedel, M.B.A. (St. Louis)	1962
Assistant Professor Richard L. Davison, M.S. (Illinois)	1959
Assistant Professor Robert W. Eckles, M.B.A. (Miami, Ohio)	1962
Assistant Professor David C. Luan, Ph.D. (Texas)	1960
Assistant Professor Kenneth E. Martin, M.S. (Kansas State)	1958-59; 1962
Assistant Professor Norbert V. Schmitt, M.S. in C. (St. Louis)	1958
Assistant Professor Paul R. Tarpey, M.S. (Oklahoma State)	1962
Assistant Professor Thomas E. VanDahm, Ph.D. (Michigan)	1960
Assistant Professor Clarence E. Vincent, D.B.A. (Indiana)	1960
Instructor Emery R. Casstevens, B.S.E.E. (U. S. Naval Academy)	1959
Instructor Virgil I. Pinkstaff, M.A. (Washington University)	1957

Instructor Karl A. Sauber, B.S. (Kent State)	1960
Lecturer Dale F. Blount, B.S. (Rockhurst)	1960
Lecturer Daniel B. Bosse, M.B.A. (Indiana)	1959-63
Lecturer Norman J. Bucher, M.S. in C. (St. Louis)	1962-63
Lecturer Alice Marie Burkhead, M.B.A. (Texas)	1961-62
Lecturer Dona F. Frost, M.S. (North Dakota)	1961-63
Lecturer John Ingwersen, M.B.A. (New York)	1960
Lecturer Donald R. McCauley, M.B.A. (Texas A. & M.)	1961-62
Lecturer Richard N. McKinney, M.A. (Iowa)	1961-63
Lecturer Robert J. Motley, M.A. (State Teachers College, Kirksville, Mo.)	1962-63
Lecturer Ann S. Schwier, Ph.D. (St. Louis)	1960-63
Lecturer Paul J. Skjerseth, M.B.A. (Indiana)	1960-63

The Bachelor of Science degree may be earned in the Business Division with the following concentrations: accounting, economics, management, marketing, secretarial and business education. The Bachelor of Arts degree may be earned in the Social Sciences Division in economics. The Bachelor of Science in Education degree may be earned in the Education Division in secretarial and business education or in economics.

DIVISIONAL REQUIREMENTS

The following courses are required of all candidates for the Bachelor of Science degree in the Business Division as well as all students electing a primary concentration within the division: Accounting 251, 252, 253, Economics 205, 206 (or the General Studies equivalents), and Marketing 230. The student should have at least 77 quarter hours in the Business Division and at least 77 outside the division.

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 opera-

tion 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

BACHELOR OF SCIENCE DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSB 151, 152, 153.)	87
<i>Business Division Requirements</i> (See page 12.)	26
<i>Accounting Concentration Requirements</i>	68-70
Accounting 331, 341, 351, 352, 353, 356, 442	29
Accounting 355, 432, 458, 459, 461 (any one)	3-4
Economics 307, 315, 317 or 470	11-12
Management 170, 271, 320, 340 or 380, 371, 372 or 373	25
<i>Electives</i>	9-11
<i>Total</i>	192

SECONDARY CONCENTRATION

A 24-hour concentration in accounting consists of 251, 252, 253, 8 hours of senior credit courses (300-499) in accounting, and Management 170.

COURSE DESCRIPTIONS

- 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 peri-

- odicals 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 those concentrating in accounting.
- 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 field of concentration, may pursue a somewhat specialized study in such fields as money and banking, industrial relations, finance, and 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 CURRICULA

BACHELOR OF SCIENCE DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSB 151, 152, 153.)	87
<i>Business Division Requirements</i> (See page 12.)	26
<i>Economics Concentration Requirements</i>	64
Economics 307, 310, 315, 317, 328, 330, 418, 440, 450, 451, 470, 481	43
Management 320, 340, 371, 380, 473	21
<i>Electives</i>	15
<i>Total</i>	192

BACHELOR OF ARTS DEGREE

For a degree in the Social Sciences Division, the following courses constitute a concentration in economics: 205,¹ 206,¹ 307, 310, 315, 317, 328, 330, 418, 440, 450, 470, 481; Accounting 251; Mathematics 111.

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the following courses consti-

tute a 48-hour concentration in economics: 205,¹ 206,¹ 307, 310, 315, 317, 328 or 330, 418, 440 or 450 or 451 or 470, 460 or 481; Accounting 251; Marketing 230. These constitute a 36-hour concentration in economics: 205,¹ 206,¹ 307, 315, 317, 310 or 328 or 330, 418, 460 or 470 or 481, and one elective.

SECONDARY CONCENTRATION

Courses constituting a secondary concentration in economics are 205,¹ 206,¹ 307, 315, 317, 310 or 328 or 330; Accounting 251.

COURSE DESCRIPTIONS

- 205-5. SURVEY OF ECONOMIC PRINCIPLES.
- 206-4. ECONOMIC PRINCIPLES AND PROBLEMS. Prerequisite: 205.¹
- 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, GSD 157.
- 310-4. LABOR PROBLEMS. Prerequisite: 206,¹ or 205¹ and consent of instructor.
- 315-4. MONEY AND BANKING I. Prerequisite: 205.¹
- 317-4. ECONOMIC HISTORY OF THE UNITED STATES. Prerequisite: 205.¹
- 328-4. INTERNATIONAL ECONOMICS I. Prerequisite: 206,¹ or 205¹ and consent of instructor.
- 330-4. PUBLIC FINANCE I: NATIONAL. Prerequisite: 206,¹ or 205¹ and consent of instructor.
- 408-4. ECONOMIC AND BUSINESS STATISTICS II. 3 hours lecture; 2 hours laboratory. Prerequisite: 307 or 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. Prerequisite: 205,¹ 206,¹ or consent of instructor.
- 432-3. FISCAL POLICY OF THE UNITED STATES. Countercyclical, secular, and emergency use of government expenditures, debt, taxes. Prerequisite: 205,¹ 206,¹ or consent of instructor.
- 436-3. GOVERNMENT AND LABOR. A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisite: 205¹; Government 210¹ or consent of instructor.
- 440-3. INTERMEDIATE THEORY. A more intensive treatment of price and income theory. Prerequisite: 206,¹ or 205¹ and consent of instructor.
- 450-3. HISTORY OF ECONOMIC THOUGHT. Great economists and the de-

- velopment of economic theory. Prerequisite: 205,¹ and 206¹ 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: 205¹ 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: 205¹ 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.

¹ Or the General Studies equivalents.

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

BACHELOR OF SCIENCE DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSB 151, 152, 153.)	87
<i>Business Division Requirements</i> (See page 12.)	26
<i>Management Concentration Requirements</i>	70
Economics 307, 310, 315, 317-4 or 470-3	15
Management 170, 271, 320, 361, 371, 372 or 373, 385	28
One of three specializations: 1, General Business; 2, Finance; 3, Personnel Management	27
1. Management 327, 340, 380, 421, 473, 479-4	24
Marketing 334, 341, 438 (any one)	4
2. Management 323, 327, 328, 340 or 380, 421, 475	23
Marketing 334, 341, 438 (any one)	4

3. Management 340, 380, 382-3 or Economics 411-4, 480, 481, 485	23
Psychology 201	4
<i>Electives</i>	9
<i>Total</i>	192

SECONDARY CONCENTRATION

Requirements for a 24-hour concentration in management with a specialization in finance include 170, 320, 323, 327, 340; Accounting 251.

Requirements for a 24-hour concentration in management with a specialization in general business include 170, 320, 340, 371; Accounting 251; Marketing 230.

COURSE DESCRIPTIONS

- 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.
- 240-4. INTRODUCTION TO DATA PROCESSING. Development of the concept of an organization; problems of co-ordination and control; feed-back loop; management by exception. Study covers machine functions, procedure planning, flow charting and integrated data processing; also, the stored program concept, input-output methods and problems involved with electronic data processing equipment. Prerequisite: Sophomore standing.
- 241-4. PRINCIPLES OF PROGRAMMING FOR ELECTRONIC DATA PROCESSING. Comparative study of stored program concepts, binary coding principles, study of machine language and symbolic coding; definition of problem and preparation of flow charts and block diagrams; symbolic programming system; timing sequences for input-output functions. Laboratory work involves practice problems requiring the preparation of flow charts, block diagrams, coding and preparation of source, program, and test running on IBM 1401 equipment. Three hours lecture; two hours laboratory. Prerequisite: 240-4, or equivalent, or consent of instructor.
- 271-4. BUSINESS WRITING. Principles and practice in writing typical kinds of business correspondence and reports. Prerequisite: GSD 152.
- 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 205.¹

- 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 206.¹
- 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 206.¹
- 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 206.¹
- 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.
- 442-4. MANAGEMENT OF DATA PROCESSING SYSTEMS. A systematic examination of the principles and practices of data processing management. Includes installation layout, employment requirements, machine utilization, scheduling, work loads, interdepartmental relations, legal considerations, etc. Prerequisite: 241.
- 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 those concentrating in business administration or economics with 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.

¹ Or the General Studies equivalents

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. Undergraduate courses are offered in areas such as 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

BACHELOR OF SCIENCE DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSB 151, 152, 153.)	87
<i>Business Division Requirements</i> (See page 12.)	26
<i>Marketing Concentration Requirements</i>	68
Economics 307, 315, 317-4 or 470-3	11

MARKETING

21

Management 170, 320, 340, 361, 371, 373	24
Marketing (230 is also a divisional requirement)	(5)
Marketing 331, 333, 334, 336, 337, 341, 349-3 or 384-4	26
Marketing 332-4, 438-4, 451-4, 463-3 (any two)	7
<i>Electives</i>	11
<i>Total</i>	192

SECONDARY CONCENTRATION

Requirements for a 24-hour concentration in marketing include 230, 333, 337, and one of the four following options:

General Marketing: 331 or 332, 341, and Accounting 251.

Sales and Advertising: 384, 438, and 463.

Retailing: 331, 332, and 334.

Industrial Marketing: 334, 336, 341, and 349.

COURSE DESCRIPTIONS

- 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 the General Studies equivalent 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 different 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 its equivalent.

SECRETARIAL AND BUSINESS EDUCATION

Two concentrations are offered in secretarial and business education: (1) business-teacher education for students preparing to teach business subjects in high school, and (2) secretarial and office management.

The business-teacher education program, leading to the Bachelor of Science in Education degree in the Education Division, 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 secretarial and office-management program, leading to the Bachelor of Science degree in the Business Division, offers a course of study in office skills for a typist, stenographer, secretary, or machine operator, with training in office management and supervision.

SUGGESTED CURRICULA

BACHELOR OF SCIENCE DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSB 151, 152, 153.)	87
<i>Business Division Requirements</i> (See page 12.)	26
<i>Business and Secretarial Education Concentration Requirements</i>	62-87
Secretarial and Business Education 102, 103, 104, 105, 106, 107, 113, 213, 216, 308	8-33
Secretarial and Business Education 307, 313, 407	12
Economics 307	4
Management 170, 271, 320, 340, 361, 371, 372 or 373, 385	32
Marketing (any two courses, in addition to 230)	6
<i>Electives</i>	0-17
<i>Total</i>	192-200

BACHELOR OF SCIENCE IN EDUCATION DEGREE

Candidates for this degree in the Education Division who are preparing to teach all high school business subjects must satisfy the requirements of the Business Division as well as the following Secretarial and Business Education Concentration Requirements, which total 37 to 64 hours.

Secretarial and Business Education ¹ 102, 103, 104, 105, 106, 107, 213, 216, 307 or 407, 308, 313	13-40
Secretarial and Business Education 403, 404, 405, 406, 408 (any two)	6-8
Management 170, 271, 371, 372 or 373	16

Students preparing to teach the business subjects usually taught in high school except shorthand, transcription, and secretarial practice must satisfy the requirements of the Business Division as well as the following Secretarial and Business Education Concentration Requirements, which total 44-56 hours:

Accounting 351	4
Secretarial and Business Education ¹ 102, 103, 104, 213, 313, 407	11-20
Secretarial and Business Education 403, 405, 406, 408 (any two)	6-8
Management 170, 271, 371, 372 or 373, and one elective	20
Marketing (one elective)	3-4

Students preparing to teach only the basic business subjects in high school must satisfy the requirements of the Business Division as well as

¹ Students who have had work in this area will be placed at the level for which their ability qualifies them.

the following Secretarial and Business Education Concentration Requirements, which total 52-53 hours:

Accounting 351	4
Secretarial and Business Education 405, 408	6
Secretarial and Business Education or Management, electives	16
Economics 355	3
Management 170, 271, 371, 372, 373	20
Marketing (one elective)	3-4

SECONDARY CONCENTRATION

Students desiring less intensive concentrations in business-teacher education or in secretarial training and office management should plan their programs in consultation with representatives of the Business Division. It is necessary to plan each student's program individually because of varying backgrounds and needs. The following illustrative programs, however, will fit the needs of many students.

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, 403, 404. Total: 29 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, 403, 404; Management 271. Total: 29 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, 403, 404, 407; Management 271. Total: 29 hours.

Preparation for teaching typewriting, shorthand, bookkeeping, and gen-

eral 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.

SECRETARIAL TRAINING AND OFFICE MANAGEMENT

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 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 who can take sustained, new-matter dictation at 100 words per minute: 213, 307, 308, 407; Management 271, 361. Total: 26 hours.

COURSE DESCRIPTIONS

- 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. Noncredit for those who have had previous formal training in typewriting.
- 103-3. TYPEWRITING II. Emphasis on 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 35 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 for three minutes.
- 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; prepara-

- tion 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 45 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 70 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 80 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 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.

Education Division

Education Administration; Elementary Education; Guidance; Health Education; Instructional Materials; Nursing; Physical Education for Men; Physical Education for Women; 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. For most undergraduate students preparing to teach in high school, the subject-matter concentration 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 Alfred E. Kuenzli, Ed.D. (Indiana)	1958
Professor Cameron W. Meredith, Ph.D. (Michigan)	1959
Professor Glen R. Rasmussen, Ph.D. (Michigan)	1962
Professor Harry H. Smith, Ed.D. (Washington University)	1958
Professor Daniel W. Soper, Ph.D. (Syracuse)	1962
Professor Clarence W. Stephens, Ed.D. (Indiana)	1952
Professor Mark M. Tucker, Ed.D. (California, Los Angeles)	1959
Professor Leonard B. Wheat, Ph.D. (Columbia)	1958
Associate Professor David E. Bear, Ed.D. (Washington University)	1957
Associate Professor Howard V. Davis, Ed.D. (Washington University)	1957
Associate Professor Charles V. Matthews, M.A. (Kansas City)	1962
Associate Professor John H. Schnabel, Ed.D. (Indiana)	1957
Associate Professor Myllan Smyers, Ed.D. (Indiana)	1959
Associate Professor Howard D. Southwood, Ed.D. (Florida)	1962
Associate Professor Lawrence E. Taliana, Ph.D. (Purdue)	1957

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 E. Dameron, Ph.D. (Chicago)	1960
Assistant Professor Orval Gust Johnson, Ph.D. (Wisconsin)	1961
Assistant Professor Walter C. Klein, H.S.D. (Indiana)	1961
Assistant Professor Babette Marks, M.Ed. (North Carolina)	1957
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 Russell J. Hatheway, M.S. in Ed. (Southern Illinois)	1962
Instructor Betty Jo Kelley, M.S. in Ed. (Southern Illinois)	1959
Instructor Larry Neil Moehn, M.S. (Indiana)	1962
Instructor Robert M. Reed, M.A. (Iowa State)	1962
Instructor Norman E. Showers, M.S. (Southern California)	1957
Instructor David R. Van Horn, M.S. (Oklahoma State)	1957
Instructor Guanaviere M. Wheeler, M.S. in Ed. (Southern Illinois)	1961-62
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Visiting Professor Charles A. Lee, Ed.D. (Columbia)	1961-63
Visiting Professor John G. Rockwell, Ph.D. (Chicago)	1959-63
Lecturer Alfred D. Curry, M.Ed. (Missouri)	1960
Lecturer Frank L. Eversull, Ph.D. (Yale)	1957-63
Lecturer Loren B. Jung, M.S. in Ed. (Southern Illinois)	1961
Lecturer Osborne E. Parker, M.S. in Ed. (Indiana)	1962
Lecturer Elmer H. Wagner, M.M. (Indiana)	1962

DIVISIONAL REQUIREMENTS

All candidates for the Bachelor of Science in Education degree, except those concentrating in psychology, must take the following courses, which carry 19 hours of credit, and must successfully complete a student teaching assignment of 8-16 hours: Administration 331, 355, Guidance 305, 422, and Instructional Materials 417.

ADMINISTRATION

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

- 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.

ELEMENTARY

The Education Division offers undergraduate work leading to the Bachelor of Science in Education degree in elementary education. Completion of the requirements for the degree qualifies one for the State Elementary Certificate on either the early-childhood or the elementary level.

A student in this curriculum must (1) meet all requirements pertaining to prerequisites to student teaching and should study the section in this

bulletin which lists such requirements; (2) have at least 24 hours in each of these three fields: language arts, natural science, social science; and (3) satisfy the general requirements of the University and of the Education Division.

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

REQUIREMENTS BASED UPON, OR IN ADDITION TO, STATE MINIMUM REQUIREMENTS

<i>Language Arts</i>	24 hours
General Studies Area D 151, 152, 153, English 300 or 391, 6 hours selected from General Studies Area C 251, 252, 253; plus hours to equal 24.	
<i>Natural Science</i>	24 hours
General Studies Area A 151, 152, 153, 251, 252, 253; plus 6 hours.	
<i>Social Science</i>	24 hours
General Studies Area B 151, 152, 153, 251, 252, plus 8 or 9 hours from History 201, 202 and Government 210 or the General Studies equivalents.	
<i>Mathematics</i>	9 hours
General Studies Area D 155, 156, 157	
<i>Fine and Applied Arts</i>	18 hours
General Studies Area C 153 or 154; Art 300; Music 200, 300; plus electives to equal 18. Students in early-childhood education should take three quarters of Music 040 or pass a piano proficiency test.	
<i>Health Education and Physical Education</i>	10 hours
General Studies Area E 251, plus 3 hours in physical education activity; plus Physical Education 350.	
<i>General Psychology</i>	3 hours
General Studies Area B 253	
<i>Education</i>	48 hours
Administration 331, 355; Elementary 314, 337, 351-8; Guidance 305, 422; Instructional Materials 417; plus approved electives to equal 48 hours.	
Students in early-childhood education should take Elementary 313, 316, 350-12 in place of 314, 351.	

SUGGESTED CURRICULUM

BACHELOR OF SCIENCE IN EDUCATION DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSC 151, 152.)	90
<i>Education Division Requirements</i> (See page 28.)	19

ELEMENTARY EDUCATION	31
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Elementary Education Concentration Requirements	74
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General Studies Area A 151, 152, 153, 251, 252, 253	(18)
General Studies Area B 151, 152, 153, 251, 252, 253	(18)
General Studies Area C 153 or 154, 251, 252, 253	(12)
General Studies Area D 151, 152, 153, 155, 156, 157	(18)
General Studies Area E 251	(3)
Total General Studies credit which applies toward concentration and certification requirements	(69)
Art 300	4
Elementary Education, Group (1) or (2) below	29
(1) For elementary certification:	
Elementary 314, 337, 351-8	16
Approved Professional Electives*	13
(2) For early-childhood certification:	
Elementary 313, 316, 337, 350-12	24
Approved Professional Electives*	5
English 300-4 or 391-3, and Language Arts electives	9
Government 210, History 201, 202 (any two or the General Studies equivalents)	8
Music 200 and 300	6
Fine and Applied Arts electives (For early-childhood certification, include 3 quarters in Music 040 or pass a piano proficiency test.)	5
Natural Science electives	6
Physical Education 350 and 3 hours in activity	7
Electives	9
Total	192

* Approved professional electives: All elementary education courses, Instructional Materials 405 or Elementary 313, Psychology 301, Guidance 412, 420, 442, Special Education 200 or 414, 410, 412, 420, Speech (Correction) 428.

COURSE DESCRIPTIONS

- 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 inservice teachers in such areas as curriculum adjustment, remedial teaching, child development.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. (Same as Foreign Languages 435.) 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.
- 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.
- 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.

GUIDANCE

No undergraduate concentration is offered in guidance. One who plans to take a master's degree in guidance should consult the Graduate School bulletin and include Guidance 305, 412, and 422 in his undergraduate

work. Guidance 305 and 422 are Education Division requirements for the Bachelor of Science in Education degree.

COURSE DESCRIPTIONS

- 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.

HEALTH EDUCATION

A secondary concentration in health education is 30 hours, including 205, 300, 313S or 334S, 350 or 460, 471, GSE 251, Guidance 412 or Psychology 301. Additional courses may be taken in safety education, school health, and community health.

Courses constituting a 30-hour concentration in health education, for a student whose primary concentration is in physical education, are 205, 300, 313S, 334S, 471, GSE 251, Guidance 412 or Psychology 301. Additional courses may be taken in safety education and school health.

COURSE DESCRIPTIONS

- 205-4. **INTRODUCTION TO HEALTH EDUCATION.** Introduction to phi-

- losophy and history of health education. The function of the school, the health department, and voluntary agencies in a health education program. Prerequisite: GSE 251.
- 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. Prerequisite: GSE 251.
- 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, GSE 251.
- 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. Prerequisite: GSE 251.
- 334S-4. FIRST AID. Red Cross first aid course with lectures, demonstrations, and practical applications. Red Cross Instructor's Certificate given. Prerequisite: GSE 251.
- 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. Prerequisite: GSE 251.
- 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. Prerequisite: GSE 251.
- 415S-4. WORKSHOP IN DRIVER EDUCATION AND TRAFFIC SAFETY. For pre-service and in-service teachers. Individual and group problems are treated. Lectures by safety authorities, demonstrations, field trips, audio-visual materials, and individually supervised research in special problem areas. Prerequisite: 302S or equivalent.
- 443S-4. METHODS AND MATERIALS IN DRIVER EDUCATION. An advanced course in driver education which includes a study of existing courses of study, review of research, course-of-study planning, visitation and reporting, panel discussions, accident statistics, conducting the secondary school program, testing, and demonstration in the car. Prerequisite: 302S.
- 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.
- 480S-4. WORKSHOP IN SAFETY EDUCATION. Summer course for in-service teachers, nurses, administrators, advanced students, and others interested in safety education as it applies to the public school and the community. Individual problems, lectures, demonstrations, films, field trips, and individual group study in special areas of interest. Prerequisite: 313S or consent of instructor.

INSTRUCTIONAL MATERIALS

The Education Division offers a secondary concentration in library science to qualify persons trained primarily as teachers for part-time professional service in a school library.

The required courses are 201, 306, 308, 403, 405, 406, and 417 or 420. Total: 26 hours.

COURSE DESCRIPTIONS

- 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 Campus is undergoing re-evaluation. Any further developments will be announced in later bulletins.

PHYSICAL EDUCATION FOR MEN

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

Three hours of physical education are required for all bachelor's degree students under 30 years of age on the Edwardsville Campus as part of the University's general requirements. These courses, 251, 252, and 253, are activities of a group and individual nature. Special sections are provided for those using these courses to satisfy the general requirement. These courses should be completed in the freshman and sophomore years.

SUGGESTED CURRICULUM

BACHELOR OF SCIENCE IN EDUCATION DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Education Division Requirements</i> (See page 28.)	15
(Physical Education 370 satisfies Education Division requirement of Guidance 422.)	
<i>Additional Professional Education Requirements</i>	16
Secondary Education 315, 352	16
<i>Physical Education Concentration Requirements</i>	66
General Studies Area E 251	(3)
Health Education 460	4
Physical Education for Men, Theory Courses: 101, 303, 305, 341, 350, 354, 365, 370, 376, 381 or 382, 383, 384	37
Physical Education for Men Practice Courses: 114, 116, 117, 118, 119, 151, 152, 153, 261, 262, 263	12
Physical Education for Men 251, 252, 253	(3)
Physiology 209 and 300 (the prerequisites to certain required courses)	9
Electives in health or physical education	4
<i>Total</i>	193

The curriculum includes a total of 49 hours of theory and practice courses. This entire unit is intended to qualify young men for positions as

teachers, coaches, or specialists in public and private elementary or secondary schools, colleges, universities, as well as other social agencies which promote physical activity programs. The curriculum is designed to meet the requirements of state departments of education and other agencies which have adopted professional standards.

Required courses and related experiences are as follows:

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

Practice Courses. 114, 116, 117, 118, 119, and the sections of 151, 152, 153, 261, 262, 263 which are specially designed for concentrations 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 in the co-operating schools of the area.

Related Professional Experiences. Other valuable experiences are provided to supplement the regular course work. Some of these are gained through membership in the Physical Education Club; membership in professional associations; participation on 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 and Education Division Requirements. Requirements of the University and those of the Education Division must be satisfied.

36-HOUR CONCENTRATION

One who desires a 36-hour concentration in physical education must complete the following courses: 101, 341, 350, 354, 370, 376, and 6 hours from any of 381, 382, 383, and 384. Additionally, he must complete practice courses 114, 116, 117, 118, 119, and all six of the courses 151, 152, 153, 261, 262, 263.

INTRAMURAL ATHLETICS

Intramural athletics are an integral part of the physical education program at the Edwardsville Campus. 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 Student Affairs Office 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, 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

- 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. Only for those who concentrate in physical education.
- 152-1. BASIC RHYTHMS I. Fundamental movements and rhythmic analysis as related to physical education activities. Only for those who concentrate in physical education.
- 153-1. TEACHING OF TEAM GAMES II. Stresses development of skills and proper teaching techniques for various team games such as softball, cork

- ball, baseball, volleyball, and basketball. Only for those who concentrate in physical education.
- 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.
- 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 students in physical education as a substitute for the special sections of 251, 252, 253.
- 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. Only for those who concentrate in physical education.
- 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. Only for those who concentrate in physical education.
- 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. Only for those who concentrate in physical education.
- 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 209, 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 an 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 evalua-

- tion 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. Prerequisite: 101.
- 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

SUGGESTED CURRICULUM

BACHELOR OF SCIENCE IN EDUCATION DEGREE

<i>General Studies Requirements</i> (See page 7.)	93
(Three of the activity courses below count toward the normal requirement of 96 hours.)	
<i>Education Division Requirements</i> (See page 28.)	15
(Physical Education 370 satisfies Education Division requirement of Guidance 422.)	
<i>Additional Professional Education Requirements</i>	16
Secondary Education 315, 352	16
<i>Physical Education Concentration Requirements</i>	77
Health Education 334S, 460	8
Physical Education for Women ¹ 101S, 107, 205, 212, 216, 223, 230, 239	8
Physical Education for Women 208, 303, 308, 321, 322, 323, 349 or 355, 350, 351, 352, 353, 354, 370	48
Physical Education for Women 214, 215, 222, 254, 255, 317 (any three)	3

¹ A student concentrating in physical education may take a proficiency examination in any required activity and substitute an unfamiliar activity for the required one.

Physiology 209 and 300 (the prerequisites to certain re- quired courses)	9
<i>Total</i>	201

SECONDARY CONCENTRATION

A 30-hour concentration may be taken in elementary school physical education or in secondary school physical education.

COURSE DESCRIPTIONS

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 adjustments 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 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 designed 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, 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 physical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts, and tumbling.
- 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 the 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.

PSYCHOLOGY

Programs in psychology are offered for students who are working toward a Bachelor of Arts degree or a Bachelor of Science in Education degree.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

For this degree in the Social Sciences Division, a concentration in psychology requires a minimum of 44 hours in psychology and other courses (named below).

The following courses can be counted toward a concentration in psychology: General Studies Area B 253, Guidance 305, Guidance 420 or Mathematics 220 or 410, Physiology 209, Special Education 414.

One who intends to pursue graduate studies in psychology should include in his undergraduate psychology concentration the following courses:

211, 305, 307, 311, 407, 421, Guidance 420 or Mathematics 220 or 410, GSB 253 or Psychology 201.

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, a concentration in psychology requires a minimum of 48 hours in psychology and other courses (named above).

One who intends to teach in the public schools or to pursue graduate studies in guidance should include in his undergraduate program the following courses: 303, 305, 307, 407, 421, Guidance 305, 420, GSB 253 or Psychology 201.

SECONDARY CONCENTRATION

In both the Education Division and the Social Sciences Division a secondary concentration consists of 27 hours.

COURSE DESCRIPTIONS

- 201-4. **INTRODUCTORY PSYCHOLOGY.** Introduction to the psychological nature of man, his development, motivations, emotions, learning, thinking, and perceiving.
- 211-4. **PRINCIPLES AND METHODS OF PSYCHOLOGY I.** An introduction to the experimental methods utilized in the study of behavior. The work emphasizes the application of these methods to the study of sensory and perceptual phenomena, and response characteristics. Prerequisite: 201.
- 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.
- 421-4. **PSYCHOLOGICAL TESTS AND MEASUREMENTS.** Principles of psy-

- chological measurement, including errors of measurement, techniques for estimating reliability and validity, techniques of test construction, and problems in assessment and prediction. Prerequisite: 8 hours of psychology.
- 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 teaching areas, and advising generally those who plan to teach any age or grade in a secondary school.

It is recommended that a student who is preparing to teach on the secondary level concentrate in one of the following areas:

Art	Foreign Languages ¹	Music
Botany ¹	Geography ¹	Physical Education
Business	Government ¹	Physics ¹
Chemistry ¹	History ¹	Speech
English ¹	Mathematics ¹	Zoology ¹

Each student must complete all of the University's general requirements, listed in this bulletin. In the social studies area he must take either American history or government (History 201 or 202 or Government 210).

The minimum concentration is either 48 hours in one field and 27 in another or 36 hours in one field and 27 in each of two others. Each concentration must meet the minimum preparation for teaching in that field.

¹ A reading knowledge of a foreign language is required in these concentrations.

In addition to University, divisional, and concentration 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 331-3, 355-4, Guidance 305-4, 422-4, Secondary Education 315-4, 352-12, and Instructional Materials 417-4.

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 331-3, 355-4, Guidance 305-4, 422-4, Secondary Education 315-4, 352-8, and Instructional Materials 417-4.

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.

COURSE DESCRIPTIONS

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.

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 THE 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.

488-4. TEACHING THE SOCIAL STUDIES IN SECONDARY SCHOOLS. Social studies objectives for grades 7 through 12; methods and procedures for most effective instruction; useful textbook references and audio-visual materials; preparation of a course outline and detailed plans for one or more instruction units. 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.

SPECIAL EDUCATION

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

Students 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.

Information relative to programs leading to a master's degree appears in the Graduate School bulletin.

SUGGESTED CURRICULUM

BACHELOR OF SCIENCE IN EDUCATION DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSC 151, 152.)	90
<i>Education Division Requirements</i> (See page 28.)	19
<i>Elementary Education Requirements</i> (See page 31.)	74
<i>Special Education Concentration Requirements</i>	32
Elementary 314, 337	(8)
Psychology 301	4
Special Education 410, 412, 413, 414, 420, (428)	20
Student Teaching: 8 hours with educable, mentally-handicapped children	8
<i>Total</i>	215

COURSE DESCRIPTIONS

351D-8. ELEMENTARY STUDENT TEACHING.

410-4. PROBLEMS AND CHARACTERISTICS OF THE MENTALLY RETARDED. 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. (Same as Speech Correction 428.) Etiology and therapy of common speech defects. Open to in-service teachers, seniors, and graduate students in education.

STUDENT TEACHING

The student teaching program at the Edwardsville Campus 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 co-ordinator 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 8, 12, or 16 hours of credit, which fulfills the student teaching requirements for the bachelor's degree.

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

Elementary Education

- 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.

Secondary Education

352D-8 to 12. Secondary Student Teaching.

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

Special Education

351D-8. Elementary Student Teaching.

*STUDENT TEACHING PREREQUISITES**GENERAL*

1. Application must be made to the Student Teaching Office *two full quarters* prior to the quarter when the student desires to do his student teaching. All forms must be completed and returned to the Student Teaching Office before the student has officially applied.
2. The student must have 144 quarter 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 must have completed GSD 153-3 with a grade of C (3.0) or better and a favorable recommendation from the speech instructor.
4. The student must have established at least one quarter of residence at the Edwardsville Campus earning a minimum of 16 hours of credit prior to doing student teaching.
5. The state of Illinois requires that all students doing student teaching take a physical examination including a tuberculin test or a chest X-ray. Forms for these examinations can be obtained from the University Health Service office and should be returned to the same office at least *two months* prior to the student entering the public school classroom.
6. The Education Division strongly recommends a September field experience prior to student teaching. Arrangements for September experiences should be made through the Student Teaching Office.
7. The Education Division recommends that 16 hours of student teaching be taken; however, the student can receive 4, 8, 12, or 16 hours of credit.
8. Student teaching for 8 hours of credit is to be done on a one-half-day basis, and the student must be able to clear his schedule for the complete morning or afternoon as required.
9. The student must have the approval of his adviser in his area of concentration before he will be accepted for student teaching.
10. Placement forms must be completed prior to the student's entering into the Student Teaching program.

SECONDARY

1. The student must have at least 30 quarter hours in the subject area in which he proposes to teach.
2. The student must have at least 11 quarter hours in professional education courses prior to doing his student teaching; Guidance 305 and Secondary 315 must be among the 11 hours.

ELEMENTARY

1. Student teaching must be done in the morning.
2. The student must have had Guidance 305, Elementary 314, and 337.

EARLY CHILDHOOD

1. The student must meet the elementary requirements with one exception: He must take Elementary 316 instead of 314.
2. In addition, 4 more hours of student teaching must be taken at the kindergarten level.
3. The student must have taken three terms of Music 040 or pass a proficiency examination in piano.

SPECIAL EDUCATION

1. The student must meet the elementary requirements.
2. In addition, the student must take Special Education 410 and 413.
3. The student must take 8 quarter hours of student teaching in elementary education.

Fine Arts Division

Art; Music; Speech

THE OBJECTIVES OF the Fine Arts Division are to broaden and intensify experiences in the fine arts in the area served by the University; to impart to students an awareness of the cultural values of the arts through formal courses of instruction, exhibitions, concerts, and performances; to provide facilities for the creative and scholarly pursuit of the arts; and to offer specialized programs to serve the ends of liberal and professional education.

Associate Professor Lloyd G. Blakely, Mus.A.D. (Boston)	1958
Associate Professor Herrold E. Headley, Ph.D. (North Texas State)	1958
Associate Professor David C. Huntley, M.A. (North Carolina)	1962
Associate Professor Andrew J. Kochman, Ph.D. (Wisconsin)	1960
Associate Professor John A. Richardson, Ed.D. (Columbia)	1959
Associate Professor John F. Rios, Ph.D. (Texas)	1962
Associate Professor Edwin B. Warren, Ph.D. (Michigan)	1957
Associate Professor Hollis L. White, Ph.D. (Missouri)	1962
Assistant Professor Kenwyn G. Boldt, M.M. (Indiana)	1959
Assistant Professor Evelyn T. Buddemeyer, B.S. (Missouri)	1957
Assistant Professor Clifton Cornwell, Jr., M.A. (Missouri) (on leave, 1962-63)	1958
Assistant Professor Clinton D. Fjerstad, M.M. (Indiana)	1959
Assistant Professor Robert B. Hawkins, Ph.D. (Northwestern)	1959
Assistant Professor Assen D. Kreteff, Ph.D. (Munich)	1959
Assistant Professor Catherine E. Milovich, M.A. (Columbia)	1959
Instructor Richard O. Bell, M.F.A. (Ohio)	1962
Instructor Jerome M. Birdman, M.A. (Illinois)	1961
Instructor Glen E. Howerton, M.S. (Fort Hays Kansas State)	1960
Instructor John D. Randall, B.S. (Illinois Institute of Technology)	1961
Instructor Mary Belle Smith, M.A. (Iowa)	1957

Lecturer Maude Ellsworth, B.F.A. (Kansas State Teachers)	1961-62
Lecturer Betty G. Gardner, M.A. (Iowa State)	1962-63
Lecturer Walter Kemper III, M.F.A. (Kansas)	1961
Lecturer Michael J. McHale, M.A. (Western Reserve)	1962-63
Lecturer Dorothy E. Tulloss, M.A. (Columbia)	1962

DIVISIONAL REQUIREMENTS

Because of the diverse nature of the instructional areas of the Fine Arts Division and because of the varying requirements of the bachelor's degrees whose concentrations fall within the division, no attempt is made to list divisional requirements; instead under each area of instruction are listed the requirements within the Fine Arts Division leading to the Bachelor of Arts, Bachelor of Science in Education, and Bachelor of Music degrees.

ART

Undergraduate offerings in art provide both introductory and specialized experiences. Curricula are planned for those desiring a concentration 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.

During his senior year any art student may petition the art faculty to grant him the privilege of an exhibition of his work. Such an exhibit may be comprised of the work of an individual or may be composed of the works of several seniors. Participation is not required for graduation; permission to participate is extended in recognition of industry and ability.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSC 151, 152, 153, 154.)	84
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Art Concentration Requirements</i>	55
General Studies Area C 351, 352, 353	(12)
Art 100-15, 201-8, 203-8, 310-8, 358-8, 8 hours from these: 305, 310, 324, 325, 358	55
<i>Secondary Concentration Requirements</i>	24-27

<i>Electives</i>	26-29
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the following courses constitute a concentration in art: 100-15, 201-8, 203-8, 300-4, 310-8, 358-8, 365-4, GSC 351, 352, 353. They total 67 hours.

SECONDARY CONCENTRATION

A secondary concentration in art requires 100-15, 201 or 203-8, and 8 hours from the following: 300, 305, 310, 324, 358, 365, GSC 153, 351, 352, 353.

COURSE DESCRIPTIONS

- 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 students concentrating in art and recommended for others interested in basic studio experience. Prerequisite to all studio courses other than 300.
- 201-4 to 8. DRAWING AND COMPOSITION. Two-quarter sequence. An extension and intensification of Basic Studio experiences with special emphasis on draughtsmanship and composition. Prerequisite: 100-15.
- 203-4 to 8. BEGINNING CERAMICS. Two-quarter sequence. An exploration of the technical and aesthetic possibilities of the potter's craft. Prerequisite: 100-15.
- 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 students.
- 305-4 to 12. ADVANCED CERAMICS. Intensive study of ceramics as an art form. Prerequisite: 203-8.
- 310-4 to 12. OIL PAINTING. Intensive study of oil painting as a medium of expression. Individual rather than group problems are engaged. Prerequisite: 201-8.
- 324-4. WATERCOLOR. Intensive study of watercolor painting as a medium of expression. Transparent watercolor, gouache, casein, and tempera techniques may be explored. Prerequisite: 201-8.
- 325-4 to 12. STUDIO. Advanced independent study and research. Work may be undertaken in painting, sculpture, jewelry, drawing, printmaking, pottery, weaving and other crafts. (Media of the student's selection.) Prerequisite: consent of instructor.
- 358-4 to 12. PRINTS. An introduction to printmaking as a medium. Studio projects in intaglio, relief, and planographic processes. Prerequisite: 201-8.
- 365-4. ART EDUCATION IN THE SECONDARY SCHOOLS. For art education majors preparing to teach on secondary level; includes studio project

ects designed to develop awareness of technical and aesthetic needs of high school students, reading and discussion of literature, planning of curriculum, and instructional facilities.

401-4 to 8. 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.

406-4 to 8. STUDIO IN PAINTING. Advanced independent study to be carried out under the committee established for 401. Prerequisite: 401-4.

410-4 to 8. RESEARCH IN PRINTS. Identical to 401 except for medium. Prerequisite: 358-12 or consent of art faculty.

416-4 to 8. STUDIO IN PRINTS. Advanced independent study to be carried out under the committee established for 410. Prerequisite: 410-4.

420-4 to 8. RESEARCH IN POTTERY. Identical to 401 except for medium. Prerequisite: 305-12 or consent of art faculty.

426-4 to 8. STUDIO IN POTTERY. Advanced independent study under the committee established for 420. Prerequisite: 420-4.

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; Sidney Foster, pianist; the Ritter-Allen Duo (violin-piano); Reginald Kell, clarinetist; and John Barrows, French horn. In addition to the several public performances of the major musical ensembles, a recital series is provided.

The music staff offers service courses in music to students in the other divisions of the University and curricula leading to the following baccalaureate degrees: Bachelor of Music, for students in the Fine Arts Division with specialization in music performance or in music education and Bachelor of Arts, for students in other divisions but desiring concentration in music as part of their general cultural education.

SUGGESTED CURRICULA

Detailed requirements in music are stated in a handbook provided by the music faculty.

BACHELOR OF ARTS DEGREE

This curriculum 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 music.

<i>General Studies Requirements</i> (See page 7.) Waive GSC 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Music Concentration Requirements</i>	48
GSC 154, 255, 357, 358	(12)
Music 105, 106, 107, 205, 206, 207	21
Music performance major (2 hours per quarter)	12
Music major ensemble	6
Music electives	9
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	30-33
<i>Total</i>	192

A secondary concentration in music includes Music 105, 106, 107; 1 hour of credit per quarter for six quarters in performance major; 6 hours in a major ensemble; GSC 154, 255. Total: 30 hours.

BACHELOR OF MUSIC DEGREE

Music Performance

<i>General Studies Requirements</i> (See page 7. Waive GSC 151, 152, 153, 154.)	84
<i>Music Performance Concentration Requirements</i>	111
Music 105, 106, 107, 205, 206, 207, 309, 310, 312, 313, 318, 326, 327, 442, 443	48
Music, private applied (major instrument)	45
Music, major ensemble (1 hour per quarter)	12
Music, class piano or secondary instrument/voice	6
<i>Total</i>	195

This curriculum is suggested for the first-quarter freshman or for the new transfer student. A student previously enrolled at the Edwardsville Campus with a concentration in music performance should follow the curriculum suggested as Plan I, page 72 of the Vol. 3, No. 7, General Announcements issue of the *Southern Illinois University Bulletin*.

Voice concentrations in music performance include 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.

Music Education

This curriculum is suggested for the first-quarter freshman or for the new transfer student. Students previously enrolled at the Edwardsville Campus with a specialization in music education will follow the curriculum suggested as Plan II, page 72 of the Vol. 3, No. 7, General Announcements issue of the *Southern Illinois University Bulletin*.

American history or government is required of the student with specialization in music education.

One 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 emphasis in music education.

<i>General Studies Requirements</i> (See page 7. Waive GSC 151, 152, 153.)	87
<i>Music Education Concentration Requirements</i>	87-96
Music 105, 106, 107, 205, 206, 207, 309, 318, 319, 326	33
Music, private applied (major instrument)	21
Music, major ensemble (1 hour per quarter)	12
Music, class piano or secondary instrument/voice	12-21
Music 301, 302, 303	9
<i>Professional Education Requirements</i>	35
Guidance 305, 422	8
Education 315, 331, 355, 351E, 352D	23
Instructional Materials 417	4
<i>Total</i>	209-218

COURSE DESCRIPTIONS

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. Rudiments of music for those with little or no musical background, recommended as a course preliminary to 300. (Not for music curricula.) May be taken concurrently with 040.
- 205-3, 206-3, 207-3. THEORY OF MUSIC. Continuation of 105, 106, 107. Advanced harmonic techniques, modulation, altered chords, chromatic harmony, counterpoint, and introduction to contemporary harmonic principles. Prerequisite: 107.
- 309-3, 310-3. ORCHESTRATION I, II. The techniques of writing for orchestral instruments. Prerequisite: 207.
- 312-3. COMPOSITION I. Original composition in the smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite: 207.

- 313-3. COMPOSITION II. Original composition in the larger forms. Prerequisite: 312.
- 326-3. ANALYSIS I. Analysis of the important musical forms and styles from plain song through the 12-tone technique with emphasis on forms of the 18th and 19th centuries. Prerequisite: 207, or consent of instructor.
- 327-3. ANALYSIS II. Analysis of the larger homophonic and contrapuntal forms from the 18th century to the present. Prerequisite: 326, or consent of instructor.
- 367-3. CONTEMPORARY COMPOSITIONAL TECHNIQUES. Analysis of styles, forms, and techniques of representative composers from the Impressionists to the present day; application to original compositions. Prerequisite: 366, or consent of instructor.
- 442-3. COUNTERPOINT. Analysis and creative writing in the style of Palestrina and his contemporaries and the contrapuntal-harmonic technique of Bach. Prerequisite: 207.
- 443-3. CANON AND FUGUE. Analysis and creative writing of the larger imitative forms. Prerequisite: 442.

HISTORY AND LITERATURE COURSES

- 315-3. OPERATIC LITERATURE. A survey of operatic literature from its beginning to the present day. Live and recorded music augments the discussions.
- 353-3. ORGAN LITERATURE. A study of the literature for the organ with emphasis upon music for the church service.
- 366-3. CONTEMPORARY MUSIC. Study of the development of musical styles and forms from Impressionism to the present day. Prerequisite: 327, 332, or consent of instructor.
- 411-3. SYMPHONIC LITERATURE. A study of the development of the symphony and the symphonic poem. Prerequisite: consent of instructor.
- 412-3. CHORAL LITERATURE. The literature of the larger vocal forms such as the cantata and oratorio. Prerequisite: consent of instructor.
- 413-3. CHAMBER MUSIC LITERATURE. Study of chamber music from the Renaissance to the present. Prerequisite: consent of instructor.

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. (Not for music curricula.) 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 concentration 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.
- 303-3. MUSIC EDUCATION IN THE SENIOR HIGH SCHOOL. Curriculum, organization, and administration of choral, instrumental, and general music classes.
- 307-4. RECREATIONAL MUSIC. For those interested in the less formal approach to music and for prospective leaders of recreational activities.
- 318-3. 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.
- 319-3. CONDUCTING—CHORAL AND 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 INTERMEDIATE 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.

MUSIC PERFORMANCE COURSES

Ensembles:

- 001-1. UNIVERSITY BANDS.
- 001C-0. STAGE BAND.
- 001E-0. INSTRUMENTAL LABORATORY.
- 002D-½. 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.

- | | |
|------------------|-----------------|
| 011. VIOLIN | 022. OBOE |
| 012. VIOLA | 023. CLARINET |
| 013. CELLO | 024. BASSOON |
| 014. STRING BASS | 025. SAXOPHONE |
| 021. FLUTE | 031. PERCUSSION |

- | | |
|------------------|---------------|
| 041. PIANO | 054. TUBA |
| 051. FRENCH HORN | 055. BARITONE |
| 052. TRUMPET | 061. VOICE |
| 053. TROMBONE | 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.

- | | |
|-------------------------|-------------------------|
| 010a. CLASS VIOLIN | 030. CLASS PERCUSSION |
| 010b. CLASS VIOLA | 040. CLASS PIANO |
| 010c. CLASS CELLO | 050a. CLASS FRENCH HORN |
| 010d. CLASS STRING BASS | 050b. CLASS TRUMPET |
| 020a. CLASS FLUTE | 050c. CLASS TROMBONE |
| 020b. CLASS OBOE | 050d. CLASS TUBA |
| 020c. CLASS CLARINET | 050e. CLASS BARITONE |
| 020d. CLASS BASSOON | 060. CLASS VOICE |
| 020e. CLASS SAXOPHONE | |

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-2 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

The success of the American system of representative democracy depends largely upon the effectiveness with which men use oral communication to formulate and implement decisions. The success of a liberal educa-

tion depends largely upon the effectiveness with which men use oral communication in their pursuit of truth, justice, and beauty. Thus, the basic objectives of Speech are (1) to help students prepare themselves for more effective participation in the making and implementing of democratic decisions, and (2) to show students how speech can help them obtain a liberal education.

Specifically, the study of speech is essential in preparing students for such fields as business management, law, industrial and public relations, public administration, secondary school teaching or for further academic work at the graduate level.

Course offerings represent the major areas of speech: rhetoric and public address, speech science and correction, radio, television, and theater.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

Three curricula are offered: (1) General Speech, (2) Speech Education, (3) Theater. A student pursuing the Speech Education program must fulfill the professional education requirements as outlined in the Education Division section of this bulletin.

Every student who concentrates in speech must participate in the Speech Arts Performance Program for three quarters. This program is administered under Speech 230 and 330. He must also present a special Graduation Project in his senior year before an examining committee of speech faculty members. The committee shall certify the candidate's performance only if said performance meets certain minimum standards of excellence. The kind of project shall be worked out by the student and his adviser. Examples include the following: preparing and delivering an extensive and thoroughly documented paper on some national or international problem; writing and producing a one-act play; writing and producing a radio or television play. Unlike the Speech Arts Performance Program, in which students may work together (e.g., in theatrical productions or on debate teams), the Graduation Project is to be performed by the student alone.

The following cognate concentrations are recommended: any one of the social sciences (such as history, economics, sociology, political science, psychology), for students in general speech; English literature or a foreign language or any one of the social sciences, for those in speech education.

General Speech and Speech Education

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Speech Concentration Requirements</i>	48

Speech 102, 104, 202, 224, 230 or 330	18
Speech electives in at least three of the four speech areas listed below under "Course Descriptions" (306 is required for certification in secondary education)	30
<i>Secondary Concentration Requirements</i>	24
A secondary concentration of at least 24 hours in one of the social sciences is strongly recommended for General Speech, in a social science or English literature or a foreign language for Speech Education.	
<i>Electives</i>	24
<i>Total</i>	192

Theater

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Speech Concentration Requirements</i>	58
General Studies Area C 153, 154, 254, 354, 355	(15)
Art 100	5
English 360, 361, 365, 366, 369, 406, 463 (any 4)	16
Philosophy 360	4
Speech 104, 224, 230 or 330	11
Theater 121, 122, 203, 204, 402, 439	22
<i>Secondary Concentration Requirements</i>	24
<i>Electives</i>	14
<i>Total</i>	192

SECONDARY CONCENTRATION IN SPEECH

It is recommended that a student who desires a 27-hour concentration in speech take courses based upon his interest and faculty advisement. For secondary education certification, 306 must be included.

COURSE DESCRIPTIONS

Courses are listed numerically in 4 categories: rhetoric and public address, radio and television, speech correction, and theater.

RHETORIC AND PUBLIC ADDRESS

- 102-4. PUBLIC SPEAKING. Analysis of audience motives and reactions stressed in the approach to speech preparation for typical public speaking situations. Prerequisite: GSD 153.

- 104-4. TRAINING THE SPEAKING VOICE. Designed for those students who desire to improve their voice and articulation. Prerequisite: GSD 153.
- 201-2. PARLIAMENTARY LAW. How to conduct a meeting. Study and practice of the rules of parliamentary procedure. Prerequisite: GSD 153.
- 202-3. PRINCIPLES OF DISCUSSION. Principles and methods of group discussion. Current problems used as materials for discussion. Prerequisite: GSD 153.
- 205-3. PRINCIPLES OF ARGUMENTATION AND DEBATE. Principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Prerequisite: GSD 153.
- 224-4. COMMUNICATIVE READING. Study of and practice in the analysis of literature and its oral communication to an audience. Prerequisite: GSD 153.
- 230-1 to 3. SPEECH ACTIVITIES. Directed public performance in one or more of the following: Speaking, communicative reading, theater, radio, television. Kind of activity to be determined by student and his adviser. One hour per quarter. Possible to earn up to three hours, not necessarily in consecutive quarters. Prerequisite: GSD 153.
- 301-4. PERSUASION. Psychological principles involved in influencing individuals and groups. Prerequisite: GSD 153.
- 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. Prerequisite: none.
- 306-4. TEACHING SPEECH IN SECONDARY SCHOOLS. Philosophy of speech education, and effective teaching of speech through curricular and extracurricular work. Required of speech students working for a secondary education degree in Education Division. Prerequisite: 16 hours of speech.
- 330-1 to 3. SPEECH ACTIVITIES. For description of this course, see description of Speech 230. One hour per quarter. Possible to earn up to 3 hours, not necessarily in consecutive quarters. Prerequisite: GSD 153.
- 408-4. PSYCHOLOGY OF SPEECH. Nature and development of speech, its basic psychology, and the part speech plays in personality development. Prerequisite: GSD 153.
- 414-4. HISTORY AND CRITICISM OF GREAT SPEAKERS AND THEIR SPEECHES. A survey of the leading American and European speakers as they relate to great historical issues and movements. Prerequisite: GSD 153.
- 449-4. GENERAL SEMANTICS. Study of the relationships between spoken language and reality and case studies of communications breakdowns.

RADIO AND TELEVISION

- 257-4. FUNDAMENTALS OF BROADCAST WRITING. Oral and visual forms of writing for radio and television. Short continuity forms and commercial presentations. Prerequisite: GSD 153.
- 273-4. BASIC RADIO PRODUCTION. Production of various types of programs from conception through completion, including writing, direction, performance. Station operational procedures. Prerequisite: GSD 153.
- 368-3. FUNDAMENTALS OF TELEVISION PRODUCTION. Use of equipment and basic techniques in production of television programs of all

- types. Three one-hour lectures and three one-hour scheduled laboratory periods per week. Prerequisite: consent of instructor.
- 393-3. RADIO, TELEVISION, AND SOCIETY. The interrelation of radio and television with social habit patterns and with economic and political systems. Case studies. Prerequisite: consent of instructor.

SPEECH CORRECTION

- 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. Prerequisite: GSD 153.

THEATER

- 121-3, 122-3. PRODUCTION TECHNIQUES. Lectures and practical experiences in stagecraft, lighting, costuming, make-up, property construction and stage movement. One quarter may be required as prerequisite to courses numbered above 200.
- 203-4. SCENIC DESIGN. A basic course employing graphic and plastic media, intended to acquaint students with solutions to the problems encountered by the director, scene designer, costumer, and lighting director.
- 204-4. ACTING. Theory and practice. Application of modern principles to the performance of various theatrical styles. Prerequisites: GSC 254 and consent of instructor.
- 306-4. INTRODUCTION TO PLAYWRITING. Analysis of dramatic structure; the study of scriptwriting techniques. The student will be required to write scenes or a short play. Prerequisite: consent of instructor.
- 310-3. CHILDREN'S THEATER. Creative dramatics; dramatization of children's literature; play production for elementary schools. Recommended for education concentrations.
- 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.
- 439-4. CONTEMPORARY THEATRICAL THEORY AND PRACTICE. The development of modern theatrical production; study of recent ideas in theater architecture, staging and performance. Consideration of the film and television as dramatic media. Prerequisite: 121 or 122; 313a or 313b.

Humanities Division

*Comparative Literature; English; Foreign Languages; Humanities
(Honors Program); 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)	1958
Professor Alfred G. Pellegrino, Ph.D. (Montreal)	1962
Associate Professor James C. Austin, Ph.D. (Western Reserve)	1960
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 George W. Linden, Ph.D. (Illinois)	1962
Associate Professor Gerald J. T. Runkle, Ph.D. (Yale)	1959
Associate Professor Raymond J. Spahn, Ph.D. (Northwestern)	1957
Associate Professor Marion A. Taylor, Ph.D. (Iowa)	1958
Assistant Professor Ieva Asmute, Ph.D. (North Carolina)	1962
Assistant Professor A. Edwin Graham, Ph.D. (Princeton)	1959
Assistant Professor Charles Parish, Ph.D. (New Mexico) (on leave, 1961-63)	1959

Assistant Professor Stella P. Revard, Ph.D. (Yale)	1961
Assistant Professor Josef E. Ryberg, Ph.D. (Illinois)	1962
Assistant Professor W. Winslow Shea, Ph.D. (Yale)	1958
Assistant Professor William C. Slattery, Ph.D. (Arkansas)	1962
Assistant Professor Gladys Roberta Steinman, M.A. (Illinois)	1957
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
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Lecturer Albert S. Carter, Jr., M.A. (Princeton)	1959-63
Lecturer Mary D. Doak, M.A. (Wisconsin)	1962-63
Lecturer Dale Doerke, M.A. (Washington University)	1962-63
Lecturer Donald E. Dolton, M.A. (Oklahoma State)	1959-63
Lecturer Herman A. Dreifke, M.A. (Washington University)	1959-63
Lecturer Joan T. Geetter, M.A. (Pennsylvania)	1962-63
Lecturer Helen D. Goode, M.A. (Kansas)	1962
Lecturer Nelvin W. Heisner, M.A. (Southern Illinois)	1962-63
Lecturer Ann Elizabeth Jones, Ph.D. (Michigan)	1961-62
Lecturer Carol A. Kurth, M.A. (St. Louis)	1961-62
Lecturer Richard W. Lee, B.S. (Illinois)	1962-63
Lecturer Garry N. Murphy, M.A. (Cincinnati)	1960-63
Lecturer Michael N. Smith, M.A. (Indiana)	1961-63
Lecturer Lee Snider, B.A. (Whitman College)	1961-62
Lecturer Robert G. Stanley, M.S. (Kansas State)	1959-63

DIVISIONAL REQUIREMENTS

Students who plan to concentrate in one of the disciplines in the Humanities Division and who have completed 80 hours of college credit must file a tentative program with their adviser in the division. (Students who plan secondary concentrations within the Humanities Division are urged to do so.) Such students must first present no single grade lower than C (3.0) in General Studies areas C and D. A concentration in the Humanities

Division is recognized as completed only with a grade of C or higher in each course.

Candidates for the Bachelor of Arts degree electing a concentration in the Humanities Division must have two years of college-level foreign language.

COMPARATIVE LITERATURE

The secondary concentration in Comparative Literature is 37 hours, prescribed as follows: 301, 302, 303, 311, 312, 313; two years of foreign-language study on the college level; Philosophy 360 or any single 300- or 400-level foreign-language course is acceptable as an alternate for any one of the electives in Comparative Literature (314, 315, or 399). Prerequisite for all courses: second-level General Studies requirement.

COURSE DESCRIPTIONS

- 301-4. COMPARATIVE LITERATURE BEFORE THE RENAISSANCE. Readings in translations of selected works by authors from Homer to Dante.
- 302-4. COMPARATIVE LITERATURE FROM RENAISSANCE TO ENLIGHTENMENT. Readings in translations of selected works by authors from Rabelais to Racine.
- 303-4. COMPARATIVE LITERATURE FROM ENLIGHTENMENT TO MODERN TIMES. Readings in translations of selected works by authors ranging from Voltaire to Kafka.
- 311-4. COMPARATIVE LITERATURE: LYRIC AND EPIC POETRY. The development and influence of lyric and epic forms and themes in the world's poetry; readings in translations of selected works.
- 312-4. COMPARATIVE LITERATURE: THE DRAMA. Development of drama; study of dramatic genres; readings in translations of selected works.
- 313-4. COMPARATIVE LITERATURE: PROSE. Study of types of prose in the world's literature, with emphasis on influences and typical relationships; readings in translations of selected works.
- 314-4. THE DEVELOPMENT OF TRAGEDY. Development of the tragic drama from Aeschylus to the present; study of varying conceptions of themes and structure in tragedy through different cultures and ages; readings in translations of selected works.
- 315-4. THE NOVEL SINCE 1900. Figures, influences, and trends in the novel since 1900, in selected translations.
- 399-4. TRADITIONAL THEMES OF WORLD LITERATURE. Persistent themes in the world's literature, e.g., Faust, Utopia, Ulysses, the Grail; readings in translations of selected works. Prerequisite: any two 300- or 400-level literature courses in English, foreign languages, or comparative literature, one of which should be in the field last named.

ENGLISH

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Humanities Division Requirements</i> (See page 66.)	9
<i>English Concentration Requirements</i>	48
General Studies Area C 151	(3)
General Studies Area C 251, 252 or 253 (They count three hours toward the 48-hour concentration, 6 hours toward the General Studies Requirements.)	(3)
English 300, 302, 309, 310, 316, 317, 365	28
English electives numbered above 299 in three of these cate- gories: aesthetics, drama, fiction, poetry (2 hours for a third GSC-2 literature course may be counted toward these English electives.)	14
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	12-15
<i>Total</i>	192

This concentration should be supplemented in various ways by adding period surveys like 314, 315; advanced composition 390, 392, 492; language studies 400, 403; teaching of English 485; and membership in an English Club (the Athenaeum, the Humanities Club, or Lambda Iota Tau); and a plan of supplementary readings, as designed by the division.

SECONDARY CONCENTRATION

A 28-hour concentration in English includes the following:

GSC 151-3 (Introduction to Poetry).

One hour from 200-level General Studies literature in Area C.

English 302, 316, and 317 (Survey of English Literature).

English 309 and 310 (Survey of American Literature).

English 300 (Principles of English Grammar).

One year college-level study of a foreign language, or the equivalent.

COURSE DESCRIPTIONS

Students beyond the freshman level who desire additional instruction in understanding and writing the English language should consider either

auditing or repeating for credit English Composition (GSD 151 and 152) or 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.

Students can proceed to the 300 level only after completing the 200-level requirements.

300-4. PRINCIPLES OF ENGLISH GRAMMAR. Required for English students. Others should take 391. Credit not allowed for both courses.

302-4. ENGLISH LITERATURE TO 1550.

309-4. A SURVEY OF AMERICAN LITERATURE TO 1860.

310-4. A SURVEY OF AMERICAN LITERATURE SINCE 1860.

316-4. ENGLISH LITERATURE, 1550 to 1750.

317-4. ENGLISH LITERATURE AFTER 1750.

320-4. EARLY NINETEENTH-CENTURY POETRY.

335-4. THE SHORT STORY.

365-4. SHAKESPEARE.

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 in English curricula, which require 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.

403-4. THE ENGLISH LANGUAGE. A history. Knowledge of German a desirable preparation for the course.

404-4. CONTEMPORARIES AND SUCCESSORS OF CHAUCER. Late fourteenth and early fifteenth century English literature, from Sir Gawayne and the Grene-Knight to the Scottish Chaucerians.

405-4. MODERN AMERICAN POETRY. The important poets since Whitman.

406-4. AMERICAN DRAMA. The rise of the theater in America, with reading of plays, chiefly modern.

412-4. SIXTEENTH CENTURY NONDRAMATIC LITERATURE. Prerequisites: one or more survey courses up to and including the sixteenth century.

413-4. SEVENTEENTH CENTURY NONDRAMATIC ENGLISH LITERATURE.

414-4. EIGHTEENTH CENTURY NONDRAMATIC ENGLISH LITERATURE.

415-4. EARLY ROMANTICS. Major emphasis on general background and on Blake, Coleridge, and Wordsworth.

416-4. LATER ROMANTICS. Major emphasis on Byron, Shelley, and Keats; also the minor figures.

417-4. VICTORIAN LITERATURE. Ideas, forms, and personalities in English literature from 1830 to 1900. Prerequisite: 317.

421-4. VICTORIAN POETRY. Tennyson, Browning, Arnold, and other poets of England, 1830-1900. Prerequisite: 205, 317.

422-4. MODERN BRITISH POETRY.

423-4. MODERN AMERICAN POETRY. A study of the important poets, beginning with Robinson. Prerequisite: 309 or 310.

- 424-4. ENGLISH RENAISSANCE. Non-dramatic literature.
- 441-4. THE EIGHTEENTH CENTURY ESSAY. The informal essay and the literary periodicals—The Spectator, Tatler, Guardian, Rambler, Idler, and Goldsmith's Citizen of the World ("Chinese Letters").
- 447-4. AMERICAN HUMOR AND SATIRE. A consideration of the writers and forms of nineteenth and twentieth century humor.
- 454-4. EIGHTEENTH CENTURY NOVEL. Defoe through Jane Austen.
- 455-4. VICTORIAN NOVEL. Major novelists and principal tendencies in English fiction, 1830-1900. Prerequisite: 211 or 317.
- 457-4. CONTEMPORARY BRITISH FICTION. Outstanding figures, influences, and trends in the British novel and short story since 1900.
- 458-4. AMERICAN NOVEL. The novel in America from its beginnings to the early twentieth century. Prerequisite: 309 or 310.
- 459-4. CONTEMPORARY AMERICAN FICTION. Trends and techniques in the American novel and short story since 1914.
- 460-4. RENAISSANCE DRAMA. The evolution of the 'regular' drama from the mid 1550's to the closing of the theaters. Extensive reading of plays and familiarity with the contemporary theatrical background.
- 461-4. RESTORATION AND EIGHTEENTH CENTURY DRAMA. British drama after 1660; representative types of plays from Dryden to Sheridan.
- 463-4. MODERN BRITISH DRAMA.
- 464-4. MODERN CONTINENTAL DRAMA. The continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal.
- 468-4. AMERICAN DRAMA. The rise of the theater in America, with readings of plays, chiefly modern. Prerequisite: 309 or 310.
- 470-4. CHAUCER.
- 471-4. SHAKESPEARE. The plays before 1600. Readings on the life of Shakespeare, the theater, and the acting company.
- 472-4. SHAKESPEARE. The plays of 1600 and later. Readings on the life of Shakespeare, the theater, and the acting company.
- 473-4. MILTON.
- 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 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 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.
- 495-4. HISTORY OF LITERARY CRITICISM. The ideas and techniques of criticism, from Aristotle to the end of the nineteenth century.
- 498-4. MODERN LITERARY CRITICISM. Recent critics and critical attitudes, and practice in writing criticism.
- 499-2 to 6. READINGS IN ENGLISH. For English concentrations only. Only four hours may be taken in any one quarter. Prerequisite: consent of division.

HUMANITIES

The prerequisite for the Humanities (Honors) sequence is the completion of the second-level General Studies courses. The sequence is given for undergraduate credit only, and entrance to it is by invitation of the Humanities Honors Program Committee. For further information regarding the Honors program offered by the Humanities Division, consult the General Information issue of the *Southern Illinois University Bulletin*, Vol. 4, p. 64 (Individual Honors Work).

COURSE DESCRIPTIONS

- 301-3. HUMANITIES (HONORS).
- 302-3. HUMANITIES (HONORS).
- 303-3. HUMANITIES (HONORS).

JOURNALISM

The Edwardsville Campus offers no concentration in journalism. The following courses, however, may be elected by any student who desires some specialized training in this field.

COURSE DESCRIPTIONS

- 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.
- 340-3. THE LAW OF JOURNALISM. Legal limitations and privileges affecting publishing, fair comment, criticism, contempt of court, right of privacy, copyright, and legal provisions affecting advertising.
- 345-3. HISTORY OF JOURNALISM. Development of American journalism with emphasis upon the struggle for freedom of the press, leading editors, outstanding newspapers and periodicals.
- 370-4. 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

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Humanities Division Requirements</i> (See page 66.)	(9)
<i>Foreign Languages Concentration Requirements</i>	48
A minimum of 42 hours (exclusive of General Studies) in a language including one course in advanced conversation (220-4), one course in advanced composition (French 351 or 353, German 304, Spanish 351), and 486. If the language is Spanish, then 333 must be included.	
English (one course above 299)	3
History (one course above 299)	3
<i>Secondary Concentration Requirement</i>	24-27
<i>Electives</i>	21-24
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the Foreign Languages Concentration Requirements are 38 hours (exclusive of General Studies courses and elementary education concentration courses) in a language, plus one English and one history course numbered above 299.

SECONDARY CONCENTRATION

A secondary concentration consists of 24 hours (exclusive of General Studies) in a language.

COURSE DESCRIPTIONS

Students taking work in any General Studies foreign-language series should note that the first two quarters of the sequence will not be counted as electives toward graduation unless the third quarter is also completed. An elementary foreign-language sequence or its equivalent is required of all students who elect a foreign-language concentration.

The student who has completed one year of high-school foreign lan-

guage will usually begin with the second quarter of the first-year sequence. The student who has completed two years of high-school foreign language will usually begin with the intermediate course.

GENERAL FOREIGN LANGUAGE COURSES

- 399-2 to 6. READINGS. For foreign language concentrations only. Divisional consent required. No more than four hours may be taken in any one quarter.
- 435-4 to 8. WORKSHOP IN ELEMENTARY SCHOOL FOREIGN LANGUAGE INSTRUCTION. (Same as Elementary Education 435.) 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.
- 486-4. MATERIALS AND METHODS FOR TEACHING FOREIGN LANGUAGES. Techniques of using instructional methods, especially adapted to teaching a language; examination of books, periodicals, and audio-visual materials; construction of a course outline and plans for one or more instructional units. Prerequisite: Secondary Education 315 or Elementary Education 314 or concurrent taking of either one. Required for those planning to teach a foreign language.

FRENCH COURSES

- 173C-1, 174C-1, 175C-1. FRENCH CONVERSATION. Courses in conversation and oral drill taken with GSD 173, 174, 175 by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 201-3, 202-3, 203-3. INTERMEDIATE COURSE. Grammar; composition; oral practice; rapid reading of modern authors. Prerequisite: GSD 175 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: GSD 175.
- 301-3. THE FRENCH NOVEL OF THE EIGHTEENTH AND NINETEENTH CENTURIES. Lectures, collateral reading, and reports. Prerequisite: 203.
- 302-3. SEVENTEENTH- AND EIGHTEENTH-CENTURY DRAMA. Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. 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 *filz* 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: 203.
- 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

- 161-0. GERMAN FOR GRADUATE STUDENTS. Intensive study of grammar and vocabulary. Designed for graduate students desiring a reading knowledge of German.
- 176c-1, 177c-1, 178c-1. GERMAN CONVERSATION. Courses in conversation and oral drill taken with GSD 176, 177, 178, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.
- 201-3, 202-3, 203-3. INTERMEDIATE COURSE. Grammar review and expansion; reading in modern prose; conversation and composition. Prerequisite: GSD 178 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 AUFSATZTZE 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

- 201-4. INTERMEDIATE COURSE. Prerequisite: two years of high-school Latin or its equivalent.

202-4. CICERO'S ESSAYS. Prerequisite: 201.

203-4. LIVY. Prerequisite: 202.

PORTUGUESE COURSE

100-5. INTRODUCTORY COURSE. Especially for Spanish concentrations. Prerequisite: Spanish 203 or consent of instructor. All 5 hours will count toward a Spanish concentration of 42 hours or more. Only 3 hours will count toward a Spanish concentration of less than 42 hours.

RUSSIAN COURSES

186C-1, 187C-1, 188C-1. RUSSIAN CONVERSATION. Courses in conversation and oral drill, taken only by students enrolled in the corresponding sections of GSD 186, 187, 188, for additional practice.

201-3, 202-3, 203-3. INTERMEDIATE COURSE. Reading of classical and modern narrative prose; oral practice and sight reading; advanced composition. Prerequisite: GSD 188.

220-2 to 6. RUSSIAN CONVERSATION. Advanced conversation based on topics of current interest. Prerequisite: GSD 188.

SPANISH COURSES

190C-1, 191C-1, 192C-1. SPANISH CONVERSATION. Courses in conversation and oral drill to be taken with GSD 190, 191, 192, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections.

201-3, 202-3, 203-3. INTERMEDIATE COURSE. Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite: GSD 192 or two years of high school Spanish.

220-2 to 6. SPANISH CONVERSATION. Conversation based on topics either of current or cultural interest. Prerequisite: GSD 192.

301-3. SPANISH NOVEL OF THE NINETEENTH AND TWENTIETH CENTURIES. Study of representative novels and authors from the Regionalists to the present time. Prerequisite 203.

303-3. SPANISH DRAMA OF THE NINETEENTH AND TWENTIETH CENTURIES. Reading of selected plays of the chief dramatists from Rivas to Bueno Vallejo. Prerequisite: 203 or consent of instructor.

304-3. SPANISH POETRY OF THE NINETEENTH AND TWENTIETH CENTURIES. Study of Spanish poetry with relation to major literary movements: romanticismo, modernismo, ultraismo, and vanguardismo. Special attention will be given to the following poets: Rivas, Zorilla, Espronceda, Dario, Jiminez, Torre, and Lorca. Prerequisite: 203.

311, 312, 313-4. SURVEY OF SPANISH LITERATURE. A survey, continuing down to the present day. Lectures and reading of representative authors. Prerequisite: 203.

315-3. ARTE Y CULTURA. Conducted in Spanish. Informal class discussions of reports of students on present-day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prerequisite: 220 or consent of instructor.

316-3. CIVILIZACION ESPANOLA. A study of the cultural patterns and heritage of the Spanish people from earliest times to the present. Prerequisite: 315 or consent of instructor.

- 333-3. SPANISH AMERICAN LITERATURE. Survey of Spanish literature in America from the conquest to modern times.
- 340-3. THE GOLDEN AGE. Extensive individual readings of the plays of Lope de Vega, Calderon, Tirso, Ruiz de Alarcon, and others, with class reports and intensive study of some one dramatist.
- 345-4. CERVANTES. Study of the life of the author and the Quijote with reference to style and source of materials. Comparative reports on the novels and other works.
- 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.
- 410-4. ROMANCE PHILOLOGY. A survey of the phonology, morphology, and syntax changes in Romance Languages in general; special attention to developments in French and Spanish for students in these fields. This course may be counted toward either a French or Spanish concentration. Prerequisite: Spanish or French 203.
- 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

A secondary concentration consists of 24 hours, including 381, 382, 383, and excluding GSC 152.

COURSE DESCRIPTIONS

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

- 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.
- 355-4. 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.
- 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. Pre-Socratics, 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 Pierce, 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. (Same as Government 485.)
- 486-4. CONTEMPORARY POLITICAL THEORIES. (Same as Government 486.)
- 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.
- 490-2 to 4. SPECIAL PROBLEMS. Hours and credits to be arranged. Courses for qualified seniors and graduates who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics for individual study and papers or for group study. Consent of instructor in all cases required.

Science and Technology Division

Applied Science; Astronomy; Biological Science; Botany; Chemistry; Mathematics; Physics; Physiology; and Zoology.

THE SCIENCE AND TECHNOLOGY DIVISION offers a program designed to expand the student's knowledge and understanding of mathematics, basic scientific principles, and engineering applications. Every effort is made to stimulate the student's curiosity and implement his creativeness, thus enabling him to lead a more productive life and be a more useful member of the academic, industrial, or business community.

Professor Kermit G. Clemans, Ph.D. (Oregon)	1959
Professor Robert N. Pendergrass, Ph.D. (Virginia Poly. Inst.)	1962
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 Harold E. Broadbooks, Ph.D. (Michigan)	1957
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
Assistant Professor George R. Arnold, M.S. (Illinois) (on leave, 1962-63)	1953
Assistant Professor Ralph William Axtell, Ph.D. (Texas)	1960
Assistant Professor William C. Bennewitz, Ph.D. (Illinois)	1960
Assistant Professor Richard R. Boedeker, Ph.D. (St. Louis)	1962
Assistant Professor Joseph S. Davis, Ph.D. (Iowa)	1959
Assistant Professor Ray Gwillim, M.S. (Illinois)	1957

Assistant Professor Deborah T. Haimo, A.M. (Radcliffe)	1961
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 Kermit O. Ratzlaff, Ph.D. (California)	1962
Assistant Professor Robert B. Rutledge III, Ph.D. (St. Louis)	1962
Assistant Professor J. Edmund White, Ph.D. (Indiana)	1959
Assistant Professor Lloyd Kenneth Williams, Ph.D. (California)	1961
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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Visiting Professor Joseph Mayer, Ph.D. (Columbia)	1961-62
Lecturer Jane Broadbooks, M.A. (Washington University)	1961-63
Lecturer Hsiao-shu Hsiung Chang, Ph.D. (Cincinnati)	1962-63
Lecturer Ivan S. Cliff, Ph.D. (Mass. Inst. Tech.)	1961-63
Lecturer Daniel D. Cronin, M.S. (St. Louis)	1961-62
Lecturer Robert Dale Stallard, M.S. (Arkansas)	1961
Lecturer Tso Pin Wang, M.S. (Southern Illinois)	1959-63
Lecturer Dan J. Welling, B.S. (Rockhurst)	1962

DIVISIONAL REQUIREMENTS

Candidates for the Bachelor of Arts degree concentrating in any of the disciplines in the Science and Technology Division must meet the following requirements:

1. At least 48 hours of credit in one area of concentration with the grade of C or higher in each course in the area (Specific courses, to be included in a particular concentration, are listed in the curriculum.);
2. At least 9 hours of credit in the area of concentration in courses numbered above 299 must be earned at Southern Illinois University within the two years preceding the completion of requirements for the degree.

Upon the completion of 80 hours of college credit, each student in the division must file a tentative program with his adviser in the division.

If a candidate for the Bachelor of Science in Education degree selects an area of concentration which is in the Science and Technology Division, then he must have at least 48 (or 36 if he also has two 27-hour concentrations in other areas) hours in that area with the grade of C or higher in each course. Such a student may qualify for a concentration in biological science

by taking concentrations of 36 hours in botany or zoology, 27 hours in the other, and 27 hours in physical science.

A secondary concentration in physical science includes at least 27 hours of credit with courses in astronomy and mathematics and is granted only to persons who are taking the biological-science concentration. For such a program, written approval of the Science and Technology Division is required.

A secondary concentration for a student in the Science and Technology Division must include at least 27 hours of credit. Specific requirements, if any, are listed under the heading *Secondary Concentration* in the particular discipline.

APPLIED SCIENCE

At the present time, courses in applied science and engineering on the Edwardsville Campus are limited to minimum requirements for a pre-engineering program.

COURSE DESCRIPTIONS

- 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 151 and Physics 297.
- 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 299.
- 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.

ASTRONOMY

COURSE DESCRIPTION

- 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.

BOTANY

Students considering a botany concentration are urged to consult with botany faculty representatives.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSA 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Science and Technology Division Requirements</i> (See page 80.)	0
<i>Botany Concentration Requirements</i>	69
General Studies Area A 251, 253	(6)
Botany 101, 202, 310, 320	20
Botany electives	28
Chemistry 111, 112, 113	15
Physics	6
German or Russian is recommended as the language.	
<i>Secondary Concentration Requirement</i>	27
<i>Electives</i>	9
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION

For this degree in the Education Division, the Botany Concentration Requirements are as listed above, under the Bachelor of Arts degree.

SECONDARY CONCENTRATION

The minimum botany concentration is 27 hours, including 101, 202, 310, and botany electives.

COURSE DESCRIPTIONS

- 101-5. GENERAL BOTANY. An introductory study of the morphology, anatomy, and physiology of the seed plants including vegetative and sexual reproduction. Field Studies. Three lecture and four laboratory hours per week.
- 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. Approximate cost: \$5.
- 202-5. GENERAL BOTANY. A study of representative plants of the major plant groups; classification; evolution of the plant kingdom. Three lecture and four laboratory hours per week, and one all-day (required) field trip. Cost: about \$5. Prerequisite: 101.
- 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. Three lecture and four laboratory hours per week. Cost: about \$5. Prerequisite: 101 or 202.
- 225-5. CELLULAR PHYSIOLOGY. A discussion with laboratory illustration of basic physiological processes. Generally, plant materials will be used in the laboratory. Three lecture and four laboratory hours per week. Prerequisite: 101, organic chemistry.
- 310-5. PLANT ANATOMY. An introduction to cell division, development, and maturation of the structures of the vascular plants. Three lecture and four laboratory hours per week. Prerequisite: 101, 202.
- 315-3. PLANT GENETICS. A general course involving principles of evolution and heredity. Prerequisite: 101 or 202 or GSA 251 or consent of instructor.
- 320-5. ELEMENTS OF PLANT PHYSIOLOGY. A study of the functions of plants and their relation to the various organs. Three lecture and four laboratory hours per week. Prerequisite: 101, 202.
- 321-3. ELEMENTARY BOTANICAL MICROTECHNIQUE. Methods of preservation and preparation of plant materials for examination by the light microscope. One lecture and four laboratory hours per week. Prerequisite: consent of instructor.
- 325-5. METABOLISM. Intermediary metabolism of plants and animals with emphasis upon the newer knowledge. Laboratory organization will be adapted to the student's area of concentration (physiology, agriculture,

- medicine, etc.). Three lecture and four laboratory hours per week. Prerequisite: 101, organic chemistry.
- 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: concentration 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: concentration 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. Three lecture and four laboratory hours per week. Prerequisite: 101, 202.
- 405-5. THE FUNGI. A study of the structure, development, and relationships of the fungi. Problems of economic and scientific interest stressed. Three lecture and four laboratory hours per week. Prerequisite: 101, 202.
- 413-5. COMPARATIVE STRUCTURE OF PLANTS. Comparative studies of representative groups of vascular plants, including origin, structure, developmental tendencies, embryology, and fossil evidence. Three lecture and four laboratory hours per week. Prerequisite: 101, 202.

CHEMISTRY

Anyone considering a concentration in chemistry is urged to consult with a representative of the chemistry faculty.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSA 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Science and Technology Division Requirements</i> (See page 80.)	0
<i>Chemistry Concentration Requirements</i>	97-111
Chemistry 111, 112, 113, 336, 337, 338-4 or 490-2, 341, 342, 343, 375-3, 461, 462, 463	54
Students who desire to qualify as professional chemists should add 10 hours from 311, 396, 412, 432, 446	10

Mathematics 111, 112, 150, 151, 252, 253	28
Physics 297, 298, 299	15
German or Russian is recommended as the language	
For professional chemists: one additional physics course	4
<i>Secondary Concentration Requirements</i>	(27)
<i>Electives</i>	0-8
<i>Total</i>	192-198

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, a 37-hour concentration for students who also have two secondary concentrations must include Chemistry 111, 112, 113, 336, 337, 341, 342, 460. German or Russian is recommended as the foreign language. Candidates with only one secondary concentration must take 11 additional hours including 343.

SECONDARY CONCENTRATION

A secondary concentration in chemistry includes 111, 112, 113, and at least 12 quarter hours in courses chosen from 336, 337, 341, 342.

COURSE DESCRIPTIONS

- 111-5, 112-5. CHEMICAL PRINCIPLES AND INORGANIC CHEMISTRY. Three lecture, one quiz, and three laboratory hours per week. Prerequisite: high school algebra and geometry or equivalent.
- 113-5. INORGANIC AND QUALITATIVE ANALYSIS. Continuation of 112. Theory of qualitative identification of the cations. Three lecture and six laboratory hours per week. Prerequisite: 112.
- 240-4. ORGANIC CHEMISTRY. A survey course not open to those concentrating in chemistry. An introduction to aliphatic and aromatic compounds with emphasis on those of biological importance. Three lecture and three laboratory hours per week. Prerequisite: GSA 153.
- 311-3. INTERMEDIATE INORGANIC CHEMISTRY. Modern inorganic chemistry involving atomic structure, chemical bonds, complexes and chelate structures, and chemistry of familiar and less familiar elements. Three lecture hours per week. Prerequisite: 27 hours of chemistry.
- 336-4, 337-4, 338-4. ANALYTICAL CHEMISTRY. Theories and methods of qualitative detection of ions and volumetric and gravimetric quantitative analysis are treated as an integrated subject. Emphasis on ionization, equilibrium, and solubility theories. Two lecture and six laboratory hours per week. Prerequisite: 113.
- 341-4. ORGANIC CHEMISTRY. Three lecture and three laboratory hours per week. Prerequisite: 113.
- 342-5, 343-5. ORGANIC CHEMISTRY. Three lecture and six laboratory hours per week. Prerequisite: 341.

- 375-0 to 3. SENIOR SEMINAR. One lecture hour per week. Prerequisite: senior standing.
- 396-2 to 6. SENIOR RESEARCH. Investigation of a chemical problem and preparation of a thesis under the direction of a staff member. Prerequisite: senior, concentrating in chemistry, 4.0 average in chemistry, and consent of faculty.
- 412-4. INORGANIC PREPARATIONS. A study of several important types of inorganic syntheses. One lecture and six laboratory hours per week. Prerequisite: 337, 343.
- 432-4. INSTRUMENTAL ANALYTICAL TECHNIQUES. Theory and practice of common instrumental analytical measurements. Two lecture and six laboratory hours per week. Prerequisite: 337, 461.
- 446-4. QUALITATIVE ORGANIC CHEMISTRY. Separation and identification of organic compounds by classical methods. Two lecture and six laboratory hours per week. Prerequisite: 343.
- 460-5. THEORETICAL CHEMISTRY. A one-quarter course on the traditional aspects of physical chemistry without the requirement of calculus. Four lecture and three laboratory hours per week. Prerequisites: 337, 342, and one year of physics or consent of instructor.
- 461-4, 462-4, 463-4. PHYSICAL CHEMISTRY. Three lecture and three laboratory hours per week. Prerequisite: 337, 343, Math 253, Physics 299.
- 490-2. CHEMICAL LITERATURE. A study of the various sources of chemical information and the techniques for searching the literature. Two lecture hours per week. Prerequisite: 337, 343, reading knowledge of German or Russian or consent of instructor.
- 496-2 to 4. CHEMICAL PROBLEMS. Investigation of problems under the direction of a staff member. Prerequisite: senior, concentrating in chemistry with 4.0 average, and consent of faculty.

MATHEMATICS

Anyone considering a concentration in mathematics is urged to consult with a representative of the mathematics faculty.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSA 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Science and Technology Division Requirements</i> (See page 80.)	0
<i>Mathematics Concentration Requirements</i>	63-76
Mathematics background for entering 300	0-37
Mathematics 300, 320, 321	10
Mathematics 452 and 453, or 480 and 481, or two geometry courses above 299	6

MATHEMATICS

87

Mathematics (additional courses above 299)	8
Physics 297, 298, 299	15
Recommended: French, German, or Russian	
<i>Secondary Concentration Requirements</i>	27
<i>Electives</i>	2-15
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, a student with one secondary concentration has the Mathematics Concentration Requirements listed above, exclusive of Physics 298, 299, and totaling 48 hours. A student with two secondary concentrations must have 36 hours in approved mathematics courses, including 300, 311, 320. Physics 297 is required. French, German, or Russian is recommended as the language.

SECONDARY CONCENTRATION

A secondary concentration in mathematics includes courses through 253; 300 and 320 are recommended.

COURSE DESCRIPTIONS

Students who have taken college preparatory mathematics and who rank high on the mathematics placement examination should normally enroll in 150 at their first college course in mathematics. Students with less preparation who plan to concentrate in a discipline of the Science and Technology Division should enroll in 112, 111, or 100 as advised by a representative of the mathematics faculty.

- 100-0. ELEMENTARY MATHEMATICS. Remedial and review work in elementary mathematics, including arithmetic and beginning algebra.
- 111-5, 112-5. ELEMENTARY ANALYSIS I, II. Beginning sequence for students in mathematics, pre-engineering, etc., who cannot qualify for 150. 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.
- 150-5, 151-5. CALCULUS AND ANALYTICAL GEOMETRY I, II. Beginning course for students in mathematics, pre-engineering, 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 concentrations only. Prerequisite: 111 or GSD 157.
- 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: 111 or GSD 157.
- 252-4, 253-4. CALCULUS AND ANALYTICAL GEOMETRY III, IV. Continuation of 151. Includes differential and integral calculus, applications, introduction to solid analytic geometry, infinite series. Prerequisite: 151.
- 300-4. THE REAL NUMBER SYSTEM. An axiomatic study of the real number system by use of modern logic and elementary set theory. Prerequisite: 253 or concurrent enrollment.
- 305-3, 306-3. DIFFERENTIAL EQUATIONS I, II. Classical methods of solving ordinary differential equations including Laplace transform techniques. Prerequisite: 253 or concurrent enrollment, Physics 299.
- 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, Secondary Education 315.
- 313-4. SOLID ANALYTIC GEOMETRY. Prerequisite: 150.
- 320-3, 321-3, 322-3. 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: 300 or concurrent enrollment.
- 324-3. VECTOR ANALYSIS. Prerequisite: 253, Physics 297.
- 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 coordinate systems, affine geometry, Euclidean geometry, and non-Euclidean geometry. Prerequisite: 300 or concurrent enrollment.
- 395-2 to 8. READING IN MATHEMATICS. Supervised reading in selected subjects. Prerequisite: 12 hours of 300- or 400-level mathematics, 4.0 average in mathematics, and consent of division.
- 400-3. HISTORY OF MATHEMATICS. Prerequisite: 252 or consent of instructor.
- 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. Nonparametric Methods. Topics in experimental design. For students in fields using statistical methods. Will not normally be counted on a mathematics concentration. Prerequisite: 111 or GSD 157.
- 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: 151.
- 430-4. PROJECTIVE GEOMETRY. Introduction to the fundamental concepts of projective geometry, including study of conics and polar systems of conics. Prerequisite: 151.
- 433-3. THEORY OF POINT SETS. Prerequisite: 300.
- 446-4. THE STRUCTURE OF ELEMENTARY SCHOOL MATHEMATICS. A course to assist experienced elementary school teachers in extending their understanding of mathematics. This course may not be taken for credit after credit has been received for 447 and does not count for credit toward a mathematics concentration. Prerequisite: experience in elementary teaching and consent of instructor.
- 447-4. THE STRUCTURE OF SECONDARY SCHOOL MATHEMATICS. A course to assist experienced secondary school teachers in extending their understanding of mathematics. This course may not be taken for credit after credit has been received for 446 or 311 and does not count toward a mathematics concentration. Prerequisite: experience in secondary teaching and consent of instructor.
- 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: 300 or concurrent enrollment.
- 455-4. PROGRAMMING FOR DIGITAL COMPUTERS. An intensive course in digital computer programming. 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.

PHYSICS

Students desiring concentration in physics are urged to consult with the physics faculty representatives.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSA 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Science and Technology Division Requirements</i> (See page 80.)	0
<i>Physics Concentration Requirements</i>	72-100
Physics 297, 298, 299, 300, 301, 302	28
Physics electives, including 4 hours lab, to complete 48 hours	20
Mathematics, 9 hours beyond 253	9-37
Chemistry 111, 112, 113	15
German or Russian is recommended.	
<i>Secondary Concentration Requirements</i>	(27)
<i>Electives</i>	0-21
<i>Total</i>	192-205

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the Physics Concentration Requirements are as listed above, under Bachelor of Arts Degree, except that 6 hours in the history and philosophy of science may be counted toward the physics electives.

A physics concentration for a student with two secondary concentrations must include Physics 297, 298, 299, 300, 301, 302, 8 additional hours in physics courses above 299, Chemistry 113, Mathematics 253. German or Russian is recommended as the foreign language.

SECONDARY CONCENTRATION

A secondary concentration in physics includes 297, 298, 299, 300, and electives to total 27 hours.

COURSE DESCRIPTIONS

- 103-4. PROBLEMS IN ELEMENTARY PHYSICS. Prerequisites: GSA 152, Mathematics 112.
- 297-5, 298-5, 299-5, 300-5. UNIVERSITY PHYSICS I, II, III, IV. A basic sequence in physics for science, pre-engineering, and mathematics students. Includes: I, Mechanics; II, Heat, Sound, and Light; III, Electricity and Magnetism; and IV, Modern Physics. Prerequisite: Mathematics 151, 252, 253 or concurrent enrollment.
- 301-4, 302-4. MECHANICS. Intermediate mechanics using vector notation. Emphasis on kinematics and particle dynamics. Prerequisites: 297 and Mathematics 324, or concurrent enrollment.
- 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: 299, Mathematics 324.
- 307-2. ELECTRIC MEASUREMENTS. A laboratory course illustrating basic electrical and magnetic properties and emphasizing precision in their measurement. Prerequisite: 306 or concurrent enrollment.
- 309-4. ELECTRON CIRCUITS. Electron tube and transistor circuit principles and applications. Three lecture and three laboratory hours per week. Prerequisite: 299.
- 310-4. LIGHT. Light propagation and optical instruments: reflection, refraction, interference, diffraction, and polarization of light. Prerequisite: 300.
- 311-1. OPTICS LABORATORY. Advanced experiments in geometrical and physical optics. Two laboratory hours per week. Prerequisite: 310 or concurrent enrollment.
- 320-3, 321-3. HEAT I, II. I, a macroscopic study; heat phenomena, and thermodynamics. II, a microscopic study; kinetic theory and statistical mechanics. Prerequisite: 298; Mathematics 253.
- 415-4, 416-4, 417-4. MODERN PHYSICS I, II, III. Elements of wave mechanics, atomic and nuclear physics, fundamental particles, superconductivity, and solid state. Prerequisite: 300; 9 hours of mathematics numbered 300 or above.
- 418-1 to 4. MODERN PHYSICS LABORATORY. Experiments in modern physics. Prerequisite: 415 or concurrent enrollment and consent of instructor.
- 420-2 to 5. SPECIAL PROJECTS I. Each student is assigned a definite investigative topic. Adapted to advanced undergraduate students. Prerequisites: 301, 305, 306.
- 430-2. PHYSICAL LITERATURE. A study of source materials in the field of physics. Also library search on special projects. Prerequisite: integral calculus, three advanced physics courses.

PHYSIOLOGY

COURSE DESCRIPTIONS

- 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 four laboratory hours per week.

- 300-4. HUMAN ANATOMY. Lectures and demonstrations of bones, joints, muscles, and nerves. Designed for concentrations in physical education.
- 315-5, 316-5, 317-5. ADVANCED COLLEGE PHYSIOLOGY. The lectures emphasize mammalian and human physiology whereas the laboratory involves function throughout the vertebrate classes. Three lecture and four laboratory hours per week. Prerequisite: GSA 252.
- 433-4. COMPARATIVE PHYSIOLOGY. Fundamental physiological processes and the manner in which they vary in various groups of animals. Recommended for students in physiology and other biological sciences. Three lecture and two laboratory hours per week. Prerequisite: Chemistry 113, Zoology 102, 103.

ZOOLOGY

Students planning to concentrate in zoology should consult with the zoology faculty representatives.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7. Waive GSA 151, 152, 153.)	87
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Science and Technology Division Requirements</i> (See page 80.)	0
<i>Zoology Concentration Requirements</i>	74
General Studies Area A 251, 252	(6)
Botany (one course)	5
Chemistry 111, 112, 113	15
Physics (6 hours)	6
Physiology (one course above 300)	4
Zoology 102, 103, 202, 300, 382A, 382B, 382C, 401	26.5
Zoology 303, 306, 404, 408, 461 (any one)	4
Electives above 300 to complete 48 hours in zoology	13
<i>Secondary Concentration Requirement</i>	27
<i>Electives</i>	6
Recommended: organic chemistry, three quarters of physics, three of botany, and three of mathematics	
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the Zoology Concentration

Requirements are as listed above, under Bachelor of Arts Degree, except that teachers in in-service training may include 402 or 403 instead of the one course from 303, 306, 404, 408, 461. Recommended electives are also as listed above.

SECONDARY CONCENTRATION

A secondary concentration in zoology includes 100, 102, 103, one laboratory course above the 100-level and additional hours to total 27.

COURSE DESCRIPTIONS

- 100-5. PRINCIPLES OF ANIMAL BIOLOGY. Introduction to the major principles of biology, including classification, organization of matter into cells, tissues, organs, and organ systems, heredity, ecology, distribution, organic evolution, economic biology, and conservation. Three lecture and four laboratory hours per week.
- 102-5. GENERAL INVERTEBRATE ZOOLOGY. Studies of representatives of the various kinds of invertebrate animals. Relationships, structure, and natural history are emphasized. Two lecture and six laboratory hours per week. Prerequisite: 100 or GSA 252.
- 103-5. GENERAL VERTEBRATE ZOOLOGY. Studies of representatives of the various kinds of vertebrate animals, with special emphasis on the amphibian type. Evolutionary development, structure, and natural history are emphasized. Two lecture and six laboratory hours per week. Prerequisite: 100 or GSA 252.
- 202-5. COMPARATIVE ANATOMY. Comparative studies of the organ systems of vertebrate animals, with emphasis on the phylogeny and evolution of these organs. Two lecture and six laboratory hours per week. Prerequisite: 103.
- 300-5. VERTEBRATE EMBRYOLOGY. Development of the individual with the frog, chick, and pig as types. Two lecture and six laboratory hours per week. Prerequisite: 202.
- 303-4. GENERAL ORNITHOLOGY. Natural history, identifications, and taxonomic groups of birds. Cost of field trips may be \$5 to \$10 per student. Two lecture and four laboratory hours per week. Prerequisite: 100 or GSA 252.
- 306-4. ENTOMOLOGY. Principles of the structure, classification, and life histories of insects. Two lecture and four laboratory hours per week. Prerequisite: 102.
- 310-5. ANIMAL ECOLOGY. Habitats, communities, and population dynamics of animals. Cost of field trips may be \$5 or \$10 per student. Three lecture and four laboratory hours per week. Prerequisite: 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. HISTOLOGICAL TECHNIQUE IN ZOOLOGY. Methods of preparing

- material for microscopic study. Two lecture and six laboratory hours per week. Prerequisite: one year of biological sciences or consent of instructor.
- 322-2 to 5. PROBLEMS IN ZOOLOGY. Research on zoological problems. Prerequisite: 4.25 grade-point average, senior standing, and consent of the faculty. (Credit may not be used toward a secondary concentration in zoology.)
- 382A-1/2, 382B-1/2, 382C-1/2. ZOOLOGY SEMINAR FOR SENIORS. Required each quarter of seniors concentrating in zoology. Prerequisite: one year of biological sciences.
- 401-5. GENETICS. Principles of inheritance, including genetic mechanisms, mutation, and selection. Two lecture and six laboratory hours per week. Prerequisite: 12 hours of biological science and consent of instructor.
- 402-4. NATURAL HISTORY OF INVERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in invertebrate zoology. Two lecture and four laboratory hours per week. Prerequisite: one year of zoology.
- 403-4. NATURAL HISTORY OF VERTEBRATE ANIMALS. Observation, identification, and life histories. Designed for teachers. Not for students specializing in vertebrate zoology. Two lecture and four laboratory hours per week. Prerequisite: one year of zoology.
- 404-4 to 8. ZOOLOGY FIELD STUDIES. An extended trip of four to eight weeks to study animals in various environments. Arrangements made spring term. Costs per individual will be approximately \$25 per week. (4 hours may be used for undergraduate credit and 4 hours for graduate credit.) Prerequisite: consent of faculty.
- 406-4. PROTOZOOLOGY. Taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and studying. Two lecture and four laboratory hours per week. Prerequisite: one year of zoology.
- 407-5. PARASITOLOGY. Collection of parasitic animals, identification, morphology, life history, and control measures. Two lecture and six laboratory hours per week. Prerequisite: 102.
- 408-4. HERPETOLOGY. Taxonomic groups, identification and natural history of amphibians and reptiles. Cost of field trip may be \$5 to \$10 per student. Two lecture and four laboratory hours per week. Prerequisite: one year of zoology.
- 461-4. MAMMALOLOGY. Taxonomic groups, identification, and natural history of mammals. Two lecture and four laboratory hours per week. Prerequisite: 103.
- 480-3. ZOOGEOGRAPHY. Concepts and principles relating to patterns of animal distribution on a continental and world-wide basis. Prerequisite: 103 or consent of instructor.

Social Sciences Division

Anthropology; Geography; Government; History; Public Administration and Planning; Sociology

THE SOCIAL SCIENCES DIVISION offers courses designed to enable the student to achieve an understanding and appreciation of civilization viewed in historical perspective, and to gain, through the various social sciences disciplines, an awareness of the society of which he is a part and of his role in it. 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 human beliefs and attitudes.

Professor Hyman H. Frankel, Ph.D. (Illinois)	1957
Professor William Goodman, Ph.D. (Ohio State)	1962
Professor Melvin E. Kazeck, Ed.D. (Columbia)	1958
Professor Seymour Z. Mann, Ph.D. (Chicago)	1960
Professor Herbert H. Rosenthal, Ph.D. (Harvard)	1955
Associate Professor Robert B. Campbell, Ph.D. (Wisconsin)	1962
Associate Professor Robert F. Erickson, Ph.D. (Illinois)	1959
Associate Professor Kurt Glaser, Ph.D. (Harvard)	1959
Associate Professor S. D. Lovell, Ph.D. (Ohio State)	1957
Associate Professor Allan J. McCurry, Ph.D. (Cornell)	1960
Associate Professor Gunter W. Remmling, Ph.D. (Berlin)	1958
Associate Professor Patrick W. Riddleberger, Ph.D. (California)	1960
Associate Professor Elliott M. Rudwick, Ph.D. (Pennsylvania)	1960
Associate Professor John W. Snaden, Ph.D. (Michigan)	1959
Associate Professor Donald L. Taylor, Ph.D. (Duke)	1959
Associate Professor Jack Bruce Thomas, Ph.D. (Indiana)	1958
Assistant Professor Sidney L. Cohen, Ph.D. (Yale)	1961

Assistant Professor T. Patrick Culbert, Ph.D. (Chicago)	1962
Assistant Professor Martin L. Dosick, A.M. (Boston)	1962
Assistant Professor Alfonso Gonzalez, Ph.D. (Texas)	1962
Assistant Professor James M. Haas, Ph.D. (Illinois)	1961
Assistant Professor Stanley B. Kimball, Ph.D. (Columbia)	1959
Assistant Professor Noah Lucatz, Ph.D. (Washington University)	1961
Assistant Professor Warren L. Sauer, Ph.D. (Michigan State)	1962
Assistant Professor Ernest L. Schusky, Ph.D. (Chicago)	1960
Assistant Professor Virgil L. Seymour, M.A. (Southern Illinois)	1957
Assistant Professor Philip E. Vogel, Ph.D. (Nebraska)	1959
Instructor Richard E. Guffy, M.S. (Northwestern)	1960
Instructor Clare B. Jarard, M.A. (Iowa)	1957
Instructor Eleanor Anne Schwab, A.M. (New York)	1961
Instructor James Struif, LL.B. (Illinois)	1960
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Lecturer D. Noel Brooks, M.A. (Louisiana State)	1961-63
Lecturer Carmen W. Harper, M.A. (Southern Illinois)	1960-63
Lecturer Jane Ann Schusky, M.A. (Chicago)	1961-63
Lecturer Nedra Reames, M.A. (Southern Illinois)	1962-63
Lecturer Delores J. Williams, A.M. (Chicago)	1962-63

DIVISIONAL REQUIREMENTS

Candidates for the Bachelor of Arts degree who concentrate in one of the disciplines in the Social Sciences Division must complete one course in either philosophy or psychology (or a General Studies equivalent in these fields). They must also complete one year of a college-level foreign-language sequence or the equivalent.

ANTHROPOLOGY

A secondary concentration in anthropology consists of twenty-seven hours including 300-4, 310-4, and 409-4. English 400-4, Structural Linguistics, may be counted as part of the concentration.

COURSE DESCRIPTIONS

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.
- 470-4. SOCIAL ANTHROPOLOGY. Theory and method in community study; functional analysis, cultural themes and values in both primitive and modern cultures.

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.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Geography Concentration Requirements</i>	45

- 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. For students of 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: GSB 151 or equivalent.
- 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. Prerequisite: 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: GSB 151 or equivalent.
- 313-3. GEOGRAPHY OF ILLINOIS. Acquaints the student with the regional concepts of our state, the distribution of climate, vegetation, soil, landforms, and mineral resources; interrelates agriculture, manufacturing, industry, and population distribution, interpreted within a regional framework. Prerequisite: GSB 151 or equivalent.
- 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: GSB 151 or equivalent.
- 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: GSB 151 or equivalent.
- 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. Prerequisite: GSB 151 or equivalent.
- 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. Prerequisite: GSB 151 or equivalent.
- 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 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. Prerequisite: GSB 151 or equivalent.
- 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. Prerequisite: GSB 151 or equivalent.
- 324-4. RESTORATION AND CONSERVATION OF THE 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: GSB 151 or equivalent.
- 404-4. ADVANCED ECONOMIC GEOGRAPHY I (AGRICULTURAL). A functional study of the bases, interrelationships, and geographic distribution of agricultural production. Prerequisites: GSB 151, 210 or 211, or consent of instructor.
- 405-4. ADVANCED ECONOMIC GEOGRAPHY II (INDUSTRIAL). A functional study of the bases, interrelationships, and geographic distribution of industries. Prerequisites: GSB 151, 211, 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. Prerequisite: GSB 151, 211, 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: GSB 151, 211, 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: GSB 151 or equivalent.
- 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: 212.
- 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: GSB 151 or equivalent.
- 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: GSB 151, 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. Prerequisite: 314.
- 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: 212.
- 440-2 to 4. READINGS IN GEOGRAPHY. Supervised readings in selected subjects. Hours and credit to be arranged.
- 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. Prerequisite: GSB 151 or equivalent.
- 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.
- 470A-4. PLANNING CONCEPTS AND METHODS. (Same as Government 470A.) An introduction to the planning processes, stressing the physical aspects. Lectures, discussions, demonstrations and laboratory sessions covering historical background of planning; planning methods including land use studies and special distribution of functions in the urban area and region; research methods in planning; introduction to design elements; and instruments for plan implementation. Prerequisite: consent of instructor.
- 470B-4. PLANNING ADMINISTRATION AND THE PLANNING FUNCTION IN THE PUBLIC POLICY PROCESSES. (Same as Government 470B.) The study of the planning process as it relates to public policy formulation and implementation processes. Particular emphasis will be given to the urban government setting and to emerging regional arrangements. Will examine problems in planning administration, fiscal planning, the coordinative role of planning and land use controls. Prerequisite: consent of instructor.
- 470C-4. FIELD PROBLEMS IN URBAN AND REGIONAL PLANNING. (Same as Government 470C.) Principally designed as a workshop where problems would be pursued by the student on an individual or group basis. Topics for investigation would be selected to serve the student's competence and interest in the sociological, economic, administrative, design or general political aspects of the planning process. Problems

selected would be related to this bi-state metropolitan area as a natural laboratory and would be tied, wherever feasible or desirable, to on-going current area studies. Prerequisite: consent of instructor.

GOVERNMENT

A concentration in government is recommended for persons planning to teach civics or government courses, and for those planning to qualify for the study of law or for the public service.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Government Concentration Requirements</i>	45
A minimum of 45 hours including 210 and at least one course (but no more than 20 hours) in each of the five areas of specialization listed below.	
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	24-27
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the Government Concentration Requirements include 48 or 36 hours (including 210) in government depending on whether the student has one secondary concentration or two. At least one course (but no more than 20 hours) should be taken in each of the areas of specialization listed below.

AREAS OF SPECIALIZATION

American Government and Politics 232, 330, 340, 379, 380,
406, 415, 420, 435.
Public Law 305, 315, 495, 496.
Public Administration 360, 361, 362, 461, 465, 470, 473.
International Affairs 243, 370, 371, 373, 390, 391, 453, 456, 457.
Political Theory 484, 485, 486, 487.

SECONDARY CONCENTRATION

A secondary concentration is 27 hours and must include 210.

COURSE DESCRIPTIONS

- 210-4. 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: 210 or equivalent.
- 243-3. INTRODUCTION TO AMERICAN FOREIGN POLICY. The significance of foreign policy as related to American citizens. Prerequisite: 210 or equivalent.
- 305-4. DEVELOPMENT OF THE AMERICAN CONSTITUTION. The evolution of the United States constitutional system. Recommended for pre-law students. Prerequisite: 210 or equivalent.
- 315-3. ADMINISTRATION OF JUSTICE. The organization and work of the American judicial system. Recommended for pre-law students. Prerequisites: 210 or equivalent.
- 321-1 to 6. READINGS IN GOVERNMENT. Consent of instructor required.
- 330-2. ILLINOIS GOVERNMENT. The development and functioning of government in Illinois. Prerequisite: 210 or equivalent.
- 340-3. THE LEGISLATIVE PROCESS. A study of the principles, organization, and work of American legislative bodies. Prerequisite: 210 or equivalent.
- 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: 210 or equivalent.
- 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.
- 362-4. PUBLIC PERSONNEL ADMINISTRATION. An analysis of some of the central problems encountered by the government executive in recruiting, maintaining, and developing personnel, such as political neutrality, leadership and motivation, career development, security regulations, and the role of personnel in policy planning and execution. Prerequisite: 210 or equivalent.
- 370-4. INTERNATIONAL RELATIONS. A study of world politics—the causes of international conflict and the conditions of peace. Prerequisite: 243.
- 371-4. PROBLEMS OF AMERICAN FOREIGN POLICY. An analysis of selected problems in the field of American foreign policy. Prerequisite: 243.
- 373-3. INTERNATIONAL POLITICS OF EUROPE. Nation-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.
- 379-3. THE DEVELOPMENT OF POLITICAL PARTIES. A study of the historical development of American political parties. Prerequisite: 210 or equivalent.

- 380-4. **POLITICAL PARTIES.** An analysis of contemporary American political parties. Prerequisite: 210 or equivalent.
- 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: 210 or equivalent.
- 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: 390.
- 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: 210 or equivalent.
- 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: 210 or equivalent.
- 420-3. **PRESSURE GROUPS AND PROPAGANDA.** An analysis of interest groups and their techniques of political propaganda. Prerequisite: 210 or equivalent.
- 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: 210 or equivalent.
- 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: 210 or equivalent.
- 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. Prerequisite: 360.
- 470A-4. **PLANNING CONCEPTS AND METHODS.** (Same as Geography 470A.) An introduction to the planning processes, stressing the physical aspects. Lectures, discussions, demonstrations and laboratory sessions covering historical background of planning; planning methods including land use studies and special distribution of functions in the urban area and region; research methods in planning; introduction to design elements; and instruments for plan implementation. Prerequisite: consent of instructor.

- 470B-4. PLANNING ADMINISTRATION AND THE PLANNING FUNCTION IN THE PUBLIC POLICY PROCESSES. (Same as Geography 470B.) The study of the planning process as it relates to public policy formulation and implementation processes. Particular emphasis will be given to the urban government setting and to emerging regional arrangements. Will examine problems in planning administration, fiscal planning, the coordinative role of planning and land use controls. Prerequisite: consent of instructor.
- 470C-4. FIELD PROBLEMS IN URBAN AND REGIONAL PLANNING. (Same as Geography 470C.) Principally designed as a workshop where problems would be pursued by the student on an individual or group basis. Topics for investigation would be selected to serve the student's competence and interest in the sociological, economic, administrative, design or general political aspects of the planning process. Problems selected would be related to this bi-state metropolitan area as a natural laboratory and would be tied, wherever feasible or desirable, to on-going current area studies. Prerequisite: consent of instructor.
- 470D-2. SEMINAR: PLANNING IN A FREE SOCIETY. Individual and group consideration of a philosophy of planning compatible with a free society. Seminar will devote itself to a review of the significant related literature and to the consideration of the contributions and limitations of planning as an element in public decision-making. (May be taken concurrently with 470C.) Prerequisite: 470A and 470B.
- 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 465 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. 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. Prerequisite: 6 hours of government.
- 486-4. CONTEMPORARY POLITICAL THEORIES. (Same as Philosophy 486.) A study of the important political theories since 1800, including the theories of Marx, Hegel, and John Stuart Mill. 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. 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: 210 or equivalent.
- 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: 210 or equivalent.

HISTORY

Students who intend to concentrate in history should consult with a member of the history faculty at the time of registration. Formal declaration of a concentration in history should not be made before the end of the sophomore year. Students are urged to complete their General Studies program as soon as possible in order to concentrate on history during the junior and senior years.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>History Concentration Requirements</i>	39
General Studies Area B 152, 153	(6)
History 101, 201, 202, 452	14
History electives above 299 (Anthropology 304 may be counted) to complete 45 hours (including GSB 152, 153) distributed as evenly as possible among Ancient-Medieval-Asiatic, Modern European, and American history. 21	
Philosophy 200	4
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	30-33
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the History Concentration Requirements are 48 hours or 36 hours depending on whether the student has one secondary concentration or two. Requirements for either concentration are 101, 201, 202, 452, GSB 152, 153, and Philosophy 200. The remaining portion of the concentration must be on the 300 and 400 levels and care should be taken to distribute the work as evenly as possible among the three fields of Ancient-Medieval-Asiatic, Modern Europe, and American history. A year of work in a foreign language is required.

SECONDARY CONCENTRATION

Twenty-seven hours are required for a secondary concentration in

history and must include 101, 201, 202, GSB 152, 153. Anthropology 304 may be counted for a history concentration.

COURSE DESCRIPTIONS

- 101-3. SURVEY OF WESTERN CIVILIZATION. Designed primarily for freshmen as a study of the development and evolution of early western civilization. Course 101 covers material from the ancient period to A.D. 1000.
- 201-4. THE UNITED STATES TO 1865. A general survey of the political, social, intellectual, and economic development of the United States to 1865. Includes national and state constitutional principles as required by Illinois law. Required of all students concentrating in history.
- 202-4. THE UNITED STATES SINCE 1865. Continuation of 201. Either 201 or 202 to count toward graduation requirements in education. Required of all students concentrating in history.
- 304-3. HISTORY OF THE ANCIENT NEAR EAST. Political, social, and religious history from the earliest times to the 4th Century B.C. Prerequisite: 101 or equivalent.
- 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: 101 or equivalent.
- 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.
- 312-4. 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. Prerequisites: GSB 152 and 153.
- 314-4. THE AGE OF ABSOLUTISM AND THE ENLIGHTENMENT. An examination of the major developments in European history from 1648 to 1789. Prerequisites: GSB 152 and 153.
- 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. Prerequisites: 101, GSB 152, and 153.
- 330-4. THE REVOLUTION AND THE CONSTITUTION. A detailed examination of the period 1763 to 1789 in United States history. Prerequisite: 201.
- 332-4. MEDIEVAL HISTORY. An intensive study of the early Middle Ages. The processes of Romanization, Germanization, and Christianization will be discussed in detail. Special investigations will be made of the Migration Period, Byzantine Civilization and of the Islamic cultures of the Medieval Near East. Prerequisite: sophomore standing.
- 333-4. MEDIEVAL HISTORY. Medieval Western Europe from the end of the Viking Era until the beginning of the Renaissance in Italy will be dis-

- cussed in detail, and particular attention given to the economic problems of the late Middle Ages. Technological advances, the rise of universities, Church-State relations, and medieval literature will be emphasized. Prerequisite: History 311 or permission of instructor.
- 338-3. HISTORY OF GREECE. A detailed analysis of Hellenic history from the Homeric period to the end of the Peloponnesian War. A thorough examination of the elements of classical culture will be included. Prerequisite: sophomore standing.
- 339-3. HISTORY OF GREECE. A thorough analysis of Greek society in the period 401-133 B.C. The career of Alexander the Great and the fortunes of the Hellenistic Successor Kingdoms will be examined in detail. Special emphasis will be placed on the intellectual achievement of the period. Prerequisite: History 304 or consent of instructor.
- 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.
- 365-4. HISTORY OF CHINESE CIVILIZATION. A survey of the development of Chinese civilization from prehistoric times to the present. Prerequisites: GSB 152 and 153.
- 367-3. INTRODUCTION TO FAR EASTERN CIVILIZATION. (Oriental Civilization I.) A broad survey of Far Eastern history and culture up to the nineteenth century. Prerequisites: GSB 152 and 153.
- 368-3. THE FAR EAST AND MODERN IMPERIALISM. Discussion of Far Eastern international relations against the background of modern imperialism, 1800-1941. Prerequisites: GSB 152 and 153.
- 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. Prerequisites: GSB 152 and 153.
- 372-4. RUSSIAN HISTORY TO 1905. The Kievan and Muscovite background; main currents in Imperial Russia. Prerequisites: GSB 152 and 153.
- 373-4. RUSSIAN HISTORY SINCE 1905. Decline and fall of the Russian Empire, the revolution, and the subsequent development of the Soviet Union. Prerequisites: GSB 152 and 153.
- 401-4. THE OLD SOUTH. A study of the South from the colonial period to the Civil War. Prerequisite: 201.
- 402-4. 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.
- 411-3, 412-3, 413-3. INTELLECTUAL HISTORY OF THE UNITED STATES. A study of the economic, social, and political thought that has influenced the development of the nation. Prerequisites: 201, 202.
- 415-4. THE AGE OF THE RENAISSANCE. The Renaissance in Italy and its development in other sections of Europe. Prerequisites: GSB 152 and 153.
- 416-4. THE AGE OF THE REFORMATION. An analysis of the period which produced the Protestant and Catholic Reformations. Prerequisites: GSB 152 and 153.

- 418-3. ENGLISH CONSTITUTIONAL HISTORY. The evolution and functioning of the English legislative, administrative, and judicial systems with an emphasis on the ideas and principles that determined growth during each age. Prerequisites: GSB 152 and 153.
- 420-4. THE FRENCH REVOLUTION. An intensive study of the period 1789 to 1815. Prerequisites: GSB 152 and 153.
- 425-4. 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 1815-44 will be considered in detail. Prerequisite: 201.
- 435-3. RECENT UNITED STATES HISTORY. An analysis covering the major problems and trends from the Civil War to 1900. Prerequisite: 202.
- 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.
- 450-4. EUROPE SINCE 1914. Political and cultural developments in twentieth century Europe with emphasis on international relations. Prerequisites: GSB 152 and 153.
- 451-3. HISTORIOGRAPHY. Development of history as a written subject, including works and philosophy of the various outstanding historians in ancient, medieval, and modern periods. Prerequisites: GSB 152 and 153.
- 452-3. HISTORICAL RESEARCH AND THESIS WRITING. A methods course in research principles which requires the preparation of a research paper. Prerequisite: senior standing or consent of instructor.
- 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.
- 481-3. ROME: THE EARLY EMPIRE. The civilization of the first two centuries of the Roman Empire. Against a background of general political history, attention is directed to the philosophical schools, pagan religions, and other factors affecting the rise and extension of Christianity. Prerequisite: 101 or equivalent.

PUBLIC ADMINISTRATION AND PLANNING

Public Administration and Planning is an interdisciplinary concentration which focuses around the problems of public administration in today's society and emphasizes the basic skills and general educational background needed in preparation for a career in public administration and urban and/or regional planning. A student may satisfy all concentration requirements by selecting this program which leads to a Bachelor of Arts degree.

A student enrolled in public administration and planning shall offer a minimum of 72 hours distributed in the various disciplines according to the pattern given below.

The combination of hours selected depends on the interest and, to some degree, the previous training of the student. In some cases, selected courses in disciplines other than those suggested may be substituted for the hours recommended. Students enrolled in the program should consult with the program adviser in planning their curricula.

Course problems upon which students may be working in connection with several of the required courses will wherever feasible be related to research projects being carried on by the Public Administration and Metropolitan Affairs Program.

SUGGESTED CURRICULUM

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Public Administration and Planning Concentration Requirements</i>	72
Economics 330 and one elective	8
Geography and Government (See required courses below.)	56
Sociology 335-4 and one elective	8
<i>Secondary Concentration Requirements</i>	(24)
<i>Electives</i>	24
<i>Total</i>	192

Required Courses

1. Government 232-4, 360-4, 361-3, 465-3, 473-3; and/or 470A-4, 470B-4, 470C-4, 470D-2.	17 14
2. Geography 101-5, 211-5, 411-4, 416-4; and/or 470A-4, 470B-4, 470C-4	18 12
3. Other government and/or geography courses to yield at least 18	

hours in one and 38 in the other. Each of 470A, B, and C may count as either geography or government but not both; therefore, the maximum total of items 1 and 2 is 49, minimum is 29. 7-27

SOCIOLOGY

Sociology offers concentrations for those working for a Bachelor of Arts degree and a Bachelor of Science in Education degree. A sociology concentration with a specialization in social work is also offered.

SUGGESTED CURRICULA

BACHELOR OF ARTS DEGREE

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Sociology Concentration Requirements</i>	53
Anthropology (one course)	4
Psychology (one course)	4
Sociology 101, 308 (or Mathematics 220 or 410), 312, 321, 405, 451	23
Sociology electives to complete 45 hours	22
A background course in physical anthropology is also recommended.	
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	16-19
<i>Total</i>	192

Social Work

<i>General Studies Requirements</i> (See page 7.)	96
<i>Bachelor of Arts Degree Requirements</i> (See page 9.)	(15)
<i>Sociology Concentration Requirements</i>	66
Anthropology, economics, psychology (one course in each)	12
Government (two courses in the area of American national, state, and local government)	9
Sociology 101, 102, 308 (or Mathematics 220 or 410), 321, 340, 380, 481, 482	32
Sociology electives	11
<i>Secondary Concentration Requirements</i>	24-27
<i>Electives</i>	3-6
<i>Total</i>	192

BACHELOR OF SCIENCE IN EDUCATION DEGREE

For this degree in the Education Division, the Sociology Concentration Requirements include 101, 102, 321, 333, 340, 374, and sociology electives to complete 48 or 36 hours depending on whether the student has one or two secondary concentrations. One (but not two) secondary concentration should be in another social science.

SECONDARY CONCENTRATION

A secondary concentration in sociology consists of 27 hours and may include GSB 251, 252, and 253.

COURSE DESCRIPTIONS

- 101-4. **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.
- 102-4. **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.
- 241-4. **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.
- 306-4. **SOCIAL CONTROL.** The means and principles of social controls; social institutions as factors in control; techniques of directing social action. Prerequisite: 101.
- 308-3. **STATISTICS FOR SOCIAL SCIENCE.** Methods and application of statistics in the social sciences. Statistical methods in demography, ecology, testing and guidance, social problems. Examination of empirical studies in these and related areas. Prerequisite: junior standing or consent of instructor.
- 312-4. **SOCIOLOGICAL RESEARCH.** Part played by research in the development of sociology as a science. Application of scientific method to social data. Types of research. Prerequisite: 101.
- 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.
- 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.
- 322-4. **PROPAGANDA AND PUBLIC OPINION.** Techniques and characteristics of propaganda; methods of measuring public opinion. Prerequisite: 101.
- 332-4. **SOCIAL ORGANIZATION.** An examination of the determinants of so-

- cial organization; intensive analysis of institutional configurations, social stratification, and systems of social control; review of significant writing. Prerequisite: 101.
- 333-4. COMMUNITY ORGANIZATION. Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 101.
- 335-4. URBAN SOCIOLOGY. The rise, development, structure, culture, planning, and problems in early and modern cities. Prerequisite: 101.
- 338-4. 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.
- 340-4. THE FAMILY. The family in historic and contemporary society; evolution of the modern family; changes in family functions, structures, and roles. Prerequisite: 101.
- 351-4. 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.
- 371-4. POPULATION AND MIGRATION. Characteristics of population, problems of growth, composition, distribution differential fertility, international and internal migration. Prerequisite: consent of instructor.
- 372-4. CRIMINOLOGY. The nature of crime; criminal statistics; causal factors; theories and procedures in prevention and treatment. Prerequisite: consent of instructor.
- 373-4. JUVENILE DELINQUENCY. Nature of juvenile delinquency; factors contributing to delinquent behavior; treatment and prevention.
- 374-4. SOCIOLOGY OF EDUCATION. Methods, principles, and data of sociology applied to the school situation; relation of the school to other institutions and groups. Prerequisite: consent of instructor.
- 380-4. INTRODUCTION TO SOCIAL WORK. The historical development, philosophy, and theory forming the basis for the professional practice of social work; processes developed and the specialists within each of them; personal and educational requirements for the career opportunities available. Prerequisite: 101.
- 388-3. 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. Prerequisite: consent of instructor.
- 396-1 to 5. READINGS IN SOCIOLOGY. Supervised reading in selected subjects. Prerequisite: consent of division head.
- 405-4. CURRENT SOCIOLOGY. A survey of important trends in contemporary social thought. Students read, report on, and evaluate content of leading sociological journals. Prerequisite: 12 hours of sociology.
- 406-4. 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: 101.
- 407-4. INTEGRATED SOCIOLOGY. Designed for senior students with a so-

- ciology 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.
- 424-4. **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.
- 426-4. **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.
- 427-4. **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.
- 435-4. **SOCIAL STRATIFICATION.** A comparative study of social class systems, with emphasis on the American systems. Relationships of class position to behavior in areas such as family, religion, politics. 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.
- 451-4. **SOCIAL THOUGHT II: THE SOCIOLOGICAL MOVEMENT.** Rise and development of scientific social thought in Western society. Prerequisite: consent of instructor.
- 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.
- 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.
- 482-4. **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.
- 484-4. **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. Prerequisite: consent of instructor.

Technical and Adult Education

Dean of Technical and Adult Education Ernest J. Simon, M.S. (Illinois)	1950
Supervisor E. R. Casstevens, B.S. (U.S. Naval Academy)	1959
Assistant Supervisor Dale F. Blount, B.S. (Rockhurst)	1960

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. 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 that arrangements may be made for the various sections of classes. The time and place of registration at each location is the subject of special announcement. Interested students should ad-

dress the Supervisor, Industrial and Technical Programs, Southern Illinois University, Edwardsville, Illinois, for specific information regarding registration.

VETERANS

A veteran who was 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 should furnish a copy of his separation papers showing place of residence at the time of entering the service.

INDUSTRIAL MANAGEMENT PROGRAM

Started in 1956 in co-operation with the East Side Manufacturers Association at Granite City, this program was extended in 1957 to Alton in co-operation with the Alton District Manufacturers Association and in 1959 to East St. Louis in co-operation with East Side Associated Industries.

It is designed to give present and future foremen and supervisors a more complete background of information and skills with which to make and carry out on-the-job decisions. All courses are tailored to meet the practical problems of management and the needs of the students.

The program consists of approximately twenty course offerings, completion of eight is required for the two-year certificate in industrial management. None of the courses carry degree credit. They need not be completed within any specified time. The programs at the three locations, though almost identical, differ slightly: The Granite City and East St. Louis programs require that five of the eight courses be Practical Psychology for Supervisors I, Effective Speaking for Supervisors I, The Supervisor and His Job, Industrial Report Writing, and Labor Management Relations or Current Labor Law. The Alton program simply requires any eight courses.

Each program has the advice of a co-ordinating committee made up of representatives of industry which approves course offerings, makes adjustments to meet the specific needs of the area and advises the University concerning the planning and promotion of the program.

IN-PLANT PROGRAMS

On request by individual industries or other organizations, the University will prepare special noncredit 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 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. At present in-plant programs include:

American Zinc Company	Conference Leadership
Basler Electric Company	Industrial Engineering for Foremen
City of Alton	Training Employees on the Job
Dow Metal Products	Reading Improvement
Granite City Engineering Depot	Technical Report Writing
Granite City Steel Company	Coaching and Counseling
	Basic Industrial Metallurgy
	The 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
Pet Milk 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
	Logic
United Steel Workers of America	Leadership for Unions
Walworth Company	Management Practices

TRAFFIC MANAGEMENT PROGRAM

This program provides instruction of a technical and specialized nature not otherwise available in the 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.

The objective is to prepare candidates for the examination leading to certification by the American Society for Traffic and Transportation. The examinations will be given at the East St. Louis Center in January and June on dates designated by the American Society for Traffic and Transportation.

Courses may be taken at East St. Louis, Alton, or Carbondale. Regis-

tration for credit courses should be done in the regular manner. Registration for noncredit courses will be arranged and announced by Industrial and Technical Programs, Edwardsville, Illinois.

THE COURSES

Numbered courses carry college credit, unnumbered courses do not.

To Prepare for Exam A

Marketing 341-4 Transportation (Prerequisite: 230)
Rates and Tariffs I
Rates and Tariffs II

To Prepare for Exam B

Marketing 451-4 Traffic Management (Prerequisite: 341)

To Prepare for Exam C

Management 170-4 Introduction to Business Administration
Government 210-5 American Government
Marketing 230-5 Principles of Marketing (Prerequisite: Economics 205)
Economics 205-5 Survey of Economic Principles (Prerequisite: Management 170)
Geography 211-5 Economic Geography
Management 320-5 Corporation Finance (Prerequisite: Accounting 253, Economics 205)
Management 340-4 Business Organization and Management

To Prepare for Exam D

Interstate Commerce Law

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Southern Illinois University Foundation

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

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

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